2023 Annual Implementation Plan

for improving student outcomes

Inverloch Primary School (2776)

Submitted for review by Brett Smith (School Principal) on 22 December, 2022 at 02:06 PM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 12 January, 2023 at 03:30 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	The self evaluation process has initiated thinking and directions of our leadership team in how we can develop according to our continuum ratings and the discussion that were had. We will be developing a development matrix with intentions and actions to develop our competencies whilst improving our school under the FISO 2.0 core elements
Considerations for 2023	Currently as an offline document to be finalised at our Leadership Day in January

	-Writing Methodologies -Observation and Feedback -Student Goal Setting -Attendance -Teaching and Leaning Framework and HITS revisit -Parent/. carers engagement
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning growth in English and mathematics for all students
Target 2.1	By 2023, increase the percentage of students in the top 2 bands of NAPLAN in year 5 for: • Reading from 44% to 55% • Writing from 15% to 25% • Numeracy from 26% to 35%
Target 2.2	By 2023, increase the percentage of students achieving high relative growth in NAPLAN for: • Reading from 16% to 25% • Numeracy from 9% to 25%

Target 2.3	By 2023, increase the percentage of students assessed by teacher judgement as achieving above the expected level in: • Reading and viewing from 41% to 45% • Writing from 21% to 28% • Number and algebra from 27% to 35%
Target 2.4	By 2023, increase the percentage of positive endorsement on the Staff Survey for • Believes feedback improves practice from 75% to 85% • Professional learning through peer observation from 65% to 75%
Key Improvement Strategy 2.a Vision, values and culture	Build a culture of high expectations and aspirations across the whole school community and support staff to learn and teach for high expectations
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop, document and embed a guaranteed and viable curriculum in English and mathematics
Key Improvement Strategy 2.c Instructional and shared leadership	Build the instructional leadership capacity of all leadership roles to enable them to establish high levels of consistency, continuity and shared accountability for improving student achievement and student growth across the school
Key Improvement Strategy 2.d Building practice excellence	Develop an assessment program that enables evidence informed planning that responds to student learning needs and monitors learning growth
Key Improvement Strategy 2.e Building practice excellence	1e. Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)
Goal 3	To improve engagement and motivation in learning

Target 3.1	By 2023, increase AToSS percentage of positive responses for: • Confidence in Learning from 79% to 85% • Motivation and Interest from 77% to 85% • Stimulated Learning from 71% to 85%.
Target 3.2	By 2023, decrease average absences from: • 19.18 days per FTE student at Inverloch PS to 16.00 days • 18.29 days per FTE student at Kongwak PS to 16.00 days
Key Improvement Strategy 3.a Empowering students and building school pride	Develop the attitudes, skills and knowledge of teachers to increase student agency in learning
Key Improvement Strategy 3.b Building practice excellence	Build the capacity of staff to implement inquiry and metacognition to deliver deep and authentic learning experiences
Key Improvement Strategy 3.c Vision, values and culture	Develop and implement effective approaches to increase attendance across both IPS and KPS

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	LEARNING At and above Teacher judgements increase for -Reading from 77% in Dec 2022 to 80% June 2023 to 85% in Dec 2023 -Writing from 60% in Dec 2022 to 65% June 2023 to 70% in Dec 2023 -Number from 71% in Dec 2020 to 75% June 2023 to 80% in Dec 2023 Above Teacher judgements (SSP data) -Reading from 41% in Dec 2022 to 45% June 2023 to 50% in Dec 2023 -Writing from 18% in Dec 2022 to 20 % June 2023 to 25% in Dec 2023 -Number from 30% in Dec 2022 to 35% June 2023 to x40% in Dec 2023 NAPLAN Yr5 Top Two Bands -Reading from 52% 2022 to 55% in 2023 -Writing from 27% 2022 to 30% in 2023 -Number from 34% 2022 to 35% in 2023 NAPLAN Relative Growth Data (SSP data)

| | | | -Reading from 19 % 2022 to 27% in 2023
-Writing from 21% 2022 to 25% in 2023
-Number from 28% 2022 to 30% in 2023

NAPLAN Benchmark Growth Data
-Reading from 24% 2022 to 27% in 2023
-Writing from 16% 2022 to 20% in 2023
-Number from 28% 2022 to 30% in 2023

WELLBEING
Connectedness from 62%(3yr av)- 70% (2023)
Students Voice and Agency from 51%(3yr av)- 65% (2023)
Advocate at School from 78%(3yr av)- 85% (2023)

Confidence in Learning from 73%(3yr av)- 79% (2023)
Motivation and Interest from 64% (3yr av)- 77% (2023)
Stimulated Learning 58%(3yr av)- 65% (2023) |
| To improve student learning growth in English and mathematics for all students | No | By 2023, increase the percentage of students in the top 2 bands of NAPLAN in year 5 for:

