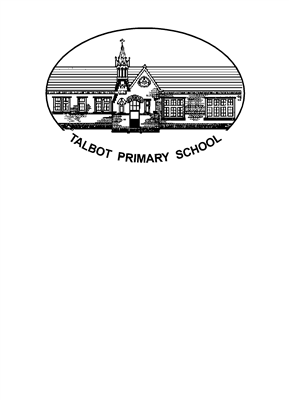
**2024 Annual Implementation Plan**

Submitted for review by Tess Kelly (School Principal) on 21 December, 2023 at 12:55 PM  
Endorsed by Kim Saddlier (Senior Education Improvement Leader) on 08 January, 2024 at 02:46 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Talbot Primary School (0954)



**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 | Evolving |
| 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 | Evolving |
| 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** | 2024 suggested focus Goal 1 ~ Maximise learning growth for all students KIS 1.a Build the capacity of every teacher to consistently implement the agreed whole school instructional model - Refine Weekly Planning Documents - ILP/Student Goals - Student Voice/Learning Goals & Conferences Goal 3 ~ Strengthen student engagement and wellbeing in learning KIS 3.a Develop and implement strategies to improve attendance - Strengthen communication practices, focus on process for checking in on absences - Continue to deliver RRRR and investigate Kimochis for Junior Cohort |
| **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 learning growth for all students | Yes | NAPLAN – Top two bands  By 2024, the percentage of students at Year 3 achieving in the top two NAPLAN bands will increase from:   * Numeracy 30% in 2019 to 40% * Writing 13% in 2019 to 25 % | By the end of 2024, to maintain or improve the percentage of students in the proficiency levels of strong and exceeding.Yr 3 (2023)Reading 38%Writing 50%Numeracy 75% |
| NAPLAN – Top two bands  By 2024, the percentage of students at Year 5 achieving in the top two NAPLAN bands will increase from:   * Numeracy 9% in 2019 to 28% * Reading 20% in 2019 to 28% * Writing 0% in 2019 to 28% | By the end of 2024, to maintain or improve the percentage of students in the proficiency levels of strong and exceeding.Yr 5 (2023)Reading 60%Writing 50%Numeracy 33% |
| NAPLAN – Benchmark Growth  By 2024, the percentage of Year 5 assessed as meeting or above benchmark growth on NAPLAN to be:   * Numeracy from 0% in 2019 to 60% * Reading from 10% in 2019 to 60% * Writing from 0% in 2019 to 60% | Unable to measure or set goals |
| Teacher Judgement  By 2024 the combined percentage of students at or above the age expected levels of achievement measured against Teacher judgments increase from:   * Number and Algebra from 79% in 2020 to 85% * Reading from 76% in 2020 to 80% * Writing from 69% in 2020 to 72% | By the end of 2024 the combined percentage of students at or above the age expected levels of achievement measured against Teacher judgments increase from:Number and Algebra from % (2023) to 85%Reading from % (2023) to 80%Writing from % (2023) to 72% |
| Improve student voice and agency | No | Parent Opinion Survey  By 2024, the percentage of parents reporting positive endorsement will increase for the following factors:   * In the Student Cognitive engagement domain   + Effective teaching from 75% in 2020 to 85%   + Stimulating learning environment from 79% in 2020 to 85% * In the Social Development domain   + Agency and voice from 75% in 2020 to 85% |  |
| Attitudes to School Survey  By 2024, the percentage of Year 4-6 students reporting positive endorsement will increase for the following factors:   * In the Learner Characteristics and Disposition domain   + Learning confidence from 91% in 2020 to 94%   + Motivation and interest from 84% in 2020 to 90% * In the Social Engagement domain   + Student voice and agency from 85% in 2020 to 90% * In the effective teaching practice for cognitive behaviour   + Differentiated learning from 90% in 2020 to 94%   + Stimulated learning from 93% in 2020 to 95% * In the teacher-student relations domain   + Teacher concern from 92% in 2020 to 95% |  |
| School Staff Survey  By 2024, the percentage of positive endorsement will increase for the following factors:   * School Climate module   + Academic emphasis from 65% in 2020 to 75%   + Collective efficacy 71% in 2020 to 80% |  |
| Strengthen student engagement and wellbeing in learning | Yes | Attitudes to School Survey  By 2024, the percentage of Year 4-6 students reporting positive endorsement will increase for the following factors:   * In the Learner Characteristics and Disposition domain   + Attitudes to attendance from 93% in 2020 to 95% * In the social engagement domain   + sense of connectedness from 84% in 2020 to 88% | By the end of 2024, the percentage of Year 4-6 students reporting positive endorsement will increase for the following factors:Learner characteristics and disposition- Attitudes to attendance from 89% (2023) to 95%Social engagement- Sense of connectedness from 85% (2023) to 88% |
| Parent Opinion Survey  By 2024, the percentage of parents reporting positive endorsement will increase for the following factors:   * In the parent community engagement domain   + Parent participation and involvement from 79% in 2020 to 85%   + Teacher communication from 75% in 2020 to 80% | By the end of 2024, the percentage of parents reporting positive endorsement will increase for the following factors:Parent community engagement- Parent participation and involvement from 74% (2023) to 85%- Teacher communication from 72% (2023) to 80% |
| School staff Survey  By 2024, the percentage of staff reporting positive endorsement will increase for the following factors:   * School Climate module   + Parent and community involvement from 56% in 2020 to 70%   + Trust in students and parents from 58% in 2020 to 70% | By the end of 2024, the percentage of staff reporting positive endorsement will increase for the following factors:School climate- Parent and community involvement from 81% (2023) maintain or improve- Trust in students and parents from 83% (2023) maintain of improve |
| Average days absent per EFT student [from Foundation to Year 6] to be below the 2020 average days absent [11.68 days] for each year of the School Strategic Plan. | By the end of 2024, the average days absent per EFT student [from Foundation to Year 6] to be 20 or below.2023 average days absent [31.6 days]2022 average days absent [20.8 days]2021 average days absent [17.1 days] |

