

2022 Annual Implementation Plan

for improving student outcomes

Beveridge Primary School (1476)



Submitted for review by Steven Fernando (School Principal) on 24 February, 2022 at 01:07 PM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 25 February, 2022 at 09:42 AM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Teacher Judgement to show 15% of students achievement levels at or above expected outcomes for their year in Measurement and Geometry and Statistics and Probability. Number and Algebra will also show 15% growth. PAT Maths assessment to show 9 months of growth between test periods. 70% of students to show 12 months growth on Developmental Pathways Student attendance data to show 15 days or less absences recorded this year. Endorsement of Sense of Connectedness from 80% in 2021 to above 85% in 2022
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	* a. Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs * b. Develop a multi-tiered response to meet students' individual learning needs
Outcomes	<ul style="list-style-type: none"> • a. Students will know what the next steps are needed to progress their learning • a. Students will be able to articulate why a mathematical idea is important and the kinds of contexts in which it is useful. • a. Teachers will identify student learning needs based on diagnostic assessment data and plan for differentiation based on student learning data • a. Teachers will explicitly teach mathematical ideas and assist students to understand the contexts in which they are useful • a. Teachers will identify and focus on one component of the 6+1 writing model to personalize student learning experiences • a. Leaders will work with DSSI team to develop and provide professional learning in order to deepen staff understandings of assessment tools • a. Leaders will provide teachers with the opportunities to deepen their conceptual understandings in relation to all area of numeracy. • b. Students in need of targeted academic support or intervention will be identified and supported • b. Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs • b. Tutors will provide targeted academic support to students as directed by teachers and leaders

	<ul style="list-style-type: none"> • b. Teachers will implement differentiated teaching and learning to meet individual student needs based on data • b. Leaders will support middle leaders with assistance of DSSI to resource differentiated program of support and monitor student progress 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Whole school a. Teachers formative assessment data and summative judgements against the curriculum a. Classroom observations and learning walks demonstrating use of strategies from professional learning a. Student feedback on differentiation, the instructional model and use of common strategies (Pivot) a. AToSS Student sense of connectedness increase in positive endorsement from 80% 2021 to 82% in 2022 • Classroom level a. Documentation and data from formative assessments a. A documented assessment schedule and evidence of teachers inputting data and moderating assessments a. Differentiated curriculum documents and evidence of student learning at different levels b. Student learning goals negotiated with teachers • Individual and small group level b. Progress against Individual Education Plans b. Data used to identify students for tailored supports b. Differentiated resources used in tailored supports <p>Late indicators:</p> <ul style="list-style-type: none"> • Whole school level a. NAPLAN outcomes a. PAT Data a. Pivot surveys • Classroom level a. Semester 2 teacher judgements and post-test results from assessments • Individual and small group level <p>Teacher perception feedback relating to growth in assessment and differentiation capacity</p> <ul style="list-style-type: none"> b. Formative assessment 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> • Review and consolidate the Instructional Model with leadership partneRs (DSSI) to establish how the multi-tiered response model will be adopted in classrooms 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Partners (DSSI) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 2 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a shared PDP goal focusing on assessment and differentiation	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update the assessment schedule and embed time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities. Review and update IEPs for selected students	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct peer observations with a focus on assessment and differentiation and organise Learning Walks to observe staff practice and collect data on student learning and teacher implementation of agreed strategies	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Planning documentation to show evidence of a clear learning intention and outcome for students. Also a clear understanding of the conceptual framework that underpins these activities</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Partners (DSSI)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Review PLC inquiry cycle</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Employ classroom ES staff to support effective learning environments by providing 1:1 learning support, small group learning support and alternate life skill program for tier 2 and 3 students.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$153,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide learning resources to ensure all students can engage with learning tasks	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build middle leader capacity through DSSI coaching	<input checked="" type="checkbox"/> Leadership Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<ul style="list-style-type: none"> Audit staff skillset in formative and summative assessment and differentiation for students with disabilities 	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> a Establish a multi-tiered response model to support students' mental health b Embed positive mental health approaches in staff professional practice c Establish and implement Schoolwide Positive Behaviour Support frameworks d Reintroduce the Resilience, Rights and Respectful Relationships framework 			
Outcomes	<ul style="list-style-type: none"> a. Students will be able to explain what positive mental health means and where they can seek support at school a. Students will report improved mental health a. Teachers will plan for and implement social and emotional learning within their curriculum areas a. Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. a. Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional cultural and civic wellbeing a. Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental 			

