2025 Annual Implementation Plan

for improving student outcomes

Brunswick North Primary School (3585)

Submitted for review by Adam Dunemann (School Principal) on 05 February, 2025 at 11:16 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 20 February, 2025 at 09:50 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving

	FISO 2.0 Dimensions	Self-evaluation level
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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging

	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.	Emerging
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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 and resources	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	

Future planning	- The school is progressing well - Significant development in KIS 2b - Fidelity in implementing the assessment schedule is a key area for future focus - Improvement in student outcomes is evidenced in NAPLAN and teacher judgement data - KIS 4a has seen some improvement (particularly in Tier 3 systems) - Fidelity in Tier 1 systems is an area for future focus as indicated by AToSS
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise learning growth for every student in literacy and numeracy.	Yes	By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN: • Reading from 33 per cent in 2021 to 40 per cent • Writing from 24 per cent in 2021 to 35 per cent • Numeracy from 31 per cent in 2021 to 38 per cent.	By 2026, reduce the number of 'needs additional support' students in writing in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.
		By 2026, increase the percentage of Year 3 students achieving in the top two bands in NAPLAN: • Reading from 73 per cent in 2022 to 78 per cent • Writing from 64 per cent in 2022 to 70 per cent • Numeracy from 45 per cent in 2022 to 55 per cent. Increase the percentage of Year 5 students in the top two bands of NAPLAN: • Reading from 65 per cent in 2022 to 70 per cent • Writing from 38 per cent in 2022 to 43 per cent • Numeracy from 31 per cent in 2022 to 42 per cent.	By 2026, increase the number of students achieving ‘exceeding’ proficiency in writing Year 3 and 5 compared to the number of students in the ‘exceeding’ levels in 2024.
		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: • Year 3 Reading • Year 3 Writing • Year 3 Numeracy	By 2026, the correlation between Above Age Expected Level teacher judgement and NAPLAN proficiency strong or exceeding in the Matched Panorama Report to reduce from:Year 3 writing 42 per cent to 37

			per centYear 5 writing 61 per cent to 50 per cent
		By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of: • Academic emphasis from 60 per cent in 2022 to 70 per cent • Guaranteed and viable curriculum from 59 per cent in 2022 to 70 per cent • Monitor effectiveness using data from 58 per cent in 2022 to 75 per cent • Teacher collaboration from 59 per cent in 2022 to 75 percent • Professional learning through peer observation from 17 per cent in 2022 to 70 per cent • Understand how to analyse data from 33 per cent in 2022 to 50 per cent.	By 2026, increase the proportion of positive responses on the school staff survey for the factors of:- Understand how to analyse data from 50 per cent in 2024 to 60 per cent.- Monitor effectiveness using data from 71 per cent in 2024 to 77 per cent
		By 2026, increase the proportion of positive response scores on the AToSS for the factors of: • Differentiated learning challenge from 74 per cent in 2022 to 84 per cent.	By 2026, increase the proportion of positive response scores on the AToSS for the factors of:- Differentiated learning challenge from 75 per cent in 2024 to 80 per cent.
Optimise student engagement in their learning.	No	By 2026, increase the proportion of positive response scores on the SSS for the factors of: • Understand formative assessment from 67 per cent in 2022 to 77 per cent • Use of student feedback to inform teaching practice from 67 per cent in 2022 to 75 per cent • Believe student engagement is key from 67 per cent in 2022 to 82 per cent • Focus learning on real life problems from 58 per cent in 2022 to 72 per cent	

		• Promote student ownership of learning goals from 42 per cent in 2022 to 65 per cent.	
		By 2026, increase the proportion of positive response scores on the AToSS for the factors of: • Stimulated learning from 67 per cent in 2022 to 75 per cent • Student voice and agency from 47 per cent in 2022 to 61 per cent • Sense of connectedness from 66 per cent in 2022 to 77 per cent • Motivation & interest from 66 per cent in 2022 to 74 per cent • Self regulation and goal setting from 73 per cent in 2022 to 81 per cent.	
		By 2026, increase the proportion of positive response scores on the POS for the factors of: • Student voice and agency from 70 per cent in 2021 to 79 per cent.	
Maximise the wellbeing of every student.	Yes	By 2026, decrease the percentage of Foundation to Year 6 students who are absent for: • 20 - 29.5 days from 5 per cent in 2021 to 2 per cent • 30 plus days from 3 per cent in 2021 to 1 per cent.	By 2026, decrease the percentage of Foundation to Year 6 students who are absent for:20 - 29.5 days from 16 per cent in 2024 to 13 per cent
		By 2026, increase the proportion of positive response scores on the AToSS for the factors of: • Sense of confidence from 70 per cent in 2022 to 78 per cent	By 2026, increase the proportion of positive response scores on the AToSS for the factors of:- Managing bullying for female students from 62 per cent in 2024 to 68 per cent-

