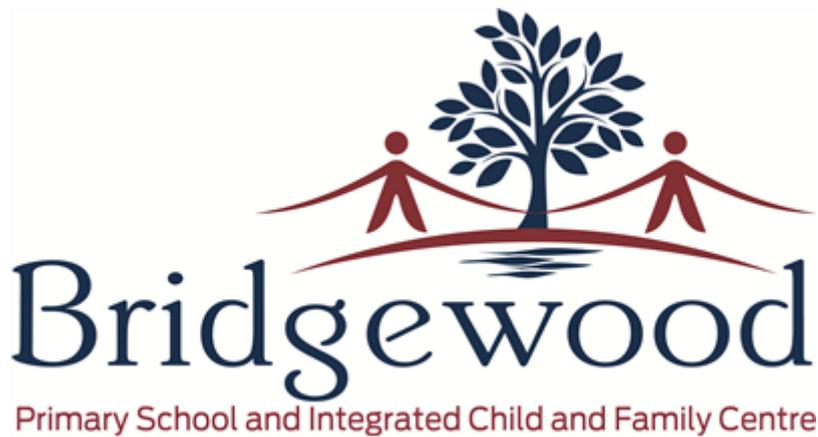# 2024 Annual Implementation Plan

for improving student outcomes

Bridgewood Primary School (5563)

Submitted for review by Kerry Coffey (School Principal) on 27 August, 2024 at 01:18 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 01 September, 2024 at 05:42 PM
Endorsed by Peter Woolsey (School Council President) on 03 September, 2024 at 02:00 PM

Self-evaluation summary - 2024

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

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 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	
To improve student outcomes in reading.	Yes	By 2028 increase the percentage of Year 3 students, based on a 4-year rolling average in NAPLAN reading: ● from 45% in the strong proficiency level in 2023 to 49% ● from 11% in the exceeding proficiency level in 2023 to 15%	rom 45% in the strong proficiency level in 2023 to 49%
		By 2028 increase the percentage of Year 5 students, based on a 4-year rolling average in NAPLAN reading: ● from 53% in the strong proficiency level in 2023 to 57% ● from 15% in the exceeding proficiency level in 2023 to 19%	rom 45% in the strong proficiency level in 2023 to 49%
		By 2028, increase the percentage, based upon a 4-year rolling average benchmark, of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 in reading, as being at or above level will increase in reading from 78 % in 2023 to 84 %.	rom 45% in the strong proficiency level in 2023 to 49%
To improve student outcomes in number.	Yes	By 2028 increase the percentage of students, based on a 4-year rolling average in Year 3 NAPLAN number: ● from 43% in strong in 2023 to 47% ● from 13% in exceeding in 2023 to 19%	rom 45% in the strong proficiency level in 2023 to 49%

		By 2028 increase the percentage of students, based on a 4-year rolling average in Year 5 NAPLAN number: • from 46% in strong in 2023 to 50% • from 10% in exceeding in 2023 to 14%	rom 45% in the strong proficiency level in 2023 to 49%
		By 2028 increase the percentage, based upon a 4-year rolling average benchmark, of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 number as being at, or above level will increase in number from 84% in 2023 to 86%.	rom 45% in the strong proficiency level in 2023 to 49%
For all students to engage in and connect to their learning.	Yes	By 2028, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be above the VC Personal and Social Capability expected achievement standards will increase from 2% in 2024 to 10%.	rom 45% in the strong proficiency level in 2023 to 49%
		By 2028 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures. • Perseverance will increase from 67% in 2023 to above 71%. • Motivation and Interest from 74% in 2023 to 78% • Stimulated learning from 71% in 2023 to 75%.	rom 45% in the strong proficiency level in 2023 to 49%
		By 2028 the percentage of parents reporting positive endorsement in the Parent, Guardian, Carers Opinion Survey (PGCOS) measures: • Stimulating learning environment from 65 % in 2023 to 69% • Student motivation and support from 58% in 2023 to 62% • Effective teaching 57% in 2023 to 61%	rom 45% in the strong proficiency level in 2023 to 49%

