

# 2024 Annual Implementation Plan

## for improving student outcomes

Tarneit Rise Primary School (8881)



Submitted for review by Melissa Kloss (School Principal) on 20 December, 2023 at 05:09 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

<b>Leadership</b>		

<b>Engagement</b>		

<b>Support</b>		

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

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2024 increase the percentage of students in the exceeding and strong proficiency levels in NAPLAN: Year 3- numeracy from 65% to 67% Year 5- numeracy from 68% to 70%</p>
<p>Maximise the learning growth of every student.</p>	Yes	<p>By 2024 improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Understand how to analyse data from 69 per cent to 79 per cent</li> <li>• Monitor effectiveness using data from 79 per cent to 89 per cent</li> <li>• Skills to measure impact from 79 per cent to 89 per cent.</li> <li>• Feedback from 74 per cent to 82 per cent</li> <li>• Teacher collaboration from 83 per cent to 91 per cent</li> <li>• Leading change from 79 per cent to 87 per cent.</li> </ul>	<p>By 2024 improve the positive endorsement on the SSS for the following factors: Understand how to analyse data from 74 per cent to 79 per cent Monitor effectiveness using data maintain 90 per cent Skills to measure impact from 84 per cent to 89 per cent. Feedback from 80 per cent to 82 per cent Teacher collaboration from 66 per cent to 91 per cent Leading change from 71 per cent to 87 per cent.</p>
		<p>By 2024 improve the positive endorsement on the POS for the following factor:</p> <ul style="list-style-type: none"> <li>• Effective teaching from 84 per cent to 92 per cent.</li> </ul>	<p>By 2024 improve the positive endorsement on the POS for the following factor: Effective teaching from 87 per cent to 92 per cent</p>

		<p>By 2024, increase the percentage of year 1-6 students achieving 12 months or more of learning growth as judged by the Victorian Curriculum Teacher Judgments from:</p> <ul style="list-style-type: none"> <li>• 59 per cent to 69 per cent in reading and viewing</li> <li>• 67 per cent to 77 per cent in speaking and listening</li> <li>• 58 per cent to 68 per cent in writing</li> <li>• 54 per cent to 62 per cent in measurement and geometry</li> <li>• 67 per cent to 75 per cent in number and algebra</li> <li>• 54 per cent to 62 per cent in statistics and probability</li> </ul>	<p>By 2024 increase the percentage of year 1-6 students achieving 12 months or more of learning growth as judged by the Victorian Curriculum Teacher Judgments:</p> <p>Reading and Viewing</p> <p>Year 1 from 72% to 75%</p> <p>Year 2 from 93% to 95%</p> <p>Year 3 from 88% to 91%</p> <p>Year 4 from 79% to 81%</p> <p>Year 5 from 88% to 91%</p> <p>Year 6 from 83% to 86%</p> <p>Writing</p> <p>Year 1 from 66% to 69%</p> <p>Year 2 from 84% to 87%</p> <p>Year 3 from 77% to 80%</p> <p>Year 4 from 70% to 73%</p> <p>Year 5 from 90% to 93%</p> <p>Year 6 from 85% to 88%</p> <p>Speaking and Listening</p> <p>Year 1 from 77% to 80%</p> <p>Year 2 from 89% to 91%</p> <p>Year 3 from 94% to 97%</p> <p>Year 4 from 85% to 88%</p> <p>Year 5 from 94% to 97%</p> <p>Year 6 from 90% to 93%</p> <p>Number and Algebra</p> <p>Year 1 from 84% to 87%</p> <p>Year 2 from 87% to 90%</p> <p>Year 3 from 81% to 84%</p> <p>Year 4 from 70% to 73%</p> <p>Year 5 from 87% to 90%</p> <p>Year 6 from 87% to 90%</p> <p>Measurement and Geometry</p>
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			<p>Year 1 from 87% to 90%</p> <p>Year 2 from 84% to 87%</p> <p>Year 3 from 84% to 87%</p> <p>Year 4 from 79% to 81%</p> <p>Year 5 from 89% to 91%</p> <p>Year 6 from 87% to 90%</p> <p>Statistics and Probability</p> <p>Year 1 Year 1 from 87% to 90%</p> <p>Year 2 from 86% to 89%</p> <p>Year 3 from 87% to 90%</p> <p>Year 4 from 72% to 75%</p> <p>Year 5 from 80% to 83%</p> <p>Year 6 from 90% to 93%</p>
Improve outcomes for every student in literacy and numeracy.	Yes	<p>By 2024 increase the percentage of Prep to Year 6 students achieving above the expected level in Victorian Curriculum as assessed through Teacher Judgements in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 31 per cent to 41, writing from 18 per cent to 28 per cent</li> <li>• number and algebra from 23 per cent to 31 per cent by 2024</li> </ul>	<p>By 2024 increase the percentage of Prep to Year 6 students achieving above the expected level in Victorian Curriculum as assessed through Teacher Judgements in:</p> <ul style="list-style-type: none"> <li>- reading and viewing from 35% to 38%</li> <li>- writing from 26% to 29%</li> <li>- number and algebra from 28% to 31% by 2024</li> </ul>
		<p>By 2024 Increase the percentage of students in the top two bands of NAPLAN:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• reading from 24 per cent to 34 per cent</li> <li>• writing from 39 per cent to 47 per cent</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• reading from 17 per cent to 27 per cent</li> <li>• writing from 13 per cent to 23 per cent</li> </ul>	<p>By 2024 increase the percentage of students in the exceeding and strong proficiency levels in NAPLAN:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>- reading from 68% to 70%</li> <li>- writing from 79% to 81%</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>- reading from 75% to 77%</li> <li>- writing from 82% to 84%</li> </ul>
		<p>By 2024 increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:</p>	<p>By 2024 increase the percentage of Year 5 students in high growth in NAPLAN:</p>

