

# 2024 Annual Implementation Plan

## for improving student outcomes

Maramba Primary School (5293)



Submitted for review by Darren Wallace (School Principal) on 21 December, 2023 at 01:40 PM  
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 09 February, 2024 at 05:20 PM  
Endorsed by Scott Pestana (School Council President) on 22 February, 2024 at 02:57 PM

## Self-evaluation summary - 2024

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

<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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.</p>	Yes	Support for the priorities	<p><b>12-month target</b></p> <p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>STUDENT LEARNING TARGETS</b>In 2024, increase the overall percentage of students achieving Strong and Exceeding in NAPLAN to: YEAR 3: READING Above 60% NUMERACY Above 60% YEAR 5: READING Above 77% NUMERACY Above 63% In 2024, all ATSI students will show at least 12 months growth in Number and Algebra. In 2024, increase percentage of F-6 students at or above expected level (Teacher Judgement) against the Victorian Curriculum in Mathematics – Number and Algebra to be above 65% In 2024, increase the school-wide positive endorsement of the AtoSS factors below: • Effective Teaching Practice for Cognitive Engagement Domain: Differentiated learning challenge from 83% in 2023 to remain at or above 83% in 2024 Stimulated learning from 77% in 2023 to remain at or above 77% in 2024 • Learner Characteristics and Disposition Domain: Sense of (learning) confidence from 82% in 2023 to be in the 80 percentile range in 2024. <b>STUDENT WELLBEING TARGETS</b>In 2024, the percentage range of school wide positive endorsement will be based on current AtoSS factors. Learner Characteristics and</p>

			Disposition Domain:Perseverance/ Resilience within the 70th percentile in 2024School Safety Domain:Advocate at school to be at or above 85% in 2024Managing bullying within the 70th percentile in 2024Respect for diversity within the 70th percentile in 2024Social Engagement Domain: Sense of connectedness within the 70th percentile in 2024Student voice and agency within the 70th percentile in 2024 Emotional and Relational Engagement Domain:Emotional awareness and regulation within the 70th percentile in 2024
Improve student outcomes in Literacy and Numeracy	No	<p>NAPLAN – Increase the percentages of students who achieve results in the top two bands at Year 5 in:</p> <ul style="list-style-type: none"> <li>• Reading from 30 per cent in 2019 to be above 40 per cent by 2023</li> <li>• Writing from 20 per cent in 2019 to be above 30 per cent by 2023</li> <li>• Numeracy from 20 per cent in 2019 to be above 30 per cent by 2023.</li> </ul> <p>By 2023, the percentage of F-6 students assessed as being at or above age expected level on the Victorian Curriculum Levels F-10 will increase:</p> <ul style="list-style-type: none"> <li>• in the English Language Reading Mode from 83 per cent in 2019 to 88 per cent</li> <li>• in the English Language Writing Mode from 82 per cent in 2019 to 88 per cent</li> <li>• the Mathematics Number and Algebra Strand from 83 per cent in 2019 to 88 per cent.</li> </ul>	
		<p>NAPLAN – Increase the percentages of students above benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 26 per cent in 2019 to be at 32 per cent by 2023</li> <li>• Writing from 34 per cent in 2019 to be at 40 per cent by 2023</li> </ul>	

		<ul style="list-style-type: none"> <li>Numeracy from 17 per cent in 2019 to be at 25 per cent by 2023.</li> </ul>	
		<p>In the Staff opinion survey, increase the positive endorsement for measures of:</p> <ul style="list-style-type: none"> <li>Collective efficacy from 65 per cent in 2019 to be at 80 per cent by 2023</li> <li>Academic emphasis from 64 per cent in 2019 to be 80 per cent by 2023</li> <li>Guaranteed and viable curriculum from 75 per cent in 2019 to be at 85 per cent by 2023</li> <li>Teacher collaboration from 44 per cent in 2019 to be at 75 per cent by 2023</li> <li>School Climate from 67 per cent in 2019 to be at 80 per cent by 2023.</li> </ul>	
Maximise student engagement.	No	<p>Increase student opinion measures of:</p> <ul style="list-style-type: none"> <li>Student voice and agency from 62 per cent in 2019 to be at 80 per cent by 2023</li> <li>Sense of confidence from 74 per cent in 2019 to be at 88 per cent by 2023</li> <li>Motivation and interest from 73 per cent in 2019 to be at 88 per cent by 2023</li> <li>High expectations for success from 89 per cent in 2019 to be at 95 per cent by 2023</li> <li>Self-regulation and goal setting from 84 per cent to be at 92 per cent by 2023.</li> </ul>	
		<p>Increase parent opinion survey results in the areas of:</p> <ul style="list-style-type: none"> <li>Student agency and voice from 79 per cent in 2019 to be at 88 per cent by 2023</li> <li>Effective teaching from 73 per cent in 2019 to be at 89 per cent by 2023.</li> </ul>	