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| Goal 2 | **Maximise learning growth for all students** | |
| 12-month target 2.1-month target | By the end of 2024, to maintain or improve the percentage of students in the proficiency levels of strong and exceeding. Yr 3 (2023) Reading 38% Writing 50% Numeracy 75% | |
| 12-month target 2.2-month target | By the end of 2024, to maintain or improve the percentage of students in the proficiency levels of strong and exceeding. Yr 5 (2023) Reading 60% Writing 50% Numeracy 33% | |
| 12-month target 2.3-month target | Unable to measure or set goals | |
| 12-month target 2.4-month target | By the end of 2024 the combined percentage of students at or above the age expected levels of achievement measured against Teacher judgments increase from: Number and Algebra from % (2023) to 85% Reading from % (2023) to 80% Writing from % (2023) to 72% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Excellence in teaching and learning | Build the capacity of every teacher to consistently implement the agreed whole school instructional model | Yes |
| **KIS 2.b**  Excellence in teaching and learning | Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in literacy and numeracy. | 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. | The work towards implementing an agreed whole school instructional model was initiated in Semester 2 of 2023. Staff are keen to continue this work through targeted professional learning to ensure that we are implementing evidence-based strategies within our classrooms. that are consistent across the whole school. Professional learning will highlight structures and approaches within the instructional model that will ensure the delivery of explicit teaching, differentiated learning and formative and summative assessment.  A well implemented whole school instructional model will positively affect NAPLAN and teacher judgements into next year and beyond. | |
| Goal 4 | **Strengthen student engagement and wellbeing in learning** | |
| 12-month target 4.1-month target | By the end of 2024, the percentage of Year 4-6 students reporting positive endorsement will increase for the following factors: Learner characteristics and disposition - Attitudes to attendance from 89% (2023) to 95% Social engagement - Sense of connectedness from 85% (2023) to 88% | |
| 12-month target 4.2-month target | By the end of 2024, the percentage of parents reporting positive endorsement will increase for the following factors: Parent community engagement - Parent participation and involvement from 74% (2023) to 85% - Teacher communication from 72% (2023) to 80% | |
| 12-month target 4.3-month target | By the end of 2024, the percentage of staff reporting positive endorsement will increase for the following factors: School climate - Parent and community involvement from 81% (2023) maintain or improve - Trust in students and parents from 83% (2023) maintain of improve | |
| 12-month target 4.4-month target | By the end of 2024, the average days absent per EFT student [from Foundation to Year 6] to be 20 or below. 2023 average days absent [31.6 days] 2022 average days absent [20.8 days] 2021 average days absent [17.1 days] | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 4.a**  Positive climate for learning | Develop and implement strategies to improve attendance. | Yes |
| **KIS 4.b**  Excellence in teaching and learning | Plan document and implement coordinated strategies that engage all stakeholders as partners in learning. (BC/NSSA/PCP) | 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. | The selection of this KIS is reflective of the increase in the average days absent per EFT student over the last 4 years. Data has shown an increase in this data each year since 2019. It is a challenge for both student wellbeing and engagement, and for our teachers who are working to implement effective teaching programs. | |