Goal 2	To improve student outcomes in reading.
12-month target 2.1-month target	rom 45% in the strong proficiency level in 2023 to 49%

12-month target 2.2-month target	rom 45% in the strong proficiency level in 2023 to 49%	
12-month target 2.3-month target	rom 45% in the strong proficiency level in 2023 to 49%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Increase the effectiveness of quality practices in planning, instruction, and assessment in reading.	Yes
KIS 2.b Teaching and learning	Consistently embed the Bridgewood Primary School instructional model across the school.	No
KIS 2.c Teaching and learning	Enhance teachers' capabilities to effectively implement high impact teaching strategies (HITS).	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.	We selected this key improvement strategy with the goal of enhancing the consistency and effectiveness of quality practices in planning, instruction, and assessment in number across all teaching teams. By consistently referencing the curriculum map and planning guide, we aim to ensure alignment between observed teaching practices and the strategies outlined in our handbook. We also hope that this approach will increase teachers' confidence and preparedness to deliver the new curriculum heading into 2025. Adaptive assessments will be administered at the end of Term 2 and 4 to inform instruction and support student progress. We anticipate that incorporating inquiry findings will lead to observable changes in teaching practices, and that sharing successful strategies during staff meetings will foster greater teacher effectiveness and encourage greater collaboration. Additionally, we expect teachers to incorporate NAPLAN preparation into their planning, enabling them to better address students' needs in interpreting NAPLAN-style questions and providing students with increased confidence when sitting the tests.	
Goal 3	**To improve student outcomes in number.**	
12-month target 3.1-month target	rom 45% in the strong proficiency level in 2023 to 49%	
12-month target 3.2-month target	rom 45% in the strong proficiency level in 2023 to 49%	
12-month target 3.3-month target	rom 45% in the strong proficiency level in 2023 to 49%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Increase the effectiveness of quality practices in planning, instruction and assessment in number.	Yes
KIS 3.b Teaching and learning	Build teachers capabilities to provide challenging learning opportunities for all students.	No
KIS 3.c Teaching and learning	Build teacher confidence and knowledge in content and levels.	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.	c	
Goal 4	**For all students to engage in and connect to their learning.**	
12-month target 4.1-month target	rom 45% in the strong proficiency level in 2023 to 49%	
12-month target 4.2-month target	rom 45% in the strong proficiency level in 2023 to 49%	
12-month target 4.3-month target	rom 45% in the strong proficiency level in 2023 to 49%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Assessment	Strengthen staff knowledge in the effectiveness of tracking the reasonable adjustments made for individual students.	Yes
KIS 4.b Teaching and learning	Implement High Impact Wellbeing Strategies to engage students.	No

KIS 4.c Assessment	Build the capabilities of all staff and students in giving and receiving feedback to drive learning	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.	c	

Define actions, outcomes, success indicators and activities

Goal 2	To improve student outcomes in reading.
12-month target 2.1 target	rom 45% in the strong proficiency level in 2023 to 49%
12-month target 2.2 target	rom 45% in the strong proficiency level in 2023 to 49%
12-month target 2.3 target	rom 45% in the strong proficiency level in 2023 to 49%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the effectiveness of quality practices in planning, instruction, and assessment in reading.
Actions	Continue updating the English Handbook guide and planning documents for reading to include HITS, LLLL or LLI resources Continued focus on differentiation and targeted intervention groups through TLI, LLI, LLLL Implementation of Little Learners Love Literacy program in years Foundation to year 2, and for those beyond year 2 who need this systematic synthetic phonics and sight word program Continued use of LLI within Learning Communities 3-6 tier 1 & 2 (coaching support for staff to support students in small groups) (Student participation in an LLI group to be tracked to ensure all students access) Concepts of Print introduced to Foundation and LC1. Little Learners tier 3 intervention (LC3-6) for students with primary need in decoding Use F&P colour bands to document data allowing for less clinical assessment of the running records and more accurate pitch of texts for reading. Individual conferences to identify areas of student needs. NAPLAN practice test questions and preparation to be reviewed by years 2 and 4 in term 4 and years 3 and 5 in term 1 Staff professional development to improve the quality of teaching and learning in reading assessment through staff workshops: Inquiry full year on reading LLLL and LLI professional development Reading Process - comprehension focus in explicit teaching time EAL - introducing strategies to support EAL within our learning communities, with key staff attending professional development and liaison with the SMA EAL Coordinator. Continue Reading Data Chats mid and end cycle to track data