		Improve the average days of student absence to be at or below 15.0 days and reduce the percentage of students with 20 or more absence days from 31 per cent in 2019 to be at 22 per cent by 2023.	
Enhance the wellbeing of every student and strengthen our community relationships.	No	Increase student opinion measures of: <ul style="list-style-type: none"> <li>• Sense of connectedness from 68 per cent in 2019 to be at 85 per cent by 2023.</li> <li>• Respect for diversity from 69 per cent in 2019 to be at 85 per cent by 2023.</li> <li>• Effective classroom behavior from 74% in 2019 to be at 85% by 2023.</li> </ul>	
		Increase the parent opinion survey measure of School Connectedness from 87 percent in 2019 to be at 92 per cent by 2023.	
		Increase the staff opinion survey measures of: <ul style="list-style-type: none"> <li>• School Leadership module: Flexibility from 51 per cent in 2019 to be at 75 per cent by 2023</li> <li>• Staff Health and Wellbeing module from 47 percent in 2019 to be at 75 per cent by 2023.</li> </ul>	

<b>Goal 1</b>	<b>Priorities goal</b> 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.
<b>12-month target 1.1-month target</b>	STUDENT LEARNING TARGETS  In 2024, increase the overall percentage of students achieving Strong and Exceeding in NAPLAN to:  YEAR 3: READING Above 60%



NUMERACY Above 60%

YEAR 5:

READING Above 77%

NUMERACY Above 63%

In 2024, all ATSI students will show at least 12 months growth in Number and Algebra.

In 2024, increase percentage of F-6 students at or above expected level (Teacher Judgement) against the Victorian Curriculum in Mathematics – Number and Algebra to be above 65%

In 2024, increase the school-wide positive endorsement of the AtoSS factors below:

- Effective Teaching Practice for Cognitive Engagement Domain:  
Differentiated learning challenge from 83% in 2023 to remain at or above 83% in 2024

Stimulated learning from 77% in 2023 to remain at or above 77% in 2024

- Learner Characteristics and Disposition Domain:  
Sense of (learning) confidence from 82% in 2023 to be in the 80 percentile range in 2024.

#### STUDENT WELLBEING TARGETS

In 2024, the percentage range of school wide positive endorsement will be based on current AtoSS factors.

Learner Characteristics and Disposition Domain:  
Perseverance/ Resilience within the 70th percentile in 2024

School Safety Domain:  
Advocate at school to be at or above 85% in 2024  
Managing bullying within the 70th percentile in 2024  
Respect for diversity within the 70th percentile in 2024

	<p>Social Engagement Domain: Sense of connectedness within the 70th percentile in 2024 Student voice and agency within the 70th percentile in 2024</p> <p>Emotional and Relational Engagement Domain: Emotional awareness and regulation within the 70th percentile in 2024</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	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 2024.	

# Define actions, outcomes, success indicators and activities

<p><b>Goal 1</b></p>	<p><b>Priorities goal</b>          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.</p>
<p><b>12-month target 1.1 target</b></p>	<p><b>STUDENT LEARNING TARGETS</b></p> <p>In 2024, increase the overall percentage of students achieving Strong and Exceeding in NAPLAN to:</p> <p>YEAR 3:          READING Above 60%          NUMERACY Above 60%</p> <p>YEAR 5:          READING Above 77%          NUMERACY Above 63%</p> <p>In 2024, all ATSI students will show at least 12 months growth in Number and Algebra.</p> <p>In 2024, increase percentage of F-6 students at or above expected level (Teacher Judgement) against the Victorian Curriculum in Mathematics – Number and Algebra to be above 65%</p> <p>In 2024, increase the school-wide positive endorsement of the AtoSS factors below:</p> <ul style="list-style-type: none"> <li>• Effective Teaching Practice for Cognitive Engagement Domain:              Differentiated learning challenge from 83% in 2023 to remain at or above 83% in 2024</li> </ul> <p>Stimulated learning from 77% in 2023 to remain at or above 77% in 2024</p> <ul style="list-style-type: none"> <li>• Learner Characteristics and Disposition Domain:              Sense of (learning) confidence from 82% in 2023 to be in the 80 percentile range in 2024.</li> </ul>