		<ul style="list-style-type: none"> <li>• reading from 17 per cent to 27 per cent</li> <li>• writing from 22 per cent to 32 per cent</li> </ul>	- reading from 35% to 37%
		<p>By 2024 Increase the percentage of students in the top two bands of NAPLAN:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• numeracy from 15 per cent to 25 per</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• numeracy from 9 per cent to 19 per cent</li> </ul>	<p>By 2024 increase the percentage of students in the exceeding and strong proficiency levels in NAPLAN:</p> <p>Year 3</p> <p>- numeracy from 65% to 67%</p> <p>Year 5</p> <p>- numeracy from 68% to 70%</p>
		<p>By 2024 increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>• numeracy from 12 per cent to 22 per cent</li> </ul>	<p>By 2024 increase the percentage of Year 5 students in high growth in NAPLAN:</p> <p>- numeracy from 48% to 50%</p>
Improve student engagement in learning.	Yes	<p>By 2024 improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 67 per cent to 77 per cent</li> <li>• Believe student engagement is key from 65 per cent to 75 per cent</li> <li>• Knowledge of HITS from 76 per cent to 86 per cent.</li> </ul>	<p>By 2024 improve the positive endorsement on the SSS for the following factors:</p> <p>Use student feedback to improve practice from 72 per cent to 77 per cent</p> <p>Believe student engagement is key maintain 91 per cent</p>
		<p>By 2024, improve the positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 77 per cent to 87 per cent.</li> </ul>	<p>By 2024, improve the positive endorsement on the POS for the following factors:</p> <p>Student agency and voice maintain 87 per cent.</p>
		<p>By 2024 reduce the numbers of Prep to Year 6 students absent 20 plus days from 29 per cent to 19 per cent.</p>	<p>By 2024 reduce the numbers of Prep to Year 6 students absent 20 plus days from 41 per cent to 39 per cent.</p>

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
<b>12-month target 1.1-month target</b>	By 2024 increase the percentage of students in the exceeding and strong proficiency levels in NAPLAN:  Year 3 - numeracy from 65% to 67%  Year 5 - numeracy from 68% to 70%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
<b>Goal 2</b>	<b>Maximise the learning growth of every student.</b>	
<b>12-month target 2.1-month target</b>	By 2024 improve the positive endorsement on the SSS for the following factors:  Understand how to analyse data from 74 per cent to 79 per cent Monitor effectiveness using data maintain 90 per cent Skills to measure impact from 84 per cent to 89 per cent. Feedback from 80 per cent to 82 per cent	



	Teacher collaboration from 66 per cent to 91 per cent Leading change from 71 per cent to 87 per cent.
<b>12-month target 2.2-month target</b>	By 2024 improve the positive endorsement on the POS for the following factor:  Effective teaching from 87 per cent to 92 per cent
<b>12-month target 2.3-month target</b>	By 2024 increase the percentage of year 1-6 students achieving 12 months or more of learning growth as judged by the Victorian Curriculum Teacher Judgments:  Reading and Viewing  Year 1 from 72% to 75%  Year 2 from 93% to 95%  Year 3 from 88% to 91%  Year 4 from 79% to 81%  Year 5 from 88% to 91%  Year 6 from 83% to 86%  Writing  Year 1 from 66% to 69%  Year 2 from 84% to 87%  Year 3 from 77% to 80%  Year 4 from 70% to 73%  Year 5 from 90% to 93%