	Continue coaching staff for improved high quality teaching and learning in reading.
	Trial progressive PAT assessment in reading in May and November
	Review the IC documents to align these with the changes to the reading program
	Review IC documents to enable teachers to add the specific goal focused on the child

Outcomes	Improved staff capacity to teach reading: with a focus on letter sound knowledge and decoding skills, systematic phonics coaching
	Teaching teams will be guided by the English Handbook, planning documentation and assessment tools.
	Teaching teams will plan using the Bridgewood Reading bands document and HITS as a reference point for appropriate text selection for each student.
	Teaching teams and ES from years three upwards will utilise the Levelled Literacy Intervention resources to provide targeted intervention for students within the learning communities, except where decoding is the primary challenge, in which case Little Learner resources may be used.
	Teaching teams in years foundation, one and two will implement Little Learners Love Literacy program to teach letter sound knowledge and decoding skills.
	Support and guidance by the Sub School Leaders for planning, implementation and assessment of reading by staff in each sub school.

Success Indicators	Tracking sheets will indicate all students having access to LLI intervention across the year (3-6)
	LC planning documents aligned to school based programs
	F&P data tracked on the Literacy Assessment Tool
	Little Learners Data tracked - LLARS, ToPALL 1 and 2
	Concepts about Print data tracked
	Comparative teacher judgements - mid to end of year (Data chats)

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Staff professional development for the implementation of Little Learners Love Literacy. Staff employed to undertake coaching to ensure this program is implemented with fidelity. Resources purchased to support this program	☐ Learning specialist(s) ☐ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	$75,060.20 ☐ Equity funding will be used
Staff Professional development on the Reading Process and feedback from teams through presentations at staff meetings.	☐ Learning specialist(s)	☐ PLP Priority	from: Term 3	$0.00

	School improvement team ☐ Teacher(s)		to: Term 4	
Education Support staff provided with professional development on running small group intervention using the LLI and LLLL programs.	☐ Disability inclusion coordinator ☐ Education support ☐ Learning specialist(s) ☐ School improvement team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Speech Therapy Assistance program - 2 staff employed 0.5 for STA and 0.5 integration. Wellbeing co-orindator to support student learning needs	☐ All staff ☐ Assistant principal ☐ Education support ☐ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$67,876.34 ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To improve student outcomes in number.
12-month target 3.1 target	rom 45% in the strong proficiency level in 2023 to 49%
12-month target 3.2 target	rom 45% in the strong proficiency level in 2023 to 49%
12-month target 3.3 target	rom 45% in the strong proficiency level in 2023 to 49%
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the effectiveness of quality practices in planning, instruction and assessment in number.

Actions	-Complete a curriculum map and planning guide to support teachers to plan for the 2025 implementation of the Victorian Curriculum 2.0.
	-Update Maths Handbook to include HITS and align with Victorian Curriculum 2.0
	-Familiarise teaching staff with the features and content within the Mathematics Victorian Curriculum 2.0.
	-Support staff to use the Bridgewood adaptive maths assessments to identify and teach for areas of need.
	-Whole school inquiry on engagement and introducing new learning in mathematics lessons.
	    -Teaching teams will analyse the purposefulness and clarity of their lesson introductions.
	    -Teachers will have opportunities to observe this in other year levels.
	    -Teaching teams will share their findings with the whole staff at staff meetings through short presentations.
	-NAPLAN practice test questions to be built into planning in Years 2 and 4 in Term 4 and Year 3 and 5 in Term 1 to help students interpret and answer the variety of formats and question types they will experience during NAPLAN testing the following year.

