

2023 Annual Implementation Plan

for improving student outcomes

Bridgewater Primary School (1097)



Submitted for review by Linda Kingsley (School Principal) on 03 February, 2023 at 01:07 PM
Endorsed by Paul Hon (Senior Education Improvement Leader) on 13 February, 2023 at 01:28 PM
Endorsed by Leah Bailey (School Council President) on 23 February, 2023 at 12:11 PM

Self-evaluation summary - 2023

| | FISO 2.0 dimensions | Self-evaluation level |
|-----------------------|--|-----------------------|
| Leadership | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embedding |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |
| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships | |

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

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

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

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| Enter your reflective comments | The school is improving and growing. We know we need to focus on student voice, formative assess, and developing a school wide action plan for wellbeing. |
| Considerations for 2023 | PLC training. SRC training for students. Developing school wide action plan for wellbeing. |

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| Documents that support this plan | |
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Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
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| <p>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.</p> | Yes | Support for the 2023 Priorities | <p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>100% of students will make 12 months of learning growth across all curriculum areas. 100% of students in grade 5 will be at or above the expected benchmark growth in NAPLAN. By the end of 2023, the percentage of students with 20 or more days of absence per year will reduce from 36% (2022) to 25%.</p> |
| To improve student learning growth in literacy and numeracy. | No | Track the individual learning growth of each student in reading, writing and mathematics (based on 2021 data) to demonstrate the expected learning growth over the four years of the School Strategic Plan. | |
| | | All students will meet the goals of their Individual Education Plan. | |
| Enhance student engagement and wellbeing through improved personal and social capabilities. | No | By 2025 the percentage of positive student responses to the teaching and learning and learner characteristics components of a school-implemented commercial student survey will improve from 2021 baseline data. (Target to be confirmed) | |
| | | By 2025 reduce the percentage of students with 20 days or more absence per year from 42% (2019) to 20%. | |

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| | | By 2025 the overall percentage of positive responses to the school ethos and environment module of the Parent Opinion Survey will increase from 75% (2019) to 90% and the parent participation and involvement module will remain above 90% positive endorsement (94% in 2019). | |
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| 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-month target | 100% of students will make 12 months of learning growth across all curriculum areas. 100% of students in grade 5 will be at or above the expected benchmark growth in NAPLAN. By the end of 2023, the percentage of students with 20 or more days of absence per year will reduce from 36% (2022) to 25%. | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 1.b | 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, success indicators and activities

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| Goal 1 | <p>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.</p> |
| 12-month target 1.1 target | <p>100% of students will make 12 months of learning growth across all curriculum areas.</p> <p>100% of students in grade 5 will be at or above the expected benchmark growth in NAPLAN.</p> <p>By the end of 2023, the percentage of students with 20 or more days of absence per year will reduce from 36% (2022) to 25%.</p> |
| KIS 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 |
| Actions | <ol style="list-style-type: none"> 1. Strengthen the use of formative assessment to identify and meet students individual learning needs. 2. Establish a consistent approach to the activation of student voice and agency. |
| Outcomes | <ul style="list-style-type: none"> - Students will know what the next steps are in the learning to achieve their learning goals. - Students will be supported at point of need. - Students will have greater agency in their learning - Teachers will confidently and accurately identify the learning needs of students. - PLC meetings will continue to track learning data and engage in reflective practice. - More intensive student conferencing at a 1:1 capacity in all grade levels. |
| Success Indicators | <ul style="list-style-type: none"> - Student feedback on individualised learning and teacher practice through the use of surveys - Teachers' formative assessment data and summative judgements against the curriculum. - Curriculum documentation shows evidence of planning for differentiation. - Student use of Learning Ladders to track their own learning. - Evidence of student goal achievement through the use of formal assessment such as Essential Assessment, InitialLit, WARN/WARL/WARP, NAPLAN Criterion Scale and and 6+1 Traits rubric. |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|--|----------------------------------|---|
| Undertake PLC training for all staff. | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Introduce Learning Conferences to review and negotiate student learning goals. | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Introduce Learning Conversations each term to reflect the cyclic reporting approach. This will be inclusive of parents/carers, students and teachers. | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Inquiry into the use of PIVOT Surveys to collect student feedback around teaching and learning. | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Formalise the JSC meeting schedule within the whole school term planner. Introduce a JSC column into the fortnightly newsletter. | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Leadership to source training for student leaders. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 |