Year 6 from 85% to 88%

Speaking and Listening

Year 1 from 77% to 80%

Year 2 from 89% to 91%

Year 3 from 94% to 97%

Year 4 from 85% to 88%

Year 5 from 94% to 97%

Year 6 from 90% to 93%

Number and Algebra

Year 1 from 84% to 87%

Year 2 from 87% to 90%

Year 3 from 81% to 84%

Year 4 from 70% to 73%

Year 5 from 87% to 90%

Year 6 from 87% to 90%

	<p>Measurement and Geometry</p> <p>Year 1 from 87% to 90%</p> <p>Year 2 from 84% to 87%</p> <p>Year 3 from 84% to 87%</p> <p>Year 4 from 79% to 81%</p> <p>Year 5 from 89% to 91%</p> <p>Year 6 from 87% to 90%</p> <p>Statistics and Probability</p> <p>Year 1 Year 1 from 87% to 90%</p> <p>Year 2 from 86% to 89%</p> <p>Year 3 from 87% to 90%</p> <p>Year 4 from 72% to 75%</p> <p>Year 5 from 80% to 83%</p> <p>Year 6 from 90% to 93%</p>
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>

<b>KIS 2.a</b> Excellence in teaching and learning	Embed PLC best practice consistently across the school.	Yes
<b>KIS 2.b</b> Professional leadership	Build the instructional and shared leadership capacity of middle leaders to drive best practice.	Yes
<b>KIS 2.c</b> Excellence in teaching and learning	Build the capacity of teachers to implement the High Impact Teaching Strategies.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The expansion of our executive leadership team, including the appointment of an Assistant Principal who has been involved in the PLC Initiative, a realignment of portfolios and restructure of meetings will better support the growing and changing staff. One Assistant Principal will work directly with LTs and PLC Leaders to embed PLC best practice throughout the school during leadership meetings.</p> <p>Another Assistant Principal will work with Learning Specialists who are not PLC Leaders to further build their data literacy and ability to guide colleagues in using this data to set goals, plan for future learning and accurately assess student growth. A third Assistant Principal will oversee teaching and learning, working with Leading Teachers to ensure curriculum units are aligned to the VC and follow our school instructional approach.</p> <p>Another Assistant Principal will oversee the coaching team consisting mainly of LTs to ensure coaching addresses the needs of the individual teacher, as well as supporting the whole school professional learning focus at the time. These meetings will also help to guide future professional learning sessions at a whole school, mini school and PLC level.</p>	
<b>Goal 3</b>	<b>Improve outcomes for every student in literacy and numeracy.</b>	
<b>12-month target 3.1-month target</b>	<p>By 2024 increase the percentage of Prep to Year 6 students achieving above the expected level in Victorian Curriculum as assessed through Teacher Judgements in:</p> <ul style="list-style-type: none"> <li>- reading and viewing from 35% to 38%</li> <li>- writing from 26% to 29%</li> <li>- number and algebra from 28% to 31% by 2024</li> </ul>	
<b>12-month target 3.2-month target</b>	By 2024 increase the percentage of students in the exceeding and strong proficiency levels in NAPLAN:	

	<p>Year 3</p> <ul style="list-style-type: none"> <li>- reading from 68% to 70%</li> <li>- writing from 79% to 81%</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>- reading from 75% to 77%</li> <li>- writing from 82% to 84%</li> </ul>	
<b>12-month target 3.3-month target</b>	By 2024 increase the percentage of Year 5 students in high growth in NAPLAN: - reading from 35% to 37%	
<b>12-month target 3.4-month target</b>	By 2024 increase the percentage of students in the exceeding and strong proficiency levels in NAPLAN:  Year 3 - numeracy from 65% to 67%  Year 5 - numeracy from 68% to 70%	
<b>12-month target 3.5-month target</b>	By 2024 increase the percentage of Year 5 students in high growth in NAPLAN:  - numeracy from 48% to 50%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Excellence in teaching and learning	Develop a whole school understanding of content and pedagogy expectations aligned to curriculum.	No
<b>KIS 3.b</b> Excellence in teaching and learning	Build teacher capacity to utilise data and a range of assessment strategies to respond to the learning needs of every student.	Yes
<b>KIS 3.c</b> Excellence in teaching and learning	Develop and implement a whole school approach to teaching and assessing EAL learners in the mainstream setting.	No