	<p><b>STUDENT WELLBEING TARGETS</b></p> <p>In 2024, the percentage range of school wide positive endorsement will be based on current AtoSS factors.</p> <p>Learner Characteristics and Disposition Domain: Perseverance/ Resilience within the 70th percentile in 2024</p> <p>School Safety Domain: Advocate at school to be at or above 85% in 2024 Managing bullying within the 70th percentile in 2024 Respect for diversity within the 70th percentile in 2024</p> <p>Social Engagement Domain: Sense of connectedness within the 70th percentile in 2024 Student voice and agency within the 70th percentile in 2024</p> <p>Emotional and Relational Engagement Domain: Emotional awareness and regulation within the 70th percentile in 2024</p>
<p><b>KIS 1.a</b> 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</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p><b>Actions</b></p>	<p><b>ACTION 1.1a</b></p> <p>Strengthen staff capacity to teach Numeracy and track the thinking and learning of students to respond effectively to their needs.</p> <ul style="list-style-type: none"> <li>• Strengthen explicit teaching through modelling and professional learning.</li> <li>• Strengthen the PLC (Professional Learning Community) cycle: <ul style="list-style-type: none"> <li>o embed responsive teaching playbook</li> <li>o peer observations and feedback</li> <li>o analysis and use of data</li> </ul> </li> </ul>

	<p><b>ACTION 2.1b</b></p> <p>Strengthen effective implementation capabilities of the school leadership team.</p> <ul style="list-style-type: none"> <li>• Embed agile habits, routines, and organisational processes for effective continuous improvement work.</li> <li>• Improve data literacy and coaching capacity.</li> </ul>
<p><b>Outcomes</b></p>	<p><b>STUDENTS:</b>  Will be able to identify what they are learning and why.  Demonstrate how they have achieved success in a lesson, guided by the success criteria.  Demonstrate familiarity of responsive teaching practice routines in the classroom.</p> <p><b>TEACHERS:</b>  Demonstrate a clear application of explicit teaching strategies (supported by Rosenshine’s Principles).  Plan for and employ high impact responsive teaching practices to rigorously track student thinking and evaluate student progress during lessons  Deeply reflect on and adapt their teaching based on data.  Engage in weekly robust PLC meetings to:</p> <ul style="list-style-type: none"> <li>• identify effective teaching practice</li> <li>• analyse data to inform planning and teaching</li> <li>• provide targeted learning opportunities to meet students’ point of need to improve outcomes</li> </ul> <p><b>LEADERS:</b></p> <ul style="list-style-type: none"> <li>• Implement robust weekly monitoring and evaluation cycles of the quality of teaching and learning involving learning walks, coaching sessions, and observations.</li> <li>• Analyse data collected from monitoring and evaluation cycles to inform required levels of support to improve teacher practice.</li> <li>• Lead, plan and facilitate professional learning to scaffold staff professional development.</li> </ul>
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>• Leader’s observations; learning walk; coaching and feedback documentation.</li> <li>• PLC minutes.</li> <li>• Teacher planning documents demonstrate evidence of differentiation at point of need for all students.</li> <li>• Staff surveys – pre and post facilitated PD</li> </ul>