Outcomes	-Teachers will have a clear, structured curriculum map aligned with Victorian Curriculum 2.0. -Consistency in teaching practices across the school will be enhanced through the Maths Handbook which will be updated with HITS -Identify individual students' strengths and weaknesses through adaptive assessments, allowing teachers to tailor instruction to meet each student's specific needs. -Teachers will gain new insights and ideas for their own teaching through peer observation during the term 4 inquiry. -Whole staff will benefit from diverse perspectives and strategies from different teaching teams. -Collaborative culture among teachers through team planning and inquiry, leading to the sharing of ideas and continuous improvement. -Gaps in knowledge and skills are identified and addressed early, providing targeted support to ensure all students are prepared for NAPLAN testing.
Success Indicators	-Curriculum map and planning guide are consistently referenced and utilised across teaching teams. -Alignment between observed teaching practices and the strategies outlined in the handbook. -Teachers report increased confidence and preparedness to deliver the new curriculum. -Adaptive assessments are administered and analysed at the end of Term 2 and 4. -Implementation of inquiry findings across multiple classrooms, leading to observable changes in teaching practice. -Sharing of successful strategies across the school, evidenced by collaboration in staff meetings. -Teachers can articulate the rationale behind their lesson introductions and their impact on student learning. -NAPLAN preparation work will be evident in planners. Teaching teams will discuss the needs of the students in how it relates to their ability to interpret NAPLAN style questions.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Whole school inquiry Term 4. Investigating how to increase the effectiveness of lesson introductions to engage students and assist with remembering new content. This will include teams sharing findings at staff meetings, timetabled peer observations and information for teachers on elements that influence engaging lesson and unit introductions.	☐ School improvement team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Adaptive mathematics assessments will be conducted in week 2. Staff will be supported by sub school leaders and principal class to interpret the achievement data.	☐ School leadership team ☐ Teacher(s)	☐ PLP Priority	from: Term 4 to: Term 4	$0.00
Professional development will be provided at the week 9 staff meeting to prepare staff for the full implementation of the Victorian Curriculum Mathematics 2.0	☐ School improvement team	☐ PLP Priority	from: Term 4 to: Term 4	$0.00

Goal 4	For all students to engage in and connect to their learning.
12-month target 4.1 target	rom 45% in the strong proficiency level in 2023 to 49%
12-month target 4.2 target	rom 45% in the strong proficiency level in 2023 to 49%
12-month target 4.3 target	rom 45% in the strong proficiency level in 2023 to 49%
KIS 4.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen staff knowledge in the effectiveness of tracking the reasonable adjustments made for individual students.
Actions	Continue to revise and develop the template for IEP and SSGs to align with the introduction of the new DI process. Supporting teachers to write student IEPs and set SMART goals Develop teachers knowledge regarding adjustments