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

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| Goal 2 | Maximise learning growth for all students | | | | |
| 12-month target 2.1 target | By the end of 2024, to maintain or improve the percentage of students in the proficiency levels of strong and exceeding. Yr 3 (2023) Reading 38% Writing 50% Numeracy 75% | | | | |
| 12-month target 2.2 target | By the end of 2024, to maintain or improve the percentage of students in the proficiency levels of strong and exceeding. Yr 5 (2023) Reading 60% Writing 50% Numeracy 33% | | | | |
| 12-month target 2.3 target | Unable to measure or set goals | | | | |
| 12-month target 2.4 target | By the end of 2024 the combined percentage of students at or above the age expected levels of achievement measured against Teacher judgments increase from: Number and Algebra from % (2023) to 85% Reading from % (2023) to 80% Writing from % (2023) to 72% | | | | |
| KIS 2.a Building practice excellence | Build the capacity of every teacher to consistently implement the agreed whole school instructional model | | | | |
| **Actions** | Develop and implement an agreed whole school instructional model that represents and supports our multi-grade class structure. | | | | |
| **Outcomes** | Leaders will conduct Learning Walks regularly Leaders will provide teachers with the opportunity to research, construct and implement agreed pedagogies. Teachers will provide students with the opportunity to work at their level in all subject areas using differentiated resources. Teachers will consistently implement the agreed assessment schedule. Students will know how lessons are structured and how this supports their learning. Students will receive explicit teaching in all subject areas. | | | | |
| **Success Indicators** | Early Indicators Student feedback on differentiation, the instructional model and use of common strategies Classroom observations and learning walks demonstrating use of strategies from professional learning Teaching & Learning Meeting Minutes PLC Journals  Late Indicators NAPLAN Results Victorian Curriculum Teacher Judgements Student, Staff and Parent Survey Results | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Schedule and organise professional learning on pedagogies to be represented in agreed instructional model. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Document plans for mentoring, classroom observations and learning walks. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Review curriculum timetable and update to prioritise professional learning, shared planning and data analysis. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Review the professional learning calendar and update to prioritise collaboration time in PLCs | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Establish processes and protocols for regular moderation of student work | | 🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Embed formative assessment into the instructional model and assessment schedule. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Collaborate with EILs (e.g. Cath Moorhead) to continue the development of Mathematics and English curriculum documentation. | | 🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Employment of additional staff to allow for the wellbeing coordinator role to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with their learning. | | 🗹 Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $44,775.00  🗹 Equity funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 4 | Strengthen student engagement and wellbeing in learning | | | | |
| 12-month target 4.1 target | By the end of 2024, the percentage of Year 4-6 students reporting positive endorsement will increase for the following factors: Learner characteristics and disposition - Attitudes to attendance from 89% (2023) to 95% Social engagement - Sense of connectedness from 85% (2023) to 88% | | | | |
| 12-month target 4.2 target | By the end of 2024, the percentage of parents reporting positive endorsement will increase for the following factors: Parent community engagement - Parent participation and involvement from 74% (2023) to 85% - Teacher communication from 72% (2023) to 80% | | | | |
| 12-month target 4.3 target | By the end of 2024, the percentage of staff reporting positive endorsement will increase for the following factors: School climate - Parent and community involvement from 81% (2023) maintain or improve - Trust in students and parents from 83% (2023) maintain of improve | | | | |
| 12-month target 4.4 target | By the end of 2024, the average days absent per EFT student [from Foundation to Year 6] to be 20 or below. 2023 average days absent [31.6 days] 2022 average days absent [20.8 days] 2021 average days absent [17.1 days] | | | | |