	<p>Assessment data:</p> <ul style="list-style-type: none"> <li>• Essential Assessment - General All - assessment point progress; numeracy sub strand - pre/post tests.</li> <li>• NAPLAN – Strong and Exceeding.</li> <li>• Maths Top 10 assessments</li> <li>• PAT Math and Reading</li> <li>• Teacher judgement</li> <li>• Victorian Curriculum teacher judgments demonstrate 12 months+ growth in learning.</li> <li>• AToSS factors: stimulated learning; differentiated learning challenge; sense of learning confidence.</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>ACTION 1.1a &amp; 2.1b:</p> <p>Facilitate PMP sessions in coherent SPRINT cycles of 4 to 6 weeks based on the school's AIP (Annual Implementation Plan) goals and KIS across the year.</p> <p>Numeracy sprints are focussed on strengthening Additive and Multiplicative Thinking based on Di Siemons research - Big Ideas. Numeracy knowledge supported by access to Teachers to Leaders (T2L) online webinars. Explicit teaching supported by Rosenshine's Principles</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input checked="" type="checkbox"/> Other funding will be used</li> </ul>
<p>ACTION 1.1a:</p> <p>Through weekly PLC meetings the PLC leader improves teacher practice in Numeracy to respond effectively to student needs by:</p> <ul style="list-style-type: none"> <li>• strengthening explicit teaching in numeracy</li> <li>• strengthening responsive teaching playbook plays</li> <li>• embed peer observations and feedback</li> <li>• develop teacher data literacy capacity</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input checked="" type="checkbox"/> Other funding will be used</li> </ul>

<p><b>ACTION 1.1a:</b></p> <p>Staff engage in peer observation loops to positively and effectively reflect and adapt their explicit teaching practice.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> PLC leaders</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used
<p><b>ACTION 2.1b:</b></p> <p>School leaders have implemented agile and robust leadership routines/ practices:</p> <ul style="list-style-type: none"> <li>• Regularly monitoring and evaluation cycles of the quality of teaching and learning involving learning walks, coaching sessions, and observations.</li> <li>• Termly – Rapid Action Plans</li> <li>• Fortnightly stand-up meetings</li> <li>• End of Term Retrospectives</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p><b>ACTION 2.1b:</b></p> <p>School Leading Teachers engage in professional development to build their leadership capacity through the Victorian Teaching Academy in:</p> <ul style="list-style-type: none"> <li>• Coaching conversations</li> <li>• Engaging with data</li> </ul> <p>Leaders leverage coaching learning to establish coaching routines using peer observation loops to positively and effectively improve teaching practice.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used
<p><b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;</p>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

and a positive, safe and orderly learning environment	
<b>Actions</b>	<p><b>ACTION 1.1a</b></p> <p>Introduce our school holistic pedagogy and inclusive practices:</p> <ul style="list-style-type: none"> <li>- Wellbeing leader appointed using the Mental Health funding to support student wellbeing – holistic pedagogy</li> <li>- Implementation of the weekly Human Literacy cycle.</li> <li>- Implementation of Zones of Regulation as the main tool for student self-regulation.</li> <li>- Use SPICE Maps as a tool for collecting holistic data.</li> </ul> <p><b>ACTION 2.1b</b></p> <p>Develop school wide approach to Disability Inclusion Reform</p> <ul style="list-style-type: none"> <li>• DI (Disability Inclusion) Officer and Leader appointed to implement DI reforms</li> </ul>
<b>Outcomes</b>	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• Show metacognitive thinking to explain the Human Literacy class goal and how to achieve it.</li> <li>• Can access learning at their point of need.</li> <li>• Can use the Zones of Regulation to self-regulate and improve learning and wellbeing.</li> <li>• Have voice and agency in the DI process including in IEPs and SSG meetings.</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• Are rigorous in using S.P.I.C.E. Map holistic data to inform teaching adjustments to improve wellbeing and learning for students with diverse needs.</li> <li>• Demonstrate a clear application of high impact teaching strategies with a Human Literacy focus in the weekly HL cycle with fidelity.</li> <li>• Record and implement differentiation and adjustments for students as part of inclusive practices.</li> <li>• Write IEPs for students requiring adjustments and attend all required meetings.</li> </ul> <p><b>LEADERS:</b></p> <ul style="list-style-type: none"> <li>• Consistently model growth mindset behaviour and continually use growth focused language during all modelled sessions with students and professional development with staff.</li> <li>• Implement the monitoring and evaluation cycles of the quality of teaching and learning involving learning walks, coaching sessions, and observations.</li> </ul>