		• Emotional awareness and regulation from 62 per cent in 2022 to 71 per cent • Managing bullying from 60 per cent in 2022 to 73 per cent • Respect for diversity from 61 per cent in 2022 to 75 per cent. Decrease the proportion of low response scores on the AToSS for the factor of: • Resilience from 36 per cent in 2022 to 24 per cent.	Emotional awareness and regulation from 64 per cent in 2024 to 69 per cent
		By 2026, increase the proportion of positive response scores on the POS for the factor of: • Parent participation and involvement from 71 per cent in 2021 to 77 per cent.	By 2026, increase the proportion of positive response scores on the POS for the factor of:Parent participation and involvement maintained at 90 percent or more

Goal 1	**Maximise learning growth for every student in literacy and numeracy.**
12-month target 1.1	By 2026, reduce the number of 'needs additional support' students in writing in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.
12-month target 1.2	By 2026, increase the number of students achieving ‘exceeding’ proficiency in writing Year 3 and 5 compared to the number of students in the ‘exceeding’ levels in 2024.
12-month target 1.3	By 2026, the correlation between Above Age Expected Level teacher judgement and NAPLAN proficiency strong or exceeding in the Matched Panorama Report to reduce from: Year 3 writing 42 per cent to 37 per cent Year 5 writing 61 per cent to 50 per cent
12-month target 1.4	By 2026, increase the proportion of positive responses on the school staff survey for the factors of: - Understand how to analyse data from 50 per cent in 2024 to 60 per cent.

	- Monitor effectiveness using data from 71 per cent in 2024 to 77 per cent	
12-month target 1.5	By 2026, increase the proportion of positive response scores on the AToSS for the factors of: - Differentiated learning challenge from 75 per cent in 2024 to 80 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Implement and embed school improvement team structures and processes that build leadership and teaching and learning capacity.	No
KIS 1.b Teaching and learning	Improve staff curriculum, pedagogical knowledge and capability to consistently implement agreed instructional models.	Yes
KIS 1.c Assessment	Develop and embed a collaborative PLC inquiry approach that builds staff capacity to deliver teaching practice that challenges and extends every student.	No
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.	Feedback from staff indicates PLC cycles are valued as an effective model for improving practice. This is reflected by improved SSS results for professional learning since 2022. While the structures and processes continue to be built, the school's priorities are in the area of staff curriculum, pedagogical knowledge and implementing an agreed instructional model. NAPLAN outcome data indicates a need for continued improvement in these areas.	
Goal 3	**Maximise the wellbeing of every student.**	
12-month target 3.1	By 2026, decrease the percentage of Foundation to Year 6 students who are absent for: 20 - 29.5 days from 16 per cent in 2024 to 13 per cent	
12-month target 3.2	By 2026, increase the proportion of positive response scores on the AToSS for the factors of: - Managing bullying for female students from 62 per cent in 2024 to 68 per cent	

	- Emotional awareness and regulation from 64 per cent in 2024 to 69 per cent	
12-month target 3.3	By 2026, increase the proportion of positive response scores on the POS for the factor of: Parent participation and involvement maintained at 90 percent or more	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Build and embed a whole school multi-tiered approach to meet the learning and wellbeing needs of all students.	Yes
KIS 3.b Engagement	Build and embed a school wide approach that ensures respectful and active partnerships with students and families.	No
KIS 3.c Teaching and learning	Strengthen whole school processes and practices that ensure students have social and emotional readiness to learn.	No
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.	While staff have developed an understanding of a multi-tiered approach, the implementation of these systems are not yet embedded. This is evidenced by some inconsistency in IEP practices, specifically in quality and frequency. A further element of this is the need to increase staff understanding of how a multi-tiered approach applies to student academic needs. AToSS data indicates student engagement with their learning is an area for improvement, with a particular focus on their resilience as a factor in their social and emotional readiness to learn.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise learning growth for every student in literacy and numeracy.
12-month target 1.1	By 2026, reduce the number of 'needs additional support' students in writing in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.
12-month target 1.2	By 2026, increase the number of students achieving ‘exceeding’ proficiency in writing Year 3 and 5 compared to the number of students in the ‘exceeding’ levels in 2024.
12-month target 1.3	By 2026, the correlation between Above Age Expected Level teacher judgement and NAPLAN proficiency strong or exceeding in the Matched Panorama Report to reduce from: Year 3 writing 42 per cent to 37 per cent Year 5 writing 61 per cent to 50 per cent
12-month target 1.4	By 2026, increase the proportion of positive responses on the school staff survey for the factors of: - Understand how to analyse data from 50 per cent in 2024 to 60 per cent. - Monitor effectiveness using data from 71 per cent in 2024 to 77 per cent
12-month target 1.5	By 2026, increase the proportion of positive response scores on the AToSS for the factors of: - Differentiated learning challenge from 75 per cent in 2024 to 80 per cent.
KIS 1.b 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.