<p>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.</p>	<p>As we welcome over 20 new teachers to TRPS in 2024, it is vital that we continue to develop a whole school understanding of content and pedagogy expectations aligned to curriculum. This will be achieved through implementation of our TRPS Instructional Guide, instructional coaching for all new staff and some current staff (as well as an Assistant Principal assigned to overseeing coaching), weekly professional learning providing an Assistant Principal to oversee Teaching and Learning. Our focus whole school foci will be Reading fluency (Term 1 and 2) and the new Mathematics curriculum (Terms 3 and 4).</p> <p>Data literacy of our teachers and leaders will be a focus in 2024, as this is an area of our SSP that we need to further build. This will be achieved through assigning an AP to oversee assessment practices, provision of professional learning at the whole school, leadership and PLC levels, and assigning an AP to oversee and collaborate with the Learning Specialist team to provide support and professional learning to staff to unpack whole school and class data and to use this data to inform actions and instruction.</p>	
<p><b>Goal 4</b></p>	<p><b>Improve student engagement in learning.</b></p>	
<p><b>12-month target 4.1-month target</b></p>	<p>By 2024 improve the positive endorsement on the SSS for the following factors:          Use student feedback to improve practice from 72 per cent to 77 per cent          Believe student engagement is key maintain 91 per cent</p>	
<p><b>12-month target 4.2-month target</b></p>	<p>By 2024, improve the positive endorsement on the POS for the following factors:          Student agency and voice maintain 87 per cent.</p>	
<p><b>12-month target 4.3-month target</b></p>	<p>By 2024 reduce the numbers of Prep to Year 6 students absent 20 plus days from 41 per cent to 39 per cent.</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 4.a</b> Positive climate for learning</p>	<p>Build teacher capacity to understand and implement student voice and learner agency.</p>	<p>Yes</p>
<p><b>KIS 4.b</b> Excellence in teaching and learning</p>	<p>Build teacher capacity to implement the HITS of collaborative learning and metacognition.</p>	<p>No</p>

<b>KIS 4.c</b> Positive climate for learning	Develop and implement a whole school attendance process with an explicit focus on inclusion.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our last year of work with the Qualiga institute will focus on bringing in the community. Our SVAl team will look at ways to include families in their students' learning journeys through expos of learning throughout the year. SEL data will be interrogated by students with particular focus on respect for students and teachers. Another year of significant staff growth means embedded practices will need to be shared with the new staff and continuously monitored to ensure consistency.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	By 2024 increase the percentage of students in the exceeding and strong proficiency levels in NAPLAN:  Year 3 - numeracy from 65% to 67%  Year 5 - numeracy from 68% to 70%
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build the capacity of teachers to differentiate numeracy teaching and learning to a high level.  Familiarise with the Mathematics Victorian Curriculum 2.0.  Build the capacity of teachers to differentiate English teaching and learning to a high level.  Familiarise with the English Victorian Curriculum 2.0.
<b>Outcomes</b>	Leaders will: - collaborate to refine the TRPS Mathematics and English Instructional Model - support all staff to apply the TRPS Mathematical and English Instructional Model by prioritising time for planning, coaching, peer observation, and providing professional learning opportunities - familiarise themselves with VC Mathematics 2.0 and English 2.0, including participating in the Wyndham Network Maths working



	<p>party</p> <ul style="list-style-type: none"> <li>- provide PL and PLC time for teachers to enable familiarisation with the VC Mathematics 2.0 and English 2.0 curriculums.</li> <li>- allocate sufficient 1-1 inclusion aide support for students requiring extensive adjustments</li> <li>- plan PL for staff on the new Mathematics and English 2.0 curriculums.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- consistently and explicitly implement the TRPS Mathematics and English Instructional Model</li> <li>- support learning for the whole class, small groups, and individual students, including students working below the expected level and high-ability students, through differentiated planning</li> <li>- engage in tasks that will support staff to familiarise themselves with the VC Mathematics 2.0 and English 2.0 curriculums.</li> <li>- plan 1-1 activities between students requiring extensive adjustments and inclusion aides</li> <li>- work in PLCs to revise and develop scope and sequences and units of work to reflect the changes in Mathematics and English 2.0 curriculums.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to articulate their learning</li> <li>- know what the next steps are to progress in their learning</li> <li>- understand the structure of Mathematics and English lessons.</li> </ul>
<p><b>Success Indicators</b></p>	<p>By the end of 2024, increase the percentage of grade Grade 1 to 6 students achieving 12 months or more of learning growth in Number and Algebra as judged by the Victorian Curriculum Teacher Judgments:</p> <p>Year 1 87% to 90%  Year 2 81% to 86%  Year 3 72% to 79%  Year 4 87 % (maintain)  Year 5 86% to 90%  Year 6 87% to 89%</p> <p>By the end of 2024, increase the percentage of Prep to Year 6 students achieving above the expected level in Victorian Curriculum as assessed through Teacher Judgements in:</p> <ul style="list-style-type: none"> <li>- Number and Algebra to 31 percent by 2024</li> </ul> <p>By March 2024, increase the percentage of students in the Exceeding and Strong proficiency levels in NAPLAN:</p> <p>Year 3 Numeracy from 65% to 67%  Year 5 Numeracy from 68% to 70%</p>