	<p>health</p> <ul style="list-style-type: none"> • b. Teachers will be able to recognise, respond to and refer students' mental health needs • b. Wellbeing team will directly support students' mental health and/or provide referrals • b. Leaders will establish and resource a Wellbeing team • b. Leaders will present PL focusing on mental health and wellbeing • c. Student will be active participants in creating and implementing behaviour matrix • c. Students will use the language articulated in the matrix • c. Students will report fewer tier 1 behaviours reported on Compass Chronicle • c. Teachers will be active participants in creating and implementing behaviour matrix • c. Teachers will model behaviours and using the language articulated in the matrix • c. Teachers will respond to significant tier 1 behaviours as negotiated in term 1 wellbeing workshop • c. Teachers and leaders will implement and model consistent routines • c. Leaders will track impact of SWPBS Matrix on tier 1 students behaviours • c. Leaders will support teachers to include RRRR into weekly planning • d. Students will articulate their feelings and be able to ask for help using the zones • d. Students will feel accepted, supported and safe • d. Students will be able to use 'Zones' strategies to bring themselves back to green • d. Teachers will develop positive trusting relationships with students • d. Teachers will reintroduce the 'Zones' strategies in their classes and link these to the SWPBS matrix • d. Teachers will plan and implement RRRR learning units and reference throughout each day • d. Leaders will resource professional learning opportunities • d. Leaders will provide a budget for program resources
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> • a. Policies and programs will show documentation of multi-tiered response model • a. Student support resources displayed around the school will show how students can seek support • d. Curriculum documentation will show plans for social and emotional learning • c & d Notes from learning walks and peer observation will show how staff are embedding social and emotional learning <p>Late indicators:</p> <ul style="list-style-type: none"> • a & b AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience • a. Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes • a. Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs • a. Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed

	<ul style="list-style-type: none"> • a. Schedule time for relevant staff to review and manage Compass Chronicle entries in the learning management system • a. Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed • c & d Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support whole school physical, emotional, social, cultural and civic wellbeing • b, c & d Develop a professional learning plan, which may include Foundation resources from the Schools Mental Health Menu • d. Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability • d. Develop and document a scope and sequence for the teaching of the Personal and Social 				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams	
<ul style="list-style-type: none"> • Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus (T1) 	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	
<ul style="list-style-type: none"> • Gather data on student wellbeing needs to inform recruitment of mental health professionals (T2 &3) 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used	

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs (T1,2 &3) 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Develop a shared PDP goal focusing on student health and wellbeing (T1) 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<ul style="list-style-type: none"> Conduct peer observations with a focus on RRRR and Zones of Regulation (T1) 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Planning documentation to show evidence of a clear social and emotional learning intention and outcome for students. (T1) 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Identify and schedule appropriate professional learning for teachers implementing wellbeing programs (T1 and 2) 	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health (T1) 	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Update the professional learning schedule to include a regular time for the Wellbeing Team/s (T1 &2) 	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Partner with non-for profit groups and external support agencies to provide targeted student support (T2&3) 	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Establish protocols and processes to support at-risk students and organise weekly check-ins with families (T2&3) 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<ul style="list-style-type: none"> Develop a professional learning plan that supports staff to identify and meet students' individual wellbeing needs (T2&3) 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Increase chaplaincy hours to support welfare team (T1,2 &3)	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$203,304.00	\$203,304.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$28,000.00	\$28,000.00	\$0.00
Total	\$231,304.00	\$231,304.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ classroom ES staff to support effective learning environments by providing 1:1 learning support, small group learning support and alternate life skill program for tier 2 and 3 students.	\$153,000.00
Provide learning resources to ensure all students can engage with learning tasks	\$50,000.00
Increase chaplaincy hours to support welfare team (T1,2 &3)	\$16,000.00
Totals	\$219,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Employ classroom ES staff to support effective learning environments by providing 1:1 learning support, small group learning support and alternate life skill program for tier 2 and 3 students.	from: Term 1 to: Term 4	\$153,304.00	<input checked="" type="checkbox"/> School-based staffing
Provide learning resources to ensure all students can engage with learning tasks	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$203,304.00	

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
Increase chaplaincy hours to support welfare team (T1,2 &3)	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Tier 3/Category: Counselling services This activity will engage a third-party provider <ul style="list-style-type: none"> ○ Third-party provider Korus Connect
Totals		\$16,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Implement SWBPS program	\$12,000.00
Totals	\$12,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement SWBPS program	from: Term 2 to: Term 4		
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement SWBPS program	from: Term 2 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Implement SWBPS program	from: Term 2 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
Totals		\$12,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> Review and consolidate the Instructional Model with leadership partners (DSSI) to establish how the multi-tiered response model will be adopted in classrooms 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Partners (DSSI) 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site
Develop a shared PDP goal focusing on assessment and differentiation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities. Review and update IEPs for selected students	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct peer observations with a focus on assessment and differentiation and organise Learning Walks to observe staff practice and	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

collect data on student learning and teacher implementation of agreed strategies			<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
Planning documentation to show evidence of a clear learning intention and outcome for students. Also a clear understanding of the conceptual framework that underpins these activities	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus (T1) 	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs (T1,2 &3) 	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Develop a shared PDP goal focusing on student health and wellbeing (T1) 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Conduct peer observations with a focus on RRRR and Zones of Regulation (T1) 	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons			
<ul style="list-style-type: none"> Planning documentation to show evidence of a clear social and emotional learning intention and outcome for students. (T1) 	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Identify and schedule appropriate professional learning for teachers implementing wellbeing programs (T1 and 2) 	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health (T1) 	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Establish protocols and processes to support at-risk students and organise weekly check-ins with families (T2&3) 	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Develop a professional learning plan that supports staff to identify and meet students' individual wellbeing needs (T2&3) 	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Student voice, including input and feedback			
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