	<ul style="list-style-type: none"> <li>Analyse data collected from monitoring and evaluation cycles to inform required levels of support to improve teacher practice in HL.</li> <li>Ensure effective structures and processes to implement DI reforms.</li> <li>Ensure effective differentiation and adjustments are in place to support tiers of intervention as part of inclusive practices.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Maramba Human Literacy survey.</li> <li>Leader's observations; learning walk; coaching and feedback documentation.</li> <li>PLC meeting minutes highlight the effective use and reference to S.P.I.C.E. Maps to inform wellbeing, teaching and learning.</li> <li>Improvement in AToSS factors: emotional awareness, school connectedness, student voice and agency, resilience, student safety domain</li> <li>Documentation to show all aspects of DI reform have been completed within the guidelines to a high standard.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p><b>ACTION 1.1a:</b></p> <p>Wellbeing Leader supports the professional development (PMPs) for staff to effectively complete and apply:</p> <ul style="list-style-type: none"> <li>HL weekly cycle</li> <li>Use of S.P.I.C.E. Maps</li> <li>Use Zones of Regulation</li> <li>Use of student reflection drawing/writing as a metacognitive strategy.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p><b>ACTION 2.1b:</b></p> <p>Disability Inclusion Officer (2 days) and Leader (2 days) appointed to carry out identified roles and responsibilities of the DI reform.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
<p>ACTION 1.1a:</p> <p>Appoint a Wellbeing Leading Teacher and a school psychologist / chaplain to support a whole school approach to student wellbeing.</p> <p>Gather data on student wellbeing using weekly monitoring and evaluation cycles involving learning walks, coaching sessions and observations.</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>ACTION 2.1b:</p> <p>Disability Inclusion Officer (2 days) and Leader (2 days) lead and coordinate professional learning for staff to carry out reforms:</p> <ul style="list-style-type: none"> <li>• IEP</li> <li>• SSGs</li> <li>• Assessments</li> <li>• Adjustments</li> </ul>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
<p>ACTION 2.1b:</p> <p>DI Leader to implement a robust structure around adjustments and multiple tiers of intervention.</p> <ul style="list-style-type: none"> <li>• Support for teachers with adjustments</li> <li>• IEPs</li> </ul>	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>• SSG meetings (including managing release of teachers to attend meetings)</li> <li>• Intervention groups</li> <li>• Tutor Learning Initiative</li> </ul>	<input checked="" type="checkbox"/> Wellbeing team			<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Other funding will be used
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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	\$140,318.01	\$140,318.01	\$0.00
Disability Inclusion Tier 2 Funding	\$177,554.47	\$177,554.47	\$0.00
Schools Mental Health Fund and Menu	\$37,611.78	\$37,611.78	\$0.00
<b>Total</b>	<b>\$355,484.26</b>	<b>\$355,484.26</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
<p>ACTION 1.1a &amp; 2.1b:</p> <p>Facilitate PMP sessions in coherent SPRINT cycles of 4 to 6 weeks based on the school's AIP (Annual Implementation Plan) goals and KIS across the year.</p> <p>Numeracy sprints are focussed on strengthening Additive and Multiplicative Thinking based on Di Siemons research - Big Ideas.</p> <p>Numeracy knowledge supported by access to Teachers to Leaders (T2L) online webinars.</p> <p>Explicit teaching supported by Rosenshine's Principles</p>	\$10,000.00
<p>ACTION 1.1a:</p> <p>Through weekly PLC meetings the PLC leader improves teacher practice in Numeracy to respond effectively to student needs by:</p> <ul style="list-style-type: none"> <li>strengthening explicit teaching in numeracy</li> </ul>	\$50,000.00

<ul style="list-style-type: none"> <li>strengthening responsive teaching playbook plays</li> <li>embed peer observations and feedback</li> <li>develop teacher data literacy capacity</li> </ul>	
<p>ACTION 1.1a:</p> <p>Staff engage in peer observation loops to positively and effectively reflect and adapt their explicit teaching practice.</p>	\$8,000.00
<p>ACTION 2.1b:</p> <p>School leaders have implemented agile and robust leadership routines/ practices:</p> <ul style="list-style-type: none"> <li>Regularly monitoring and evaluation cycles of the quality of teaching and learning involving learning walks, coaching sessions, and observations.</li> <li>Termly – Rapid Action Plans</li> <li>Fortnightly stand-up meetings</li> <li>End of Term Retrospectives</li> </ul>	\$30,000.00
<p>ACTION 2.1b:</p> <p>School Leading Teachers engage in professional development to build their leadership capacity through the Victorian Teaching Academy in:</p> <ul style="list-style-type: none"> <li>Coaching conversations</li> <li>Engaging with data</li> </ul> <p>Leaders leverage coaching learning to establish coaching routines using peer observation loops to positively and effectively improve teaching practice.</p>	\$10,000.00
<p>ACTION 1.1a:</p> <p>Wellbeing Leader supports the professional development (PMPs) for staff to effectively complete and apply:</p> <ul style="list-style-type: none"> <li>HL weekly cycle</li> <li>Use of S.P.I.C.E. Maps</li> <li>Use Zones of Regulation</li> </ul>	\$30,000.00