| KIS 4.a Setting expectations and promoting inclusion | Develop and implement strategies to improve attendance. | | | | |
| **Actions** | Establish a tiered engagement model to address absenteeism and support school attendance within our student cohort. | | | | |
| **Outcomes** | Leaders, teachers, students and parents will share a common understanding of the whole school approach to addressing absenteeism and supporting school attendance. Teachers will implement a range of interventions in their classroom to support school attendance.  Education Support Staff will be be supported by leaders to establish agreed monitoring processes to continuously track data. Parents and students will have a strong relationship with peers and staff. Families of at-risk students will receive regular communication and support from the school. At-risk students will be identified and receive targeted support in a timely manner. | | | | |
| **Success Indicators** | Early Indicators Employment of Wellbeing Support Officer (0.6) Documentation of frameworks, role description and tiered response including communication processes Documentation of SSG meetings Documentation of resources for wellbeing and engagement programs Student pre and post support surveys  Late Indicators Student, Staff and Parent Survey Results Attendance data | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Communication Log | | 🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Wellbeing PLC to target at-risk students | | 🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 2 | $0.00 |
| Development and regular revision of Attendance Plans with accompanying SSGs | | 🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Involvement of Department Wellbeing and Engagement Officer | | 🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Wellbeing Support Officer employed to focus on engagement and attendance policies and programs. The total cost of this position will be $44,000, with funds from the National Student Wellbeing Program ($20,280) and funds from Go Goldfields ($11-$18,000) also supporting this initiative. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🗹 Equity funding will be used  🗹 Other funding will be used |
| Development and documentation of tiered response to absenteeism. | | 🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Gather data on student wellbeing and attendance to inform involvement with Wellbeing Support Officer. | | 🗹 Education support  🗹 Principal  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Wellbeing Support Officer to promote partnerships with not-for-profit groups and external support agencies to provide targeted student support. | | 🗹 Education support | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Promote engagement through employing The Songroom program, a music program that support engagement and wellbeing. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $6,000.00  🗹 Equity funding will be used  🗹 Other funding will be used |
| Engage Art Therapist to focus on Foundation cohort for social and wellbeing support. | | 🗹 Allied health  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $10,843.80  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Communicate tiered response to teachers, students and families. | | 🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Continued employment of ES Staff to deliver speech therapy through the SPAIDES program | | 🗹 Education support  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $30,472.00  🗹 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 | $42,537.20 | $42,709.00 | -$171.80 |
| Disability Inclusion Tier 2 Funding | $34,401.56 | $34,009.00 | $392.56 |
| Schools Mental Health Fund and Menu | $30,753.25 | $30,753.00 | $0.25 |
| **Total** | $107,692.01 | $107,471.00 | $221.01 |

Activities and milestones – Total Budget

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| --- | --- |
| **Activities and milestones** | **Budget** |
| Employment of additional staff to allow for the wellbeing coordinator role to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with their learning. | $44,775.00 |
| Wellbeing Support Officer employed to focus on engagement and attendance policies and programs. The total cost of this position will be $44,000, with funds from the National Student Wellbeing Program ($20,280) and funds from Go Goldfields ($11-$18,000) also supporting this initiative. | $15,000.00 |
| Promote engagement through employing The Songroom program, a music program that support engagement and wellbeing. | $6,000.00 |
| Engage Art Therapist to focus on Foundation cohort for social and wellbeing support. | $10,843.80 |
| Continued employment of ES Staff to deliver speech therapy through the SPAIDES program | $30,472.00 |
| **Totals** | $107,090.80 |