Actions	- Develop data literacy of teachers to inform understanding of student needs - Develop an instructional playbook (a range of instructional routines/strategies/techniques) that the school practices - Build staff capacity in the elements of VTLM 2.0 and the implementation of evidence based practices
Outcomes	- Leaders develop consistent understanding of the agreed instructional practices to be used in the school - Leaders will guide their team in data literacy practices - Increase in all teacher's capability to accurately identify the learning needs of all students - Teachers will plan for differentiation based on student learning data - Students will be supported to learn at point of need - Students will be taught using explicit instruction - Teachers will increase the use of explicit instruction - Teachers will understand, review and implement teacher practices related to VTLM 2.0
Success Indicators	Early Indicators: - school data banks (Assessment Resource Collection or ARC) will be regularly updated based on assessments from the assessment schedule - planners will include names that have been derived from data - the focus of small group instruction will be clearly linked to ARC and in planners - anecdotal observations indicate an increase in student engagement during explicit instruction Late Indicators: - Improvement in NAPLAN results for spelling and writing for Grade 3 and 5 students - Increase in positive responses for the AToSS factors of stimulated learning, motivation and interest and differentiated instruction

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Professional Development in PLCs that develops explicit instruction strategies.	☑ Assistant principal ☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
F-2 teachers will participate in an AERO study focusing on explicit instruction of phonics and CLT.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1	$0.00

	☑ Teacher(s)		to: Term 4	
Develop school wide documentation that outlines term planning processes	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop a coaching team and an instructional coaching model	☑ Assistant principal ☑ Learning specialist(s) ☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	$8,129.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop an english term planner	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Develop a mathematics term planner	☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Develop a guaranteed and viable curriculum for writing	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$2,548.83 ☑ Disability Inclusion Tier 2

				Funding will be used
Continue resourcing and organising of decodable texts and non-decodable texts to support in class instruction and take home readers	☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$21,000.00 ☑ Equity funding will be used
Begin developing an instructional playbook to inform practices to be used in the school	☑ Assistant principal ☑ Learning specialist(s) ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Continue to develop an Assessment and Reporting Collection (ARC)	☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional learning for staff in using the Assessment and Reporting Collection (ARC) through PLCs	☑ PLC leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Facilitate the career start program, including providing time release for ongoing mentorship of first year graduate teachers	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
First curriculum day to focus on Cognitive Load Theory (CLT)	☑ School improvement team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 1	
Develop start of year lesson sequence for mathematics F-6	☑ Numeracy leader	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Ensure classrooms have consistent concrete materials to assist mathematics learning	☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Goal 3	Maximise the wellbeing of every student.
12-month target 3.1	By 2026, decrease the percentage of Foundation to Year 6 students who are absent for: 20 - 29.5 days from 16 per cent in 2024 to 13 per cent
12-month target 3.2	By 2026, increase the proportion of positive response scores on the AToSS for the factors of: - Managing bullying for female students from 62 per cent in 2024 to 68 per cent - Emotional awareness and regulation from 64 per cent in 2024 to 69 per cent
12-month target 3.3	By 2026, increase the proportion of positive response scores on the POS for the factor of: Parent participation and involvement maintained at 90 percent or more
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build and embed a whole school multi-tiered approach to meet the learning and wellbeing needs of all students.

Actions	Embed the SWPBS framework Build staff capacity to use the Positive Classroom Management Strategies Build staff understanding of positive psychology practices
Outcomes	Leaders will understand the application of positive psychology practices in the primary school setting Leaders will implement a staged approach to improving fidelity of SWPBS practices Teachers will implement and model consistent routines Teachers will employ the Positive Classroom Management Strategies Students will be acknowledged for using agreed routines across the school Students will be taught expected behaviours from the school matrix
Success Indicators	Early indicators: Documentation of planned SWPBS lessons based on student data Professional learning for teachers is documented Observations of changes to classroom practices Student engagement and assessment data Late indicators: Decrease in behavioural incidents as shown through Compass Pulse data Student, staff and parent perception survey results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop IEP exemplars	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Whole school professional learning on the Positive Classroom Management Strategies, specifically procedures and routines, with a school-based approach to professional learning	☑ Mental health and wellbeing leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$0.00