• Reading from 44% to 55%
• Writing from 15% to 25%
• Numeracy from 26% to 35% | |

		By 2023, increase the percentage of students achieving high relative growth in NAPLAN for: • Reading from 16% to 25% • Numeracy from 9% to 25%	
		By 2023, increase the percentage of students assessed by teacher judgement as achieving above the expected level in: • Reading and viewing from 41% to 45% • Writing from 21% to 28% • Number and algebra from 27% to 35%	
		By 2023, increase the percentage of positive endorsement on the Staff Survey for • Believes feedback improves practice from 75% to 85% • Professional learning through peer observation from 65% to 75%	
To improve engagement and motivation in learning	No	By 2023, increase AToSS percentage of positive responses for: • Confidence in Learning from 79% to 85% • Motivation and Interest from 77% to 85%	

		• Stimulated Learning from 71% to 85%.
		By 2023, decrease average absences from: • 19.18 days per FTE student at Inverloch PS to 16.00 days • 18.29 days per FTE student at Kongwak PS to 16.00 days

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	LEARNING At and above Teacher judgements increase for -Reading from 77% in Dec 2022 to 80% June 2023 to 85% in Dec 2023 -Writing from 60% in Dec 2022 to 65% June 2023 to 70% in Dec 2023 -Number from 71% in Dec 2020 to 75% June 2023 to 80% in Dec 2023 Above Teacher judgements (SSP data) -Reading from 41% in Dec 2022 to 45% June 2023 to 50% in Dec 2023 -Writing from 18% in Dec 2022 to 20 % June 2023 to 25% in Dec 2023 -Number from 30% in Dec 2022 to 35% June 2023 to x40% in Dec 2023 NAPLAN Yr5 Top Two Bands -Reading from 52% 2022 to 55% in 2023 -Writing from 27% 2022 to 30% in 2023 -Number from 34% 2022 to 35% in 2023 NAPLAN Relative Growth Data (SSP data)

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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	Connectedness from 62%(3yr av)- 70% (2023) Students Voice and Agency from 51%(3yr av)- 65% (2023) Advocate at School from 78%(3yr av)- 85% (2023) Confidence in Learning from 73%(3yr av)- 79% (2023) Motivation and Interest from 64% (3yr av)- 77% (2023) Stimulated Learning 58%(3yr av)- 65% (2023)
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	1.a.1. Build staff capacity in assessment and planning in Writing in order to identify, be inclusive of all students' needs and allow for growth for all students. 1.a.2. Develop staff capacity in teaching methodologies that are based on the gradual release of responsibility and HITS such as worked examples, metacognition and multiple exposures 1.a.3. Strengthen the IKPS Tier based intervention program in mathematics and reading
Outcomes	1.a.1.a. Staff will be able to accurately assess students' writing against the Victorian Curriculum 1.a.1.b. Staff will be able to accurately able to ascertain students' next level of learning in Writing 1.a.1.c. Students will be able to articulate their next level of learning in Writing 1.a.2.a b Staff will be able to use HITS in the instructional phase of the writing lesson (metacognition, collaboration, worked examples, multiple exposures) 1.a.2.c. Students will engage and participate in the instructional phase of the lesson 1.a.3.a. Tier 2 students will receive Numeracy or Reading support targeted to their needs 1.a.3.b. Tier 2 Reading and Mathematics students will make expected growth 1.a.3.c. Tier 2 Coordinator to oversee all aspects of the Tier 2 supports inc. Tutor Learning Initiative, assessment, IEPs 1.a.3.d.
Success Indicators	Early Indicators • Observation, feedback and growth

	• Walkthrough Observations Late Indicators • Observation, feedback and growth • Walkthrough Observations

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1.a.1.a-b. Develop and schedule Professional Development sequences and PLCs	☑ Principal ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.a.1.c.1 Regular sharing of achievement data with students	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
1.a.2.a-b Design and deliver Professional Development sequence of the Writing methodologies	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.a.2.a-b Undertake Regular Observation and Feedback program including team coaching	☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 2 to: Term 3	$26,165.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.a.3.a-b Execute Tutor programs	☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1	$150,715.70

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.a.3.a-b Organise, use and monitor fine grained assessments to determine misconceptions and areas of need.	☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
1.a.3.c Recruitment of a Tier 2 Coordinator (EFT 0.4)	☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$52,852.59 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used	