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| Leadership to be involved in the network Numeracy CoP. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| Staff will continue professional learning with Rob Vingerhoets (commenced in 2022). | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| (DI) Employment of additional staff to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with their learning. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,508.61 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Implement a tutoring program for students identified as not having made expected learning gain in 2022. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| (E) Employment of additional teacher to enable small groups and high quality teaching/differentiation in literacy and numeracy. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$16,000.60 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Strengthen the whole school approach towards social and emotional learning. | | | |

| Outcomes | <ul style="list-style-type: none"> - At-risk students will be identified and receive support in a timely manner. - Student leadership, voice and agency in wellbeing and mental health will be elevated. - SWPBS strategies (namely matrix) will be implemented in conjunction with students voice - Selected Berry St strategies will be implemented as a part of the daily classroom routine. - The Outdoor Classroom will continue to be an engaging experience for all students. | | | |
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| Success Indicators | <ul style="list-style-type: none"> - Student support resources will be displayed around the school, showing how students can seek support (eg; Kids Help Line). - Student school-developed survey will show improvement in 'sense of connectedness'. - Curriculum documentation will show plans for social and emotional learning. - Whole school wellbeing action plan will be completed. - Continued development of Outdoor Classroom program, linking to D&T, STEM, etc. | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| - Implement the school connectedness to school survey with students (mid- and end-year). | <input checked="" type="checkbox"/> All staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 |
| <ul style="list-style-type: none"> - Staff to complete BSEM Professional Learning, as commenced in 2022. - School will then develop a list of BSEM non-negotiables to be implemented across the school. | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$3,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| - Develop a whole school wellbeing action plan, utilising student voice where appropriate. | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which |

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| | | | | may include DET funded or free items |
| <ul style="list-style-type: none"> - The Resilience Project, 2023 Program - Purchase of resources, including videos, journals, etc. - Implement weekly TRP/RR sessions ("Hour of Power"), to ensure the RRRR curriculum is being fully taught. - Invite RRRR Team to deliver PL to all staff. - Some CRT allowance. | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | <p>\$7,000.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <ul style="list-style-type: none"> - Refine and formalise SEL plan for Outdoor Classroom. | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | <p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <ul style="list-style-type: none"> - Strategically identify resources from the Mental Health Menu to support whole school action plan. | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | <p>\$0.00</p> |
| <ul style="list-style-type: none"> - Develop attendance/engagement plans for all students with historical high absences (DET Area Health and Wellbeing Team to support school with this activity). | <input checked="" type="checkbox"/> All staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | <p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |

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| <p>- Introduce a wellbeing dog to the school (Arnold) via Dogs Connect.</p> <p>- Purchase of relevant resources.</p> | <p><input checked="" type="checkbox"/> All staff</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$12,000.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>- Support the implementation of Tier 1 wellbeing program.</p> <p>- Eg; additional hours for Wellbeing Support, purchase of relevant consumable resources/supports, additional TRP journals, etc.</p> | <p><input checked="" type="checkbox"/> Principal</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$2,647.38</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$18,000.60 | \$18,000.60 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$10,508.61 | \$10,508.61 | \$0.00 |
| Schools Mental Health Fund and Menu | \$30,647.38 | \$30,647.38 | \$0.00 |
| Total | \$59,156.59 | \$59,156.59 | \$0.00 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|--|-------------|
| Inquiry into the use of PIVOT Surveys to collect student feedback around teaching and learning. | \$1,000.00 |
| Staff will continue professional learning with Rob Vingerhoets (commenced in 2022). | \$1,000.00 |
| (DI) Employment of additional staff to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with their learning. | \$10,508.61 |
| (E) Employment of additional teacher to enable small groups and high quality teaching/differentiation in literacy and numeracy. | \$16,000.60 |
| - Staff to complete BSEM Professional Learning, as commenced in 2022. - School will then develop a list of BSEM non-negotiables to be implemented across the school. | \$3,000.00 |

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| - Develop a whole school wellbeing action plan, utilising student voice where appropriate. | \$2,000.00 |
| - The Resilience Project, 2023 Program - Purchase of resources, including videos, journals, etc. - Implement weekly TRP/RR sessions ("Hour of Power"), to ensure the RRRR curriculum is being fully taught. - Invite RRRR Team to deliver PL to all staff. - Some CRT allowance. | \$7,000.00 |
| - Refine and formalise SEL plan for Outdoor Classroom. | \$2,000.00 |
| - Develop attendance/engagement plans for all students with historical high absences (DET Area Health and Wellbeing Team to support school with this activity). | \$2,000.00 |
| - Introduce a wellbeing dog to the school (Arnold) via Dogs Connect. - Purchase of relevant resources. | \$12,000.00 |
| - Support the implementation of Tier 1 wellbeing program. - Eg; additional hours for Wellbeing Support, purchase of relevant consumable resources/supports, additional TRP journals, etc. | \$2,647.38 |
| Totals | \$59,156.59 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