	Support teachers to document adjustments, particularly targeting students for DI profiling
	Undertake the initial Living Ripples survey (completed end term 2, 2024). This will be the start of a three year focus.
	Liaise with Living Ripples staff to write an action plan to support improvements aimed to lower the percentage of Disengaged Coping Strategies (particular target groups females in 5/6, males in 3/5). This relates to HIWS- Promote coping strategies and facilitate referrals. Explore strategies to support utilising problem solving strategies.
	Use the Wellbeing Compendium (Living Ripples) to support in writing our Student Wellbeing Action Plan (SWAP).
	Investigate the Play Program and Intergenerational Workshops potentially provided via Living Ripples and apply to participate if considered appropriate.
	Share Living Ripples action plan with staff
	Zones of Regulation implemented within Leader in Me and Bridge to Learning lessons (first year 2024 F-6)
	Staff coaching from MHWL ongoing over the year
	Launch a mathematics inquiry in term 4 with a focus on engaging and motivating students in their learning through the use of learning hooks.
Outcomes	Teachers collaboratively write an IEP using example templates and resources with Wellbeing Leadership support.
	Students being supported with documented adjustments for optimal learning with Wellbeing Leadership support.
	Teachers will have increased awareness of patterns of mental health and wellbeing strengths and areas of concern in their cohorts (eg. healthy minds, resilience, readiness to learn)
	SEL lesson plans taught school-wide to support areas of mental health and wellbeing, and students begin to apply learnt social skills in the playgrounds.
	Students & staff being comfortable to name and discuss emotions.
	During the whole school maths inquiry, teachers will develop their capacity to deliver engaging lesson and unit introductions, with the intention of helping children remember new knowledge and skills.
Success Indicators	IEPs with measurable/achievable goals for students.
	Adjustments documented with team planning documents
	Data collected from the Living Ripples survey from LC3-6.
	Data chat presented and action plan written with support from the Wellbeing Distillery
	Staff and students beginning to use common language associated with the Leader In Me program.
	Children will be better engaged and motivated when introduced to new learning and apply it to activities planned during lessons.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop an awareness of the Disability for Inclusion funding model and profiling students for funding. Employ ES to collect data and evidence for DI profiling. AP, LT and SSL will focus on supporting staff to collect and collate	☐ All staff ☐ Leadership team ☐ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$245,350.22

information for profiling students Professional development for all staff around the new DI program	☐ Principal ☐ Wellbeing team			☐ Disability Inclusion Tier 2 Funding will be used
Work with Living Ripples to undertake the survey and writing the Student Wellbeing Action Plan.	☐ Leadership team ☐ Mental health and wellbeing leader ☐ Wellbeing team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Other funding will be used
Coaching staff and providing professional development to support emotional regulation of students. Staff employed to counsel students and a student support officer employed to support emotional regulation and engagement of students	☐ All staff ☐ Assistant principal ☐ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$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	$75,060.20	$75,060.20	$0.00
Disability Inclusion Tier 2 Funding	$245,350.22	$245,350.22	$0.00
Schools Mental Health Fund and Menu	$67,876.34	$67,876.34	$0.00
Total	$388,286.76	$388,286.76	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Staff professional development for the implementation of Little Learners Love Literacy. Staff employed to undertake coaching to ensure this program is implemented with fidelity. Resources purchased to support this program	$75,060.20
Speech Therapy Assistance program - 2 staff employed 0.5 for STA and 0.5 integration. Wellbeing co-orindator to support student learning needs	$67,876.34
Develop an awareness of the Disability for Inclusion funding model and profiling students for funding. Employ ES to collect data and evidence for DI profiling. AP, LT and SSL will focus on supporting staff to collect and collate information for profiling students Professional development for all staff around the new DI program	$245,350.22
Totals	$388,286.76

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Staff professional development for the implementation of Little Learners Love Literacy. Staff employed to undertake coaching to ensure this program is implemented with fidelity. Resources purchased to support this program	from: Term 2 to: Term 4	$75,060.20	☐ School-based staffing ☐ Teaching and learning programs and resources ☐ Professional development (excluding CRT costs and new FTE) ☐ CRT
Totals		**$75,060.20**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

Develop an awareness of the Disability for Inclusion funding model and profiling students for funding. Employ ES to collect data and evidence for DI profiling. AP, LT and SSL will focus on supporting staff to collect and collate information for profiling students Professional development for all staff around the new DI program	from:
	Term 1
	to:
	Term 4
		$245,350.22	☐ Education workforces and/or assigning existing school staff to inclusive education duties
			