<ul style="list-style-type: none"> <li>Use of student reflection drawing/writing as a metacognitive strategy.</li> </ul>	
<p>ACTION 2.1b:</p> <p>Disability Inclusion Officer (2 days) and Leader (2 days) appointed to carry out identified roles and responsibilities of the DI reform.</p>	\$70,000.00
<p>ACTION 1.1a:</p> <p>Appoint a Wellbeing Leading Teacher and a school psychologist / chaplain to support a whole school approach to student wellbeing.</p> <p>Gather data on student wellbeing using weekly monitoring and evaluation cycles involving learning walks, coaching sessions and observations.</p>	\$100,000.00
<p>ACTION 2.1b:</p> <p>Disability Inclusion Officer (2 days) and Leader (2 days) lead and coordinate professional learning for staff to carry out reforms:</p> <ul style="list-style-type: none"> <li>IEP</li> <li>SSGs</li> <li>Assessments</li> <li>Adjustments</li> </ul>	\$6,000.00
<p>ACTION 2.1b:</p> <p>DI Leader to implement a robust structure around adjustments and multiple tiers of intervention.</p> <ul style="list-style-type: none"> <li>Support for teachers with adjustments</li> <li>IEPs</li> <li>SSG meetings (including managing release of teachers to attend meetings)</li> <li>Intervention groups</li> </ul>	\$60,000.00

• Tutor Learning Initiative	
<b>Totals</b>	\$374,000.00

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>ACTION 1.1a &amp; 2.1b:</p> <p>Facilitate PMP sessions in coherent SPRINT cycles of 4 to 6 weeks based on the school's AIP (Annual Implementation Plan) goals and KIS across the year.</p> <p>Numeracy sprints are focussed on strengthening Additive and Multiplicative Thinking based on Di Siemons research - Big Ideas. Numeracy knowledge supported by access to Teachers to Leaders (T2L) online webinars. Explicit teaching supported by Rosenshine's Principles</p>	<p>from: Term 1 to: Term 4</p>	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<p>ACTION 1.1a:</p> <p>Through weekly PLC meetings the PLC leader improves teacher practice in Numeracy to respond effectively to student needs by:</p> <ul style="list-style-type: none"> <li>• strengthening explicit teaching in numeracy</li> <li>• strengthening responsive</li> </ul>	<p>from: Term 1 to: Term 4</p>	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

teaching playbook plays <ul style="list-style-type: none"> <li>embed peer observations and feedback</li> <li>develop teacher data literacy capacity</li> </ul>			
<b>ACTION 1.1a:</b> Staff engage in peer observation loops to positively and effectively reflect and adapt their explicit teaching practice.	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
<b>ACTION 2.1b:</b> School leaders have implemented agile and robust leadership routines/ practices: <ul style="list-style-type: none"> <li>Regularly monitoring and evaluation cycles of the quality of teaching and learning involving learning walks, coaching sessions, and observations.</li> <li>Termly – Rapid Action Plans</li> <li>Fortnightly stand-up meetings</li> <li>End of Term Retrospectives</li> </ul>	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>ACTION 2.1b:</b> School Leading Teachers engage in professional development to build their leadership capacity through the Victorian Teaching Academy in: <ul style="list-style-type: none"> <li>Coaching conversations</li> <li>Engaging with data</li> </ul>	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT



Leaders leverage coaching learning to establish coaching routines using peer observation loops to positively and effectively improve teaching practice.			
<p>ACTION 1.1a:</p> <p>Wellbeing Leader supports the professional development (PMPs) for staff to effectively complete and apply:</p> <ul style="list-style-type: none"> <li>• HL weekly cycle</li> <li>• Use of S.P.I.C.E. Maps</li> <li>• Use Zones of Regulation</li> <li>• Use of student reflection drawing/writing as a metacognitive strategy.</li> </ul>	<p>from: Term 1 to: Term 4</p>	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<p>ACTION 2.1b:</p> <p>Disability Inclusion Officer (2 days) and Leader (2 days) appointed to carry out identified roles and responsibilities of the DI reform.</p>	<p>from: Term 1 to: Term 4</p>	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
<p>ACTION 1.1a:</p> <p>Appoint a Wellbeing Leading Teacher and a school psychologist / chaplain to support a whole school approach to student wellbeing.</p> <p>Gather data on student wellbeing using weekly monitoring and evaluation cycles involving learning</p>	<p>from: Term 1 to: Term 4</p>	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing

walks, coaching sessions and observations.			
<p>ACTION 2.1b:</p> <p>Disability Inclusion Officer (2 days) and Leader (2 days) lead and coordinate professional learning for staff to carry out reforms:</p> <ul style="list-style-type: none"> <li>• IEP</li> <li>• SSGs</li> <li>• Assessments</li> <li>• Adjustments</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<p>ACTION 2.1b:</p> <p>DI Leader to implement a robust structure around adjustments and multiple tiers of intervention.</p> <ul style="list-style-type: none"> <li>• Support for teachers with adjustments</li> <li>• IEPs</li> <li>• SSG meetings (including managing release of teachers to attend meetings)</li> <li>• Intervention groups</li> <li>• Tutor Learning Initiative</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$123,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<p>ACTION 2.1b:</p> <p>Disability Inclusion Officer (2 days) and Leader (2 days) appointed to carry out identified roles and responsibilities of the DI reform.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$70,000.00</p>	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul> <p><input checked="" type="checkbox"/> Other workforces to support students with disability</p> <ul style="list-style-type: none"> <li>• Other Disability Inclusion Officer - writes DIP submissions</li> </ul>
<p>ACTION 2.1b:</p> <p>Disability Inclusion Officer (2 days) and Leader (2 days) lead and coordinate professional learning for staff to carry out reforms:</p> <ul style="list-style-type: none"> <li>• IEP</li> <li>• SSGs</li> <li>• Assessments</li> <li>• Adjustments</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$6,000.00</p>	<p><input checked="" type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>• Teachers</li> </ul> <p><input checked="" type="checkbox"/> CRT</p> <ul style="list-style-type: none"> <li>• CRT (to attend staff PL)</li> </ul>
<p>ACTION 2.1b:</p> <p>DI Leader to implement a robust structure around adjustments and multiple tiers of intervention.</p> <ul style="list-style-type: none"> <li>• Support for teachers with adjustments</li> <li>• IEPs</li> <li>• SSG meetings (including managing release of teachers to attend meetings)</li> <li>• Intervention groups</li> <li>• Tutor Learning Initiative</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$60,000.00</p>	<p><input checked="" type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>• Whole school</li> </ul> <p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> <li>• Classroom teacher</li> </ul> <p><input checked="" type="checkbox"/> CRT</p>

			<ul style="list-style-type: none"> <li>• CRT (to attend Profile meetings)</li> </ul>
<b>Totals</b>		\$136,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
<p>ACTION 1.1a:</p> <p>Wellbeing Leader supports the professional development (PMPs) for staff to effectively complete and apply:</p> <ul style="list-style-type: none"> <li>• HL weekly cycle</li> <li>• Use of S.P.I.C.E. Maps</li> <li>• Use Zones of Regulation</li> <li>• Use of student reflection drawing/writing as a metacognitive strategy.</li> </ul>	<p>from: Term 1 to: Term 4</p>	\$2,000.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHIPS)(free)
<p>ACTION 1.1a:</p> <p>Appoint a Wellbeing Leading Teacher and a school psychologist / chaplain to support a whole school approach to student wellbeing.</p> <p>Gather data on student wellbeing using weekly monitoring and evaluation cycles involving learning walks, coaching sessions and observations.</p>	<p>from: Term 1 to: Term 4</p>	\$35,611.78	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities

<b>Totals</b>		\$37,611.78	
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### Additional funding planner – Total Budget