School leaders complete the Certificate in Visible Wellbeing for teachers	☑ School improvement team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$8,700.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS team to develop start of year lesson sequences	☑ SWPBS leader/team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Develop Common Expectations document for IEPs	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Establish a system to facilitate ES and teacher communication via Google Drive	☑ Disability inclusion coordinator ☑ Education support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Survey students grades 1-6 on targeted AtOSS questions focussing on bullying prevention and fairness	☑ Mental health and wellbeing leader ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Train additional teachers and ES in the Dogs Connect program	☑ Education support	☐ PLP Priority	from: Term 1	$0.00

	☑ Mental health and wellbeing leader ☑ Teacher(s)		to: Term 2	
Whole-school professional learning focusing on tier 2 adjustments, documentation and implementation	☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 3 to: Term 3	$0.00
Conduct a school-wide review of Vision and Values	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Develop a sequence bullying prevention lessons to be implemented as a part of the social and emotional learning scope and sequence F-6.	☑ Mental health and wellbeing leader ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 3	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$21,000.00	$21,000.00	$0.00
Disability Inclusion Tier 2 Funding	$153,962.43	$153,962.43	$0.00
Schools Mental Health Fund and Menu	$46,451.70	$46,451.70	$0.00
Total	$221,414.13	$221,414.13	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Develop a coaching team and an instructional coaching model	$8,129.00
Develop a guaranteed and viable curriculum for writing	$2,548.83
Continue resourcing and organising of decodable texts and non-decodable texts to support in class instruction and take home readers	$21,000.00
School leaders complete the Certificate in Visible Wellbeing for teachers	$8,700.00
Totals	$40,377.83

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Continue resourcing and organising of decodable texts and non-decodable texts to support in class instruction and take home readers	from: Term 1 to: Term 4	$21,000.00	☑ Teaching and learning programs and resources
Totals		$21,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Develop a guaranteed and viable curriculum for writing	from: Term 3 to: Term 4	$2,548.83	☑ CRT • CRT (to attend school planning)
Totals		$2,548.83	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Develop a coaching team and an instructional coaching model	from: Term 1 to: Term 4	$8,129.00	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** ○ Employ CRT to release staff member

School leaders complete the Certificate in Visible Wellbeing for teachers	from: Term 1 to: Term 4	$8,700.00	☑ Certificate in Visible Wellbeing for teachers **This activity will use Mental Health Menu staffing** ○ Program delivered in school by external service provider
Totals		$16,829.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Mental Health and Wellbeing Leader participating in Instructional Coaching	$29,622.70
Employ Disability Inclusion Coordinator and ES staff	$153,962.43
Totals	$183,585.13

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Mental Health and Wellbeing Leader participating in Instructional Coaching	from: Term 1 to: Term 4		
Employ Disability Inclusion Coordinator and ES staff	from: Term 1 to: Term 4		
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Mental Health and Wellbeing Leader participating in Instructional Coaching	from: Term 1 to: Term 4		
Employ Disability Inclusion Coordinator and ES staff	from: Term 1 to: Term 4	$151,413.60	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher
Totals		$151,413.60	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Mental Health and Wellbeing Leader participating in Instructional Coaching	from: Term 1 to: Term 4	$29,622.70	☑ Mental Health in Primary Schools (MHiPS)(free) **This activity will use Mental Health Menu staffing** ○ Assign existing staff member to initiative (eduPay)
Employ Disability Inclusion Coordinator and ES staff	from: Term 1 to: Term 4		
Totals		$29,622.70	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Development in PLCs that develops explicit instruction strategies.	☑ Assistant principal ☑ School improvement team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Whole school pupil free day ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
F-2 teachers will participate in an AERO study focusing on explicit instruction of phonics and CLT.	☑ Learning specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist ☑ External consultants Australian Education Research Organisation	☑ On-site
Develop a coaching team and an instructional coaching model	☑ Assistant principal ☑ Learning specialist(s) ☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ External consultants StepLab	☑ On-site

Whole school professional learning on the Positive Classroom Management Strategies, specifically procedures and routines, with a school-based approach to professional learning	☑ Mental health and wellbeing leader ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources Positive Classroom Management Strategies	☑ On-site
School leaders complete the Certificate in Visible Wellbeing for teachers	☑ School improvement team ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Visible Wellbeing	☑ On-site
Whole-school professional learning focusing on tier 2 adjustments, documentation and implementation	☑ Disability inclusion coordinator	from: Term 3 to: Term 3	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site