			    ●
			
			☐ CRT
			
			    ●
			
			☐ Teaching and learning programs and resources
			
			    ●
			
			☐ Other
			
			    ●

Totals		$245,350.22	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Speech Therapy Assistance program - 2 staff employed 0.5 for STA and 0.5 integration. Wellbeing co-orindator to support student learning needs	from: Term 1 to: Term 4	$67,876.34	☐ Employ allied health professional to provide Tier 2 tailored support for students
Totals		$67,876.34	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Staff professional development for the implementation of Little Learners Love Literacy. Staff employed to undertake coaching to ensure this program is implemented with fidelity. Resources purchased to support this program	☐ Learning specialist(s) ☐ School improvement team	from: Term 2 to: Term 4	☐ Planning ☐ Design of formative assessments ☐ Curriculum development	☐ Whole school pupil free day ☐ Professional practice day ☐ Formal school meeting / internal professional learning sessions ☐ Timetabled planning day ☐ Communities of practice	☐ Internal staff ☐ Learning specialist ☐ High Impact Teaching Strategies (HITS)	☐ On-site
Staff Professional development on the Reading Process and feedback from teams through presentations at staff meetings.	☐ Learning specialist(s) ☐ School improvement team ☐ Teacher(s)	from: Term 3 to: Term 4	☐ Planning ☐ Preparation ☐ Curriculum development	☐ Professional practice day ☐ Timetabled planning day ☐ PLC/PLT meeting	☐ Internal staff	☐ On-site
Education Support staff provided with professional development on running small group intervention using the LLI and LLLL programs.	☐ Disability inclusion coordinator ☐ Education support ☐ Learning specialist(s)	from: Term 3 to: Term 4	☐ Planning ☐ Peer observation including feedback and reflection ☐ Formalised PLC/PLTs	☐ Formal school meeting / internal professional learning sessions	☐ Learning specialist ☐ Literacy leaders	☐ On-site

	☐ School improvement team					
Whole school inquiry Term 4. Investigating how to increase the effectiveness of lesson introductions to engage students and assist with remembering new content. This will include teams sharing findings at staff meetings, timetabled peer observations and information for teachers on elements that influence engaging lesson and unit introductions.	☐ School improvement team	from: Term 3 to: Term 4	☐ Planning ☐ Collaborative inquiry/action research team ☐ Demonstration lessons	☐ Formal school meeting / internal professional learning sessions ☐ Timetabled planning day	☐ Internal staff ☐ High Impact Teaching Strategies (HITS)	☐ On-site
Develop an awareness of the Disability for Inclusion funding model and profiling students for funding. Employ ES to collect data and evidence for DI profiling. AP, LT and SSL will focus on supporting staff to collect and collate information for profiling students Professional development for all staff around the new DI program	☐ All staff ☐ Leadership team ☐ Leading teacher(s) ☐ Principal ☐ Wellbeing team	from: Term 1 to: Term 4	☐ Planning ☐ Preparation ☐ Collaborative inquiry/action research team	☐ Formal school meeting / internal professional learning sessions ☐ Timetabled planning day ☐ Communities of practice ☐ PLC/PLT meeting	☐ Internal staff ☐ Learning specialist	☐ On-site
Work with Living Ripples to undertake the survey and writing the Student Wellbeing Action Plan.	☐ Leadership team ☐ Mental health and	from: Term 3 to: Term 4	☐ Planning ☐ Preparation	☐ Communities of practice	☐ Internal staff ☐ Learning specialist	☐ On-site

	wellbeing leader ☐ Wellbeing team		☐ Collaborative inquiry/action research team			
Coaching staff and providing professional development to support emotional regulation of students. Staff employed to counsel students and a student support officer employed to support emotional regulation and engagement of students	☐ All staff ☐ Assistant principal ☐ Mental health and wellbeing leader	from: Term 1 to: Term 4	☐ Formalised PLC/PLTs ☐ Student voice, including input and feedback ☐ Demonstration lessons	☐ Formal school meeting / internal professional learning sessions ☐ Communities of practice	☐ Internal staff ☐ Learning specialist ☐ Pedagogical Model ☐ High Impact Teaching Strategies (HITS)	☐ On-site