Activities and milestones	Budget
Potential adaptive technologies	\$12,000.00
Potential appointment of education support staff and/or assigning existing school staff to inclusive education duties and additional training that may be required	\$29,554.47
<b>Totals</b>	<b>\$41,554.47</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Potential adaptive technologies	from: Term 2 to: Term 4	\$0.00	
Potential appointment of education support staff and/or assigning existing school staff to inclusive education duties and additional training that may be required	from: Term 1 to: Term 4	\$17,318.01	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		<b>\$17,318.01</b>	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Potential adaptive technologies	from: Term 2 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>Literacy aids</li> </ul>
Potential appointment of education support staff and/or assigning existing school staff to inclusive education duties and additional training that may be required	from: Term 1 to: Term 4	\$29,554.47	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Education support staff</li> </ul>
<b>Totals</b>		\$41,554.47	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Potential adaptive technologies	from: Term 2 to: Term 4	\$0.00	
Potential appointment of education support staff and/or assigning existing school staff to inclusive education duties and additional training that may be required	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>ACTION 1.1a &amp; 2.1b:</p> <p>Facilitate PMP sessions in coherent SPRINT cycles of 4 to 6 weeks based on the school's AIP (Annual Implementation Plan) goals and KIS across the year.</p> <p>Numeracy sprints are focussed on strengthening Additive and Multiplicative Thinking based on Di Siemons research - Big Ideas.</p> <p>Numeracy knowledge supported by access to Teachers to Leaders (T2L) online webinars.</p> <p>Explicit teaching supported by Rosenshine's Principles</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>ACTION 1.1a:</p> <p>Through weekly PLC meetings the PLC leader improves teacher practice in Numeracy to respond effectively to student needs by:</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<ul style="list-style-type: none"> <li>strengthening explicit teaching in numeracy</li> <li>strengthening responsive teaching playbook plays</li> <li>embed peer observations and feedback</li> <li>develop teacher data literacy capacity</li> </ul>						
<p>ACTION 1.1a:</p> <p>Staff engage in peer observation loops to positively and effectively reflect and adapt their explicit teaching practice.</p>	<ul style="list-style-type: none"> <li>✓ All staff</li> <li>✓ Leadership team</li> <li>✓ Leading teacher(s)</li> <li>✓ PLC leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Formalised PLC/PLTs</li> <li>✓ Individualised reflection</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal school meeting / internal professional learning sessions</li> <li>✓ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> <li>✓ Internal staff</li> <li>✓ High Impact Teaching Strategies (HITS)</li> <li>✓ Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>ACTION 2.1b:</p> <p>School Leading Teachers engage in professional development to build their leadership capacity through the Victorian Teaching Academy in:</p> <ul style="list-style-type: none"> <li>Coaching conversations</li> <li>Engaging with data</li> </ul> <p>Leaders leverage coaching learning to establish coaching routines using peer</p>	<ul style="list-style-type: none"> <li>✓ Leadership team</li> <li>✓ Leading teacher(s)</li> <li>✓ Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Planning team</li> <li>✓ Preparation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Timetabled planning day</li> <li>✓ Communities of practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Academy program/course</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Off-site Victorian Academy of Teaching and Leadership</li> </ul>



opservation loops to positively and effectively improve teaching practice.						
<p>ACTION 1.1a:</p> <p>Wellbeing Leader supports the professional development (PMPs) for staff to effectively complete and apply:</p> <ul style="list-style-type: none"> <li>• HL weekly cycle</li> <li>• Use of S.P.I.C.E.</li> </ul> <p>Maps</p> <ul style="list-style-type: none"> <li>• Use Zones of Regulation</li> <li>• Use of student reflection drawing/writing as a metacognitive strategy.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>ACTION 1.1a:</p> <p>Appoint a Wellbeing Leading Teacher and a school psychologist / chaplain to support a whole school approach to student wellbeing.</p> <p>Gather data on student wellbeing using weekly monitoring and evaluation cycles involving learning walks, coaching sessions and observations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>ACTION 2.1b:</p> <p>Disability Inclusion Officer (2 days) and Leader (2 days) lead and coordinate professional learning for staff to carry out reforms:</p> <ul style="list-style-type: none"> <li>• IEP</li> <li>• SSGs</li> <li>• Assessments</li> <li>• Adjustments</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Network professional learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>DIP Team and SSSOs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>ACTION 2.1b:</p> <p>DI Leader to implement a robust structure around adjustments and multiple tiers of intervention.</p> <ul style="list-style-type: none"> <li>• Support for teachers with adjustments</li> <li>• IEPs</li> <li>• SSG meetings (including managing release of teachers to attend meetings)</li> <li>• Intervention groups</li> <li>• Tutor Learning Initiative</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>