**2024 Annual Implementation Plan**

Submitted for review by George Danson (School Principal) on 15 March, 2024 at 04:46 PM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 27 March, 2024 at 11:56 AM
Endorsed by Belinda Griffiths (School Council President) on 02 May, 2024 at 08:27 PM

**for improving student outcomes**

Le Page Primary School (5422)



**Self-evaluation summary - 2024**

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|  | **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 | Embedding |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **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 |

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| **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 |

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Embedding |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

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| **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 |

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| **Future planning** | KIS 1To continue building on a whole-school approach to improve Numeracy.ActionsDevelop an F-6 Scope and Sequence document based on the new Vic Curriculum and Di Seamen’s Big Ideas.Provide a multi-approach PL program for staff with a focus on formative assessment and evidence-based teaching approaches.ActivitiesReview curriculum content and teaching approaches. Two additional non-teaching days will provide time for the SIT to complete this work.Create a scope and sequence map using the new VC and Di Seamen’s Big Ideas approach by the end of Term 1. Two additional non-teaching days will provide time for the SIT to complete this work.Lead the staff in the facilitation of the map.Follow a formative assessment schedule.Schedule Numeracy professional learning focused on the scope and sequence map, formative assessment and teaching approaches.Peer observations conducted on a termly basis – one common focus per term.Learning walks scheduled – leadership driven.Modelling by the Learning Specialist with all teachers.OutcomesLeaders will have created and initiated the implementation of a relevant and effective whole-school approach to Numeracy and teaching and learning.Leaders will have actively supported teachers by modelling in class, team teaching and learning.Teachers will have anecdotal notes and will have provided feedback to peers, regarding teaching observations.Teachers will have constructive feedback from SIT members resulting from learning walks.Students will be confident in their learning and identify and celebrate growth steps.Students will apply themselves during Numeracy sessions at their instructional and slightly challenging levels.Early Success IndicatorsDuring professional learning and PLC meetings teachers will share their new common understandings of Numeracy teaching and learning.Anecdotal records and written and verbal feedback of peer observations and learning walks will indicate how staff are using their professional learning.Late Success IndicatorsStudent work samples in books and on display will reflect the teaching and learning approaches.The Staff Opinion Survey and Attitudes to School Survey will be positively endorsed.KIS 2To continue building on a whole-school approach to improve student wellbeing.ActionsFormalise a pathway map for in-school, network and external mental health and wellbeing support agencies.Develop a tiered approach to monitor cohorts’ mental health and wellbeing.Develop resilience strategies to support students’ emotional and mental health.ActivitiesDisability and Inclusion Leading Teacher leads the creation of a tiered student agency support map.Induct the staff of the tiered supports, and those responsible at each level.MRA and PLC generated student surveys administered twice each term.Develop a scope and sequence for building student resilience strategies at F, 12, 34 and 56.Facilitate zones of regulation or the like in all classrooms at F, 12, 34 and 56.Create common student feedback approaches at F, 12, 34, 56 to express their wellbeingSchedule student wellbeing and mental health as a permanent agenda item on PLC and SIT meetings.OutcomesLeaders will have created and initiated the implementation of a relevant and effective whole-school approach to Numeracy and teaching and learning.Leaders will