# 2023 Annual Implementation Plan

## for improving student outcomes

Dunkeld Consolidated School (6215)



Submitted for review by Angela Field (School Principal) on 19 December, 2022 at 02:48 PM
Endorsed by Joanna Day (Senior Education Improvement Leader) on 05 January, 2023 at 04:28 PM
Endorsed by Richard McShane (School Council President) on 31 January, 2023 at 06:29 PM

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

| 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 | |

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

| Support | 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 | |

| Enter your reflective comments | Staff feel with that as a school we are embedding 4 out the 5 FISO 2.0 dimensions. Clear structures are in place and a collaborative, supportive whole school approach is occurring. Professional Learning schedules ensure we remain on track with our AIP goals and strategies. Data monitoring and analysis is documented, PLC training in 2023 Leadership team consulting, and consulting with all staff taking place - Transparency. |
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| **Considerations for 2023** | Community engagement<br>Student Voice and Agency - remodel Student Representative Council<br>PLC training<br>Learning Walks v Peer Observations<br>Wellbeing<br>WSW Numeracy LC involvement |
| **Documents that support this plan** | |

# SSP Goals Targets and KIS

| Goal 1 | **2023 Priorities Goal**<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. |
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| **Target 1.1** | Support for the 2023 Priorities |
| **Key Improvement Strategy 1.a**<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 |
| **Key Improvement Strategy 1.b**<br>Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| **Goal 2** | To improve the learning growth of every student in Literacy and Numeracy. |
| **Target 2.1** | By 2023, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase:<br><br>• Reading – from 75 percent in 2019 to 90 percent<br>• Writing – from 87.5 percent in 2019 to 90 percent<br>• Numeracy – from 93.8 percent in 2019 to 95 percent |
| **Target 2.2** | By 2023, the percentage of F-6 students assessed as above age expected level on the Victorian Curriculum Levels F-10 will increase:<br><br>• Reading and Viewing – from 38 percent in 2019 to 60 percent<br>• Writing – from 23 percent in 2019 to 50 percent |

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| | • Number and Algebra – from 34 percent in 2019 to 60 percent |
| **Target 2.3** | By 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 who make at least one VC Level of learning progress in each school year will increase:<br><br>• Reading and Viewing – from 75 percent in 2019 to 90 percent<br>• Writing – from 85.5 percent in 2019 to 95 percent<br>• Number and Algebra – from 63 percent in 2019 to 80 percent |
| **Key Improvement Strategy 2.a**<br>Evidence-based high-impact teaching strategies | Develop an agreed whole school instructional model that is consistently implemented to ensure the individual learning needs of all students are met |
| **Key Improvement Strategy 2.b**<br>Curriculum planning and assessment | Develop teacher capacity to use multiple forms of assessment to moderate and differentiate student learning |
| **Key Improvement Strategy 2.c**<br>Curriculum planning and assessment | Develop a whole school approach to planning, collaboration and use of assessment |
| **Goal 3** | To improve student engagement in their learning |
| **Target 3.1** | Drafting notes: Please consider adding an additional target with another source of student data e.g. attendance, student behaviour as AToSS is the only source of student data measuring this goal.<br><br>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase: |

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| | - In the Social Engagement domain<br>- School Connectedness (Sense of belonging)—from 86 per cent in 2019 to 95 per cent<br>- Student Voice and agency —from 74 per cent in 2019 to 95 per cent<br>- Sense of Inclusion from 90 per cent in 2019 to 95 per cent |
| **Target 3.2** | By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase:<br><br>- in the Learner Characteristics and Disposition domain;<br>    o Learning confidence factor from 85 per cent in 2019 to at or above 95 per cent<br>    o Self-regulation and goal setting factor from 95 per cent in 2019 to at or above 95 per cent<br>    o Motivation and interest factor, from 92 per cent in 2019 to at or above 95 per cent<br>    o Resilience from 85 per cent in 2019 to at or above 95 per cent |
| **Target 3.3** | By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:<br><br>- in the Student Cognitive Engagement domain;<br>    o Student motivation and Support factor from 88 per cent in 2019 to at or above 95 per cent.<br>    o Effective Teaching factor from 83 percent in 2019 to at or above 95 percent |
| **Key Improvement Strategy 3.a**<br>Intellectual engagement and self-awareness | Embed student voice and agency in their learning |

| **Key Improvement Strategy 3.b**<br>Setting expectations and promoting inclusion | Develop and implement a whole school approach to student goal setting |
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| **Key Improvement Strategy 3.c**<br>Intellectual engagement and self-awareness | Develop and implement opportunities for students to be reflective, questioning and self-monitoring learners |

# Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target<br><br>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| **2023 Priorities Goal**<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. | Yes | Support for the 2023 Priorities | In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing. |
| To improve the learning growth of every student in Literacy and Numeracy. | No | By 2023, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase:<br>• Reading – from 75 percent in 2019 to 90 percent<br>• Writing – from 87.5 percent in 2019 to 90 percent<br>• Numeracy – from 93.8 percent in 2019 to 95 percent | |
| | | By 2023, the percentage of F-6 students assessed as above age expected level on the Victorian Curriculum Levels F-10 will increase:<br>• Reading and Viewing – from 38 percent in 2019 to 60 percent<br>• Writing – from 23 percent in 2019 to 50 percent<br>• Number and Algebra – from 34 percent in 2019 to 60 percent | |
| | | By 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 who make at least one VC Level of learning progress in each school year will increase:<br>• Reading and Viewing – from 75 percent in 2019 to 90 percent<br>• Writing – from 85.5 percent in 2019 to 95 percent | |

| | | | |
|---|---|---|---|
| | | • Number and Algebra – from 63 percent in 2019 to 80 percent | |
| To improve student engagement in their learning | No | Drafting notes: Please consider adding an additional target with another source of student data e.g. attendance, student behaviour as AToSS is the only source of student data measuring this goal.<br>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase:<br>• In the Social Engagement domain<br>• School Connectedness (Sense of belonging)—from 86 per cent in 2019 to 95 per cent<br>• Student Voice and agency —from 74 per cent in 2019 to 95 per cent<br>• Sense of Inclusion from 90 per cent in 2019 to 95 per cent | |
| | | By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase:<br>• in the Learner Characteristics and Disposition domain;<br>   o Learning confidence factor from 85 per cent in 2019 to at or above 95 per cent<br>   o Self-regulation and goal setting factor from 95 per cent in 2019 to at or above 95 per cent<br>   o Motivation and interest factor, from 92 per cent in 2019 to at or above 95 per cent<br>   o Resilience from 85 per cent in 2019 to at or above 95 per cent | |
| | | By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:<br>• in the Student Cognitive Engagement domain;<br>   o Student motivation and Support factor from 88 per cent in 2019 to at or above 95 per cent. | |

| | | o Effective Teaching factor from 83 percent in 2019 to at or above 95 percent | |
|---|---|---|---|

| **Goal 1** | **2023 Priorities Goal**<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.** |
|---|---|
| **12 Month Target 1.1** | In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing. |

| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
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| **KIS 1.a**<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 | Yes |
| **KIS 1.b**<br>Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023. | |

# Define Actions, Outcomes and Activities

| Goal 1 | **2023 Priorities Goal**<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. |
|---|---|
| **12 Month Target 1.1** | In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing. |
| **KIS 1.a**<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 |
| **Actions** | Complete formal training for Professional Learning Communities (PLCs) at Dunkeld CS.<br>Develop teacher instructional practice in the area of Numeracy through the PLC Inquiry Cycle to ensure consistency of quality practice across classrooms. |
| **Outcomes** | Students will<br>- understand the format/instructional model of a numeracy lesson,<br>- develop individual learning goals<br>- confidently articulate their learning goals<br>- display positive attitudes towards learning in numeracy<br>- understand what they are learning in Mathematics, why they are learning it, and how they are going with learning it<br>- achieve at least the expected learning in Mathematics for their year level<br><br>Teachers will<br>- understand the structure and characteristics of a high-quality PLC<br>- engage in regular conversations about student learning in numeracy, reflecting on their pedagogical content knowledge and acting on opportunities for growth<br>- engage in PLC processes to achieve the school's numeracy improvement goals<br>- use PLC time to evaluate the impact of teaching on student outcomes in numeracy<br>- give and receive feedback in numeracy instruction based on classroom observations, reflecting on their beliefs and dispositions related to numeracy teaching and learning<br>- understand the format of the Learning Walk template to record observations<br>- implement the agreed numeracy assessment practices<br>- expect all students to achieve at least the expected learning for their year level<br><br>Leaders will: |