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|---|----------------------------------|-------------|--|
| Inquiry into the use of PIVOT Surveys to collect student feedback around teaching and learning. | from: Term 1 to: Term 4 | \$1,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Staff will continue professional learning with Rob Vingerhoets (commenced in 2022). | from: Term 1 to: Term 4 | \$1,000.00 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| (E) Employment of additional teacher to enable small groups and high quality teaching/differentiation in literacy and numeracy. | from: Term 1 to: Term 4 | \$16,000.60 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Totals | | \$18,000.60 | |

Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|--|
| (DI) Employment of additional staff to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with their learning. | from: Term 1 to: Term 4 | \$10,508.61 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • |
| Totals | | \$10,508.61 | |

Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|--|
| <ul style="list-style-type: none"> - Staff to complete BSEM Professional Learning, as commenced in 2022. - School will then develop a list of BSEM non-negotiables to be implemented across the school. | from: Term 1 to: Term 4 | \$3,000.00 | <input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member |
| <ul style="list-style-type: none"> - Develop a whole school wellbeing action plan, utilising student voice where appropriate. | from: Term 1 to: Term 4 | \$2,000.00 | <input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member |
| <ul style="list-style-type: none"> - The Resilience Project, 2023 Program - Purchase of resources, including videos, journals, etc. - Implement weekly TRP/RR sessions ("Hour of Power"), to ensure the RRRR curriculum is being fully taught. - Invite RRRR Team to deliver PL to all staff. - Some CRT allowance. | from: Term 1 to: Term 4 | \$7,000.00 | <input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member |
| <ul style="list-style-type: none"> - Refine and formalise SEL plan for Outdoor Classroom. | from: Term 1 to: Term 4 | \$2,000.00 | <input checked="" type="checkbox"/> Respectful Relationships (free) |
| <ul style="list-style-type: none"> - Develop attendance/engagement plans for all students with historical high absences (DET Area Health | from: Term 1 | \$2,000.00 | <input checked="" type="checkbox"/> All-School Visible Wellbeing Program |

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| and Wellbeing Team to support school with this activity). | to: Term 4 | | <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member |
| - Introduce a wellbeing dog to the school (Arnold) via Dogs Connect. - Purchase of relevant resources. | from: Term 1 to: Term 4 | \$12,000.00 | <p><input checked="" type="checkbox"/> Dogs Connect Program</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member ○ Program delivered in school by external service provider |
| - Support the implementation of Tier 1 wellbeing program. - Eg; additional hours for Wellbeing Support, purchase of relevant consumable resources/supports, additional TRP journals, etc. | from: Term 1 to: Term 4 | \$2,647.38 | <p><input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) |
| Totals | | \$30,647.38 | |

Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| Totals | \$0.00 |

Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|--|----------------------------------|---|--|--|---|
| Undertake PLC training for all staff. | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources PLC Training <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Inquiry into the use of PIVOT Surveys to collect student feedback around teaching and learning. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <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"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify. | <input checked="" type="checkbox"/> On-site |
| Staff will continue professional learning with Rob Vingerhoets (commenced in 2022). | <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Rob Vingerhoets | <input checked="" type="checkbox"/> Off-site Staff to attend PL at Tongala PS. |
| - Staff to complete BSEM Professional Learning, as commenced in 2022. - School will then develop a list of BSEM non-negotiables to be implemented across the school. | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day | <input checked="" type="checkbox"/> External consultants BSEM. | <input checked="" type="checkbox"/> Off-site Venue: Kerang South or Kennington PS? Public |

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| - Develop a whole school wellbeing action plan, utilising student voice where appropriate. | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Timetabled planning day | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources Area Wellbeing Team. | <input checked="" type="checkbox"/> On-site |
| - The Resilience Project, 2023 Program - Purchase of resources, including videos, journals, etc. - Implement weekly TRP/RR sessions ("Hour of Power"), to ensure the RRRR curriculum is being fully taught. - Invite RRRR Team to deliver PL to all staff. - Some CRT allowance. | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Timetabled planning day | <input checked="" type="checkbox"/> External consultants The Resilience Project. <input checked="" type="checkbox"/> Departmental resources RRRR Team RRRR Curriculum | <input checked="" type="checkbox"/> On-site |
| - Refine and formalise SEL plan for Outdoor Classroom. | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Timetabled planning day | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model | <input checked="" type="checkbox"/> On-site |

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| | | | | | <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | |
| - Develop attendance/engagement plans for all students with historical high absences (DET Area Health and Wellbeing Team to support school with this activity). | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources Area Health and Wellbeing Team | <input checked="" type="checkbox"/> On-site |
| - Introduce a wellbeing dog to the school (Arnold) via Dogs Connect. - Purchase of relevant resources. | <input checked="" type="checkbox"/> All staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> External consultants Dogs Connect | <input checked="" type="checkbox"/> On-site |