have actively supported teachers by modelling in class, team teaching and learning.Teachers will have anecdotal notes and will have provided feedback to peers, regarding teaching observations.Teachers will have constructive feedback from SIT members resulting from learning walks.Students will be confident in their learning and identify and celebrate growth steps.Students will apply themselves during Numeracy sessions at their instructional and slightly challenging levels.Early Success IndicatorsDuring professional learning and PLC meetings teachers will share their new common understandings of Numeracy teaching and learning.Anecdotal records and written and verbal feedback of peer observations and learning walks will indicate how staff are using their professional learning.Late IndicatorsStudent work samples in books and on display will reflect the teaching and learning approaches.The Staff Opinion Survey will be positively endorsed.The Attitudes to School Survey will be positively endorsed. |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal**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. | No | Support for the priorities |  |
| Maximise the learning growth for all students. | Yes | **Top 2 bands NAPLAN** Increase the percentage of Year 5 students achieving in the top 2 bands in NAPLAN for:* Reading and viewing from 27% (2021) to 40% (2025)
* Writing from 13% (2021) to 25% (2025)
* Numeracy from 20% (2021) to 30% (2025).
 | NA |
| **Benchmark growth** Increase the percentage of students rated to be at or above benchmark growth in NAPLAN for:* Reading from 72% (2021) to 80% (2025)
* Writing from 66% (2021) to 80% (2025)
* Number and algebra from 72% (2021) to 80% (2025).
 | NA |
| **Teacher judgement** Increase the percentage of Years F-6 students rated by teacher judgement to be at or above age expected levels on the Victorian Curriculum for:* Reading and viewing from 85% (2020) to 89% (2025)
* Writing from 74% (2020) to 80% (2025)
* Number and algebra from  87% (2020) to 89% % (2025).
 | 80% of students achieving 12 months or more growth in Number and algebra. |
| **School Staff Survey** Increase the percentage of positive endorsement by teachers for the factors:* understand how to analyse data from 78% (2020) to 80% (2025)
* moderate assessment tasks together from 78% (2020) to 80% (2025)
* academic emphasis from 71% (2020) to 80% (2025)
* collective efficacy from 74% (2020) to 80% (2025).
 | Understand how to analyse data maintain at 90% Moderate assessment tasks together maintain at 90%Academic emphasis maintain at 80% Collective efficacy maintain at 90%  |
| Increase active participation of all students in their learning. | No | **Attitudes to School Survey** Increase the percentage of positive endorsement by students for the factors: * student voice and agency from 66% (2020) to 70% (2025).
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| **School Staff Survey** Increase the percentage of positive endorsement by teachers for the factors in the teaching and learning implementation module of the SSS:* believe student engagement is key from 89% (2020) to 90% (2025)
* promote student ownership of learning from 89% (2020) to 90% (2025).
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| **Parent Opinion Survey**Increase the percentage of positive endorsement by parents for the factor:* student agency and voice from 88% (2019) to 90% (2025).
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| Enhance the wellbeing of all students. | Yes | **School Staff Survey** Increase the percentage of positive endorsement by teachers for the factor:* support growth and learning of the whole student from 89% (2020) to 90% (2025).
 | Support growth and learning of the whole student - maintain at 90% (2024). |
| **Attitudes to School Survey:**Increase the percentage of positive endorsement by students for the factors:* sense of confidence from 71% (2020) to 75% (2025).
* sense of connectedness from 78% (2020) to 82% (2025).
 | Sense of confidence from 79% (2023) to 80% (2024).Sense of Student Voice from 77% to 80%.Sense of connectedness from 91% (2023) to 91% (2024). |
| **Attendance:**Reduce the percentage of students with 20+ days absence from 35% (2019) to 25% (2025). | Reduce the percentage of students with 20+ days absence from 30% (2023) to 27% (2024). |