| | - resourcing plans to support the improvement work, including human resources, maths resources and professional development.<br>- communicate high expectations about PLCs<br>- use multiple sources of evidence to track implementation of PLCs, including enablers and barriers<br>- ensuring classroom observations and PLC meetings are structured and scheduled<br>- communicate the format of the Learning Walk template - I noticed, I wonder...<br>- plan for additional support for identified students , eg. Tutor Learning Initiative<br>- plan to engage with the school community with numeracy improvement initiatives as relevant |
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| **Success Indicators** | EARLY<br>- PLC minutes/notes<br>- observations related to PLCs<br>- learning walk observation notes<br><br>LATE<br>- PLC agendas/minutes<br>- survey data related to PLCs<br>- observations related to PLCs<br>- feedback/learning walk conversation notes<br>- student learning growth data (PAT Maths, Essential Assessments, Oxford Maths, NAPLAN, pre/post unit assessments)<br>- teacher judgement data |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|---|---|---|---|---|
| Participate in learning for PLC | ☑ All Staff | ☑ PLP Priority | from: Term 1 to: Term 4 | $3,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which |

| | | | | may include DET funded or free items |
|---|---|---|---|---|
| Schedule PLC meetings | ☑ Literacy Leader<br>☑ Numeracy Leader<br><br>☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish norms and protocols for the effective running of PLCs. | ☑ Leadership Team<br>☑ Principal | ☑ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule learning walks | ☑ Leadership Team<br>☑ Principal | ☑ PLP Priority | from:<br>Term 2 | $2,000.00 |

| | | | to:<br>Term 4 | ☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|
| Update learning walk templates | ☑ Leadership Team<br>☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and refresh the Numeracy Instructional Model with staff | ☑ Numeracy Leader<br>☑ Principal<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used |

| | | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
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| Review data collection and monitoring spreadsheets | ☑ Principal<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Staff to reflect on their own teaching of numeracy (PDP) | ☑ Principal<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| KIS 1.b<br>Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
|---|---|
| **Actions** | Strengthen implementation of the DCS Wellbeing Scope and Sequence. |
| **Outcomes** | Students:<br>- understand and practice The Resilience Project's - Gratitude Empathy and Mindfulness (GEM)<br>- understand and articulate emotional literacy<br>- understand and practice Resilience Rights and Respectful Relationships<br>- know where to seek support/help<br>- can articulate the Play is the Way golden rule, and self-mastery checklist<br>- show an increase in positive behaviour<br><br>Teachers:<br>- interactions with students, families and other staff demonstrate respectful relationships<br>- interactions with students, families and other staff demonstrate the Play is the Way model<br>- practice and model The Resilience Projects GEMs.<br>- explicitly teach and assess social and emotional learning,<br><br>Leaders:<br>- actively promote and support a whole school approach to Resilience, Rights and Respectful Relationships, The Resilience Project program and the Play is the Way model for social emotional learning.<br>- model respectful behaviours, gratitude, empathy and mindfulness and the Play is the Way self-mastery checklist. |
| **Success Indicators** | EARLY<br>- Citizenship Survey<br>- Wellbeing meeting minutes<br>- Scope & Sequence updated<br><br>LATE<br>- Attitudes to School Survey data<br>- Resilient Youth Survey data (TRP)<br>- review/monitoring of Scope & Sequence implementation (staff & students)<br>- Citizenship Survey<br>- Wellbeing meeting minutes<br>- Scope & Sequence updated |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|---|---|---|---|---|
| Monitor implementation of Wellbeing Scope and Sequence | ☑ All Staff<br>☑ Wellbeing Team | ☑ PLP Priority | from: Term 1 to: Term 4 | $22,397.38<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Continue with wellbeing meetings | ☑ All Staff<br>☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review survey data | ☑ Teacher(s)<br>☑ Wellbeing Team | ☐ PLP Priority | from: Term 2 | $0.00 |

| | to:<br>Term 4 | | | ☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|
| Establish student leadership structures across the school eg. SRC | ☑ Principal<br>☑ Teacher(s)<br><br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| purchase and implement additional programs with The Resilience Project | ☑ Administration Team<br>☑ Teacher(s)<br><br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $8,250.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used |

| | | | | ☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
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# Funding Planner

## Summary of Budget and Allocated Funding

| Summary of Budget | School's total funding ($) | Funding Allocated in activities ($) | Still available/shortfall |
|---|---|---|---|
| Equity Funding | $5,507.20 | $5,000.00 | $507.20 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $30,647.38 | $30,647.38 | $0.00 |
| Total | $36,154.58 | $35,647.38 | $507.20 |

## Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|---|
| Participate in learning for PLC | $3,000.00 |
| Schedule learning walks | $2,000.00 |
| Monitor implementation of Wellbeing Scope and Sequence | $22,397.38 |
| purchase and implement additional programs with The Resilience Project | $8,250.00 |
| Totals | $35,647.38 |

## Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated ($) | Category |
|---|---|---|---|

| Participate in learning for PLC | from:<br>Term 1<br>to:<br>Term 4 | $3,000.00 | ☑ Professional development (excluding CRT costs and new FTE)<br>☑ CRT |
|---|---|---|---|
| Schedule learning walks | from:<br>Term 2<br>to:<br>Term 4 | $2,000.00 | ☑ CRT |
| **Totals** | | $5,000.00 | |

## Activities and Milestones - Disability Inclusion Funding

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

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

| Activities and Milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Monitor implementation of Wellbeing Scope and Sequence | from:<br>Term 1<br>to:<br>Term 4 | $22,397.38 | ☑ Employ staff to support Tier 1 activities<br><br>**This activity will use Mental Health Menu staffing**<br>    ○   Assign existing staff member to initiative (eduPay) |
| purchase and implement additional programs with The Resilience Project | from:<br>Term 1<br>to:<br>Term 4 | $8,250.00 | ☑ The Resilience Project<br><br>**This activity will use Mental Health Menu staffing**<br>    ○   Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) |

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|---|---|---|---|
| **Totals** | | $30,647.38 | |

## 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 and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|---|---|---|---|---|
| Participate in learning for PLC | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Collaborative Inquiry/Action Research team<br>☑ Peer observation including feedback and reflection<br>☑ Formalised PLC/PLTs | ☑ Professional Practice Day<br>☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ Communities of Practice<br>☑ PLC/PLT Meeting | ☑ SEIL<br>☑ PLC Initiative<br>☑ Internal staff<br>☑ Literacy Leaders<br>☑ Maths/Sci Specialist<br>☑ Pedagogical Model<br>☑ High Impact Teaching Strategies (HITS)<br>☑ Numeracy leader | ☑ Off-site<br>Network<br>Region |
| Schedule PLC meetings | ☑ Literacy Leader<br>☑ Numeracy Leader<br>☑ Principal | from: Term 1 to: Term 4 | ☑ Preparation<br>☑ Moderated assessment of student learning<br>☑ Collaborative Inquiry/Action Research team | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ PLC Initiative<br>☑ Internal staff<br>☑ Pedagogical Model<br>☑ High Impact Teaching Strategies (HITS)<br>☑ Numeracy leader | ☑ On-site |
| Establish norms and protocols for the effective running of PLCs. | ☑ Leadership Team<br>☑ Principal | from: Term 2 to: Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Formalised PLC/PLTs | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ PLC Initiative<br>☑ Internal staff<br>☑ Numeracy leader | ☑ On-site |

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| Schedule learning walks | ☑ Leadership Team<br>☑ Principal | from:<br>Term 2<br>to:<br>Term 4 | ☑ Planning<br>☑ Peer observation including feedback and reflection<br>☑ Individualised Reflection | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ PLC Initiative<br>☑ Internal staff<br>☑ Pedagogical Model<br>☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Update learning walk templates | ☑ Leadership Team<br>☑ Principal | from:<br>Term 1<br>to:<br>Term 2 | ☑ Planning<br>☑ Peer observation including feedback and reflection<br>☑ Individualised Reflection | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ PLC Initiative<br>☑ Internal staff<br>☑ Numeracy leader | ☑ On-site |
| Review and refresh the Numeracy Instructional Model with staff | ☑ Numeracy Leader<br>☑ Principal<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 2 | ☑ Curriculum development<br>☑ Peer observation including feedback and reflection<br>☑ Individualised Reflection | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ PLC Initiative<br>☑ Internal staff<br>☑ Pedagogical Model<br>☑ High Impact Teaching Strategies (HITS)<br>☑ Numeracy leader | ☑ On-site |
| Monitor implementation of Wellbeing Scope and Sequence | ☑ All Staff<br>☑ Wellbeing Team | from:<br>Term 1<br>to:<br>Term 4 | ☑ Preparation<br>☑ Curriculum development<br>☑ Student voice, including input and feedback | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ Internal staff<br>☑ External consultants<br>The Resilience Project Play is the Way<br>☑ Departmental resources | ☑ On-site |

| | | | | | Resilience Rights and Respectful Relationships | |
|---|---|---|---|---|---|---|