Activities and milestones - Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Employment of additional staff to allow for the wellbeing coordinator role to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with their learning. | from: Term 1  to: Term 4 | $21,709.00 | 🗹 School-based staffing |
| Wellbeing Support Officer employed to focus on engagement and attendance policies and programs. The total cost of this position will be $44,000, with funds from the National Student Wellbeing Program ($20,280) and funds from Go Goldfields ($11-$18,000) also supporting this initiative. | from: Term 1  to: Term 4 | $15,000.00 | 🗹 School-based staffing |
| Promote engagement through employing The Songroom program, a music program that support engagement and wellbeing. | from: Term 1  to: Term 1 | $6,000.00 | 🗹 Teaching and learning programs and resources |
| **Totals** |  | $42,709.00 |  |

Activities and milestones - Disability Inclusion Funding

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Engage Art Therapist to focus on Foundation cohort for social and wellbeing support. | from: Term 1  to: Term 2 | $3,537.00 | 🗹 Other workforces to support students with disability |
| Continued employment of ES Staff to deliver speech therapy through the SPAIDES program | from: Term 1  to: Term 4 | $30,472.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| **Totals** |  | $34,009.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Employment of additional staff to allow for the wellbeing coordinator role to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with their learning. | from: Term 1  to: Term 4 | $23,066.00 | 🗹 Employ staff to support Tier 1 activities |
| Engage Art Therapist to focus on Foundation cohort for social and wellbeing support. | from: Term 1  to: Term 2 | $7,687.00 | 🗹 Arts Therapists |
| **Totals** |  | $30,753.00 |  |

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 and organise professional learning on pedagogies to be represented in agreed instructional model. | 🗹 Principal | from: Term 1  to: Term 2 | 🗹 Collaborative inquiry/action research team  🗹 Demonstration lessons | 🗹 Whole school pupil free day  🗹 Formal school meeting / internal professional learning sessions | 🗹 Departmental resources  HIWS  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Document plans for mentoring, classroom observations and learning walks. | 🗹 Principal | from: Term 1  to: Term 2 | 🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Whole school pupil free day | 🗹 Internal staff  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Review curriculum timetable and update to prioritise professional learning, shared planning and data analysis. | 🗹 Principal | from: Term 1  to: Term 1 | 🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Practice Principles for Excellence in Teaching and Learning | 🗹 On-site |
| Review the professional learning calendar and update to prioritise collaboration time in PLCs | 🗹 Principal | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 PLC Initiative  🗹 Internal staff | 🗹 On-site |
| Embed formative assessment into the instructional model and assessment schedule. | 🗹 Principal | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 PLC Initiative  🗹 Internal staff  🗹 Practice Principles for Excellence in Teaching and Learning | 🗹 On-site |
| Collaborate with EILs (e.g. Cath Moorhead) to continue the development of Mathematics and English curriculum documentation. | 🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Network professional learning | 🗹 Departmental resources  EIL | 🗹 On-site |
| Wellbeing PLC to target at-risk students | 🗹 Principal  🗹 Teacher(s) | from: Term 2  to: Term 2 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT meeting | 🗹 PLC Initiative | 🗹 On-site |
| Gather data on student wellbeing and attendance to inform involvement with Wellbeing Support Officer. | 🗹 Education support  🗹 Principal  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Departmental resources  HIWS | 🗹 On-site |
| Wellbeing Support Officer to promote partnerships with not-for-profit groups and external support agencies to provide targeted student support. | 🗹 Education support | from: Term 1  to: Term 4 | 🗹 Collaborative inquiry/action research team | 🗹 Communities of practice | 🗹 External consultants  Community Support Services | 🗹 On-site |