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| **Goal 2** | **Maximise the learning growth for all students.** |
| 12-month target 2.1-month target | NA |
| 12-month target 2.2-month target | NA |
| 12-month target 2.3-month target | 80% of students achieving 12 months or more growth in Number and algebra. |
| 12-month target 2.4-month target | Understand how to analyse data maintain at 90% Moderate assessment tasks together maintain at 90%Academic emphasis maintain at 80% Collective efficacy maintain at 90%  |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 2.a**Excellence in teaching and learning | Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy. | No |
| **KIS 2.b**Excellence in teaching and learning | Build the capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning | No |
| **KIS 2.c**Excellence in teaching and learning | Build a culture of teacher collaboration through the implementation of PLCs. | 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. | To continue building on a whole-school approach to improve student learning outcomes in Numeracy. |
| **Goal 4** | **Enhance the wellbeing of all students.** |
| 12-month target 4.1-month target | Support growth and learning of the whole student - maintain at 90% (2024). |
| 12-month target 4.2-month target | Sense of confidence from 79% (2023) to 80% (2024).Sense of Student Voice from 77% to 80%.Sense of connectedness from 91% (2023) to 91% (2024). |
| 12-month target 4.3-month target | Reduce the percentage of students with 20+ days absence from 30% (2023) to 27% (2024). |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 4.a**Positive climate for learning | Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers | No |
| **KIS 4.b**Positive climate for learning | Develop, document and implement a tiered and responsive approach to support student wellbeing and inclusion. | 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. | To continue building on a whole-school approach to improve student wellbeing. |