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.a.3.c Development of IEPs for all Tier 2 students based on their area of need.	☑ Teacher(s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.a.3.d Recruitment of additional Tier 2 (Learning) supports	☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$227,381.25 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	1.b.1 Strengthen, broaden and connect current wellbeing practices in a cohesive and proactive manner 1.b.2. Develop and implement a school wide Social Skills program 1.b.3.Develop and implement a Student Leadership program
Outcomes	1.b.1.a. Documented and actioned Tiered approach to student wellbeing 1.b.1.b.Student will have voice and agency in developing expectations and other aspects of the SWPBS Tier 1 activities 1.b.1.c. Provision of a range of Tier 2 and Tier 3 student wellbeing supports according to different needs and purposes 1.b.2.a. All students will have participated in a Tier 1 social skills program that develops healthy friendships, social problem solving 1.b.2.b. Tier 2 students will have participated in a social skills program and developed their social capabilities 1.b.3.a. Documented ongoing IKPS Leadership program 1.b.3.b. Year 6 students will have undertaken a leadership program
Success Indicators	Early -Tier plan of Tier1-3 provision, student identification -Development of schoolwide expectations -Tier 2 students' wellbeing needs met -Tier 2 wellbeing plan template developed -Topic 4 RRRR -Some of identified Tier 2 students will have a Wellbeing Plan and, if applicable, participated in a social skills program facilitated by the Wellbeing Leader. -IKPS curriculum course includes a leadership program developed Late: -Development and actioning of schoolwide expectations -Tier 2 and 3 students' wellbeing needs met -Tier 2 wellbeing plan template used -All identified Tier 2 students will have a Wellbeing Plan and, if applicable participated in a social skills program facilitated by the Wellbeing Leader. -Leadership camp at Lyrebird Lodge completed

	-IKPS curriculum course includes a leadership program refined for ongoing use				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
1.b.1.a. Implement all aspects of SWPBS Tier 1 components		☑ Student Wellbeing Co-ordinator ☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.b.1.a. Provision of a Wellbeing Leader (0.6EFT)		☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$79,278.89 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

1.b.1.a. SWPBS matrix of expectations	☑ Student Wellbeing Co-ordinator ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.b.1.c. School fund Chaplain program for Tier 2 and 3 students	☑ Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.b.1.c. Fund Hands On Learning through the Mental Health Funding for Tier 2 and 3 students	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$12,093.71 ☐ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used
					☑ Schools Mental Health Menu items will be used which may include DET funded or free items
1.b.1.c. Organise Side by Side volunteers for Tier 2 and 3 students	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.b.1.c. Organise Connect Me (on site psychology support) for Tier 2 and 3 students	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
1.b.2.a. Classroom based Tier 1 activities implemented	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.b.2.b. Wellbeing Leader led Tier 2 social skills program	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.b.3.a. Wellbeing leader to develop or source a Leadership program	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
1.b.3.b. Leadership program at Lyrebird Lodge in March 2023	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$0.00	$60,107.67	-$60,107.67
Disability Inclusion Tier 2 Funding	$0.00	$212,073.59	-$212,073.59
Schools Mental Health Fund and Menu	$0.00	$60,421.91	-$60,421.91
Total	**$0.00**	**$332,603.17**	**-$332,603.17**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
1.a.3.c Recruitment of a Tier 2 Coordinator (EFT 0.4)	$52,852.59
1.a.3.d Recruitment of additional Tier 2 (Learning) supports	$227,381.25
1.b.1.a. Provision of a Wellbeing Leader (0.6EFT)	$79,278.89
1.b.1.c. Fund Hands On Learning through the Mental Health Funding for Tier 2 and 3 students	$12,093.71
Totals	**$371,606.44**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
1.a.3.d Recruitment of additional Tier 2 (Learning) supports	from: Term 1 to: Term 4	$60,107.67	☑ School-based staffing
Totals		$60,107.67	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
1.a.3.c Recruitment of a Tier 2 Coordinator (EFT 0.4)	from: Term 1 to: Term 4	$52,852.59	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
1.a.3.d Recruitment of additional Tier 2 (Learning) supports	from: Term 1 to: Term 4	$159,221.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		$212,073.59	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
1.b.1.a. Provision of a Wellbeing Leader (0.6EFT)	from: Term 1	$48,328.91	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)

	to: Term 4		
1.b.1.c. Fund Hands On Learning through the Mental Health Funding for Tier 2 and 3 students	from: Term 1 to: Term 4	$12,093.00	☑ Employ teaching staff to support Tier 2 initiatives
Totals		**$60,421.91**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
1.a.1.a-b. Develop and schedule Professional Development sequences and PLCs	☑ Principal ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
1.a.1.c.1 Regular sharing of achievement data with students	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
1.a.2.a-b Design and deliver Professional Development sequence of the Writing methodologies	☑ Principal	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
1.a.2.a-b Undertake Regular Observation and Feedback program including team coaching	☑ Teaching and Learning Coordinator	from: Term 2 to: Term 3	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site

| 1.b.1.a. Implement all aspects of SWPBS Tier 1 components | ☑ Student Wellbeing Co-ordinator ☑ SWPBS Leader/Team | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation | ☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants SWPBS-Sue McLaren | ☑ On-site |