**Define actions, outcomes, success indicators and activities**

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| **Goal 2** | Maximise the learning growth for all students. |
| 12-month target 2.1 target | NA |
| 12-month target 2.2 target | NA |
| 12-month target 2.3 target | 80% of students achieving 12 months or more growth in Number and algebra. |
| 12-month target 2.4 target | Understand how to analyse data maintain at 90% Moderate assessment tasks together maintain at 90%Academic emphasis maintain at 80% Collective efficacy maintain at 90%  |
| KIS 2.cBuilding practice excellence | Build a culture of teacher collaboration through the implementation of PLCs. |
| **Actions** | PLC Cycles - Leadership SupportThe Term 1 PLC cycle will focus the Habits of Attention - tier 1 classroom strategies to increase student capacity to focus and learn. Term 2's first PLC cycle will focus the Habits of Attention, and the second, an aspect of teaching numeracy. Term 3 and 4 cycles will focus on teaching numeracy. The Leadership team, George, Courtney, Jarrod and Jen will attend PLC meetings, and model and support the teams consisting of 2 or 3 members. In Term 2, a gradual release of support will be practiced so by Term 3, the PLC leaders will manage the process.Teach Like a Champion 3.0, 63 techniques that put students on the path to college - Doug Lemov will be used as the foundational reference for the Habits of Attention strategies.PLCs Focus on Student Assessment Data Triangulation Terms 2-3 |
| **Outcomes** | PLCs operate in a highly effective way and directly improve teaching and learning.Students will have improved attention rates and learning outcomes in number and algebra. |
| **Success Indicators** | PLCs will have been led by teachers via a gradual release approach from semester 2.Through professional learning teachers will have increased their knowledge banks of strategies that increased student focus and attention.Through professional learning teachers will have practiced evidence-based strategies that improved student learning in number and algebra.Teachers share new common understandings of numeracy teaching and learning strategies, during professional learning workshops and PLC meetings.Anecdotal records and written and verbal feedback from peer observations indicate that teachers are applying professional learning.Teachers receive constructive feedback from SIT members resulting from learning walks.PLCs share their research and data results at the end of each cycle, with the whole staff.Student work samples reflect value added.The student achievement data tracker shows growth in number and algebra.Students apply attention habits during numeracy sessions at their instructional and slightly challenging levels.Peer observations will have provided opportunities to explore evidence of targeted practices and improved learning environments. The Staff Opinion Survey and Attitudes to School Survey will have been positively endorsed. |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Schedule Numeracy professional learning focused on The Big Ideas in Number, formative assessment and teaching approaches. | 🗹 Assistant principal🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Peer observations conducted on a termly basis – one common focus per term. | 🗹 All staff🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Modelling by the Learning Specialist with all teachers. | 🗹 All staff🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 2to:Term 3 | $0.00 |
| Learning walks scheduled – leadership driven. | 🗹 School leadership team | 🗹 PLP Priority | from:Term 3to:Term 4 | $0.00 |
| Attend network CoP. | 🗹 Assistant principal🗹 Learning specialist(s)🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $2,000.00 |
| Write a multi-tiered systems support (1-3) teaching and referral framework for number and algebra. | 🗹 All staff | 🗹 PLP Priority | from:Term 3to:Term 4 | $0.00 |
| Professional Leaning WorkshopsTriangulation of number and algebra data sets to make informed and aligned teacher judgements against the VCS | 🗹 Assistant principal🗹 Leading teacher(s)🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Purchase numeracy teaching and learning resources | 🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 2 | $10,000.00🗹 Equity funding will be used |
| **Goal 4** | Enhance the wellbeing of all students. |
| 12-month target 4.1 target | Support growth and learning of the whole student - maintain at 90% (2024). |
| 12-month target 4.2 target | Sense of confidence from 79% (2023) to 80% (2024).Sense of Student Voice from 77% to 80%.Sense of connectedness from 91% (2023) to 91% (2024). |
| 12-month target 4.3 target | Reduce the percentage of students with 20+ days absence from 30% (2023) to 27% (2024). |
| KIS 4.bHealth and wellbeing | Develop, document and implement a tiered and responsive approach to support student wellbeing and inclusion. |
| **Actions** | Multi-Tiered Systems of Support, MTSS will be developed comprising wellbeing and positive behaviour management strategies at levels 1, 2 and 3. |
| **Outcomes** | Students access relevant types and levels of support.Teachers understand the difference between tier 1, 2 and 3 systems support and who is responsible for such.Classroom teachers are knowledgable and practice wellbeing and positive behavioural management strategies.D & I and Wellbeing teachers are knowledgable and practice wellbeing and positive behavioural management strategies at all tiers.  |
| **Success Indicators** | During professional learning and PLC meetings teachers will share their new common understandings of tier 1, 2 and 3 support.D & I Leading Teacher and Wellbeing Officer will have provided professional learning to build teachers' knowledge banks and skill sets to improve tier 1 support.Data tracker used to reflect the levels of support provided to students at all tiers.The Staff Opinion Survey and Attitudes to School Survey will be positively endorsed. |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Attend Engagement and Wellbeing Network CoP meetings | 🗹 Assistant principal🗹 Leading teacher(s)🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Curriculum Day 1Induction of whole-school expectations of student behaviour. | 🗹 All staff🗹 Assistant principal🗹 Leading teacher(s)🗹 Learning specialist(s)🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Curriculum Day 2 Write a multi-tiered (1-3) systems support positive behaviour management and referral framework.MRA and PLC generated student surveys administered each term. | 🗹 All staff | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Curriculum Day 3Write a MTSS positive wellbeing management and referral framework. | 🗹 All staff | 🗹 PLP Priority | from:Term 2to:Term 2 | $0.00 |
| Schedule student wellbeing and mental health as a permanent agenda item for PLC meetings. | 🗹 PLC leaders🗹 School leadership team | 🗹 PLP Priority | from:Term 2to:Term 4 | $0.00 |
| Employ a Wellbeing/Mental Health Officer part-time. | 🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $32,000.00🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Fund D & I Leading Teacher to manage Tier 1, 2 and 3 school systems and processes. | 🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 4 | $120,000.00🗹 Disability Inclusion Tier 2 Funding will be used |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $32,737.00 | $10,000.00 | $22,737.00 |
| Disability Inclusion Tier 2 Funding | $120,595.13 | $120,000.00 | $595.13 |
| Schools Mental Health Fund and Menu | $32,838.88 | $32,000.00 | $838.88 |
| **Total** | $186,171.01 | $162,000.00 | $24,171.01 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| Purchase numeracy teaching and learning resources | $10,000.00 |
| Employ a Wellbeing/Mental Health Officer part-time. | $32,000.00 |
| Fund D & I Leading Teacher to manage Tier 1, 2 and 3 school systems and processes. | $120,000.00 |
| **Totals** | $162,000.00 |

Activities and milestones - Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Purchase numeracy teaching and learning resources | from:Term 1to:Term 2 | $10,000.00 | 🗹 Teaching and learning programs and resources |
| **Totals** |  | $10,000.00 |  |

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Fund D & I Leading Teacher to manage Tier 1, 2 and 3 school systems and processes. | from:Term 1to:Term 4 | $120,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties* Leading teacher
 |
| **Totals** |  | $120,000.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Employ a Wellbeing/Mental Health Officer part-time. | from:Term 1to:Term 4 | $32,000.00 | 🗹 Employ teaching staff to support Tier 2 initiatives |
| **Totals** |  | $32,000.00 |  |

Additional funding planner – Total Budget

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| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Additional funding planner – Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

**Professional learning plan**

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| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Schedule Numeracy professional learning focused on The Big Ideas in Number, formative assessment and teaching approaches. | 🗹 Assistant principal🗹 Learning specialist(s) | from:Term 1to:Term 1 | 🗹 Demonstration lessons | 🗹 Whole school pupil free day🗹 Formal school meeting / internal professional learning sessions🗹 Timetabled planning day🗹 PLC/PLT meeting | 🗹 School improvement partnerships🗹 Internal staff🗹 Learning specialist🗹 Departmental resourcesTool Kid and a variety of others.🗹 Pedagogical Model | 🗹 On-site |
| Peer observations conducted on a termly basis – one common focus per term. | 🗹 All staff🗹 Learning specialist(s) | from:Term 1to:Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Teaching partners🗹 Learning specialist | 🗹 On-site |
| Modelling by the Learning Specialist with all teachers. | 🗹 All staff🗹 Learning specialist(s) | from:Term 2to:Term 3 | 🗹 Demonstration lessons | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff🗹 Learning specialist | 🗹 On-site |
| Learning walks scheduled – leadership driven. | 🗹 School leadership team | from:Term 3to:Term 4 | 🗹 Peer observation including feedback and reflection🗹 Individualised reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 SEIL🗹 Internal staff🗹 Learning specialist | 🗹 On-site |
| Attend network CoP. | 🗹 Assistant principal🗹 Learning specialist(s)🗹 Principal | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff🗹 Learning specialist | 🗹 Off-siteKingston program - Jane Lake Centre and school visits. |
| Write a multi-tiered systems support (1-3) teaching and referral framework for number and algebra. | 🗹 All staff | from:Term 3to:Term 4 | 🗹 Planning🗹 Preparation🗹 Curriculum development | 🗹 Whole school pupil free day🗹 Formal school meeting / internal professional learning sessions🗹 Timetabled planning day🗹 Network professional learning🗹 Area principal forums | 🗹 Internal staff🗹 Learning specialist🗹 Departmental resourcesVC 2.0 Number | 🗹 Off-siteOn and off site within the Kingston Network. |
| Professional Leaning WorkshopsTriangulation of number and algebra data sets to make informed and aligned teacher judgements against the VCS | 🗹 Assistant principal🗹 Leading teacher(s)🗹 Learning specialist(s) | from:Term 1to:Term 4 | 🗹 Design of formative assessments🗹 Moderated assessment of student learning | 🗹 Formal school meeting / internal professional learning sessions🗹 Timetabled planning day | 🗹 Internal staff🗹 Learning specialist🗹 Departmental resourcesVaried. | 🗹 On-site |
| Purchase numeracy teaching and learning resources | 🗹 Learning specialist(s) | from:Term 1to:Term 2 | 🗹 Planning🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff🗹 Learning specialist | 🗹 On-site |
| Attend Engagement and Wellbeing Network CoP meetings | 🗹 Assistant principal🗹 Leading teacher(s)🗹 Principal | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions🗹 Timetabled planning day | 🗹 Internal staff🗹 Learning specialist | 🗹 Off-siteKingston Network CoP program. |
| Curriculum Day 1Induction of whole-school expectations of student behaviour. | 🗹 All staff🗹 Assistant principal🗹 Leading teacher(s)🗹 Learning specialist(s)🗹 Principal | from:Term 1to:Term 1 | 🗹 Planning🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions🗹 Timetabled planning day🗹 Network professional learning | 🗹 SEIL🗹 Internal staff🗹 Learning specialist🗹 Lookout centre/designated teacher | 🗹 On-site |
| Curriculum Day 2 Write a multi-tiered (1-3) systems support positive behaviour management and referral framework.MRA and PLC generated student surveys administered each term. | 🗹 All staff | from:Term 1to:Term 1 | 🗹 Planning🗹 Preparation | 🗹 Whole school pupil free day🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Curriculum Day 3Write a MTSS positive wellbeing management and referral framework. | 🗹 All staff | from:Term 2to:Term 2 | 🗹 Planning🗹 Preparation | 🗹 Whole school pupil free day | 🗹 Internal staff🗹 Learning specialist | 🗹 On-site |
| Schedule student wellbeing and mental health as a permanent agenda item for PLC meetings. | 🗹 PLC leaders🗹 School leadership team | from:Term 2to:Term 4 | 🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions🗹 PLC/PLT meeting | 🗹 Internal staff | 🗹 On-site |
| Employ a Wellbeing/Mental Health Officer part-time. | 🗹 Principal | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions🗹 Timetabled planning day | 🗹 Internal staff🗹 Learning specialist | 🗹 On-site |
| Fund D & I Leading Teacher to manage Tier 1, 2 and 3 school systems and processes. | 🗹 Principal | from:Term 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions🗹 Timetabled planning day | 🗹 Internal staff🗹 Learning specialist | 🗹 On-site |