Scope and Sequences for Mathematics and English are developed and documented.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Participate in the Wyndham Network Working Party for VC Maths 2.0.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop whole school documentation regarding Mathematics, including our TRPS Instruction Model and VC Mathematics 2.0 Scope and Sequences.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Facilitate analysis of numeracy data at the whole school, Leadership and PLC levels.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning to teachers regarding VC Mathematics 2.0 to prepare for 2025 implementation.	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Employ inclusion aides to provide 1-1 support for students requiring extensive adjustments	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$350,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Provide PL to teachers regarding English 2.0 for full implementation in 2025.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Utilise the DE Mental Health Fund and our Wellbeing Team to support students' wellbeing and mental health both directly through interventions and indirectly through building staff capacity.			
<b>Outcomes</b>	Leaders will: - understand how to utilise the DE School Mental Health Planning Tool to establish priorities - have a clear direction for utilising available student wellbeing resources - gain clarity regarding staff roles and responsibilities for student wellbeing  Teachers and staff will: - regularly reflect on available student wellbeing data (e.g. TRPS SEL data and AtoSS data) and enact appropriate strategies to support student wellbeing. - initiate needed wellbeing referrals for students by utilising the TRPS Wellbeing Referral Process.  Students will: - feel supported in their wellbeing and mental health  Community/families - feel informed about the student wellbeing and mental health supports available for our students.			
<b>Success Indicators</b>	AtoSS data Increased percentage of positive endorsement of the following factors: - Life satisfaction from 82% to 84% - High resilience from 12% to 20%			

	<p>- Very easy to seek help from 43% to 50%</p> <p>TRPS SEL data From Term 4 2023 to Term 4 2024, we will see the following percentage increases in the number of students selecting "Very true" for the statements:</p> <p>Grades 3-6</p> <ul style="list-style-type: none"> <li>- "I look forward to coming to this school" from 72% to 80%</li> <li>- "I feel safe at this school" from 76% to 80%</li> <li>- "I can share problems with my teacher" from 65% to 70%</li> </ul> <p>Grades Prep-2</p> <ul style="list-style-type: none"> <li>- "I look forward to coming to this school" from 81% to 85%</li> <li>- "I feel safe at this school" from 85% to 90%</li> <li>- "I feel happy most of the time" from 85% to 90%.</li> </ul>
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Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and update the TRPS Student Engagement, Behaviour Management and Inclusion Guidelines	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Collaboratively use the DE School Mental Health Planning Tool to establish priorities for addressing student wellbeing	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> School leadership team</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Leaders to engage in Collaborative and Proactive Solutions professional learning	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,400.00

	<input checked="" type="checkbox"/> Principal		to: Term 1	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Book intervention programs available in the Mental Health fund menu based on the planning tool results in consultation with the Wellbeing Team and PCO team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$100,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ensure time is allocated in the PLC calendar to analyse SEL data and, for the grade 4-6, AToSS data	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Communicate to staff the roles of each member of the Wellbeing Team in supporting student wellbeing directly and indirectly	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Provide a suite of optional professional learning to support teacher understanding of student wellbeing	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage in PL for the MHAL to build capacity and establish priorities for the Mental health and wellbeing needs of studnets/school	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 2</b>	Maximise the learning growth of every student.			

<b>12-month target 2.1 target</b>	<p>By 2024 improve the positive endorsement on the SSS for the following factors:</p> <p>Understand how to analyse data from 74 per cent to 79 per cent  Monitor effectiveness using data maintain 90 per cent  Skills to measure impact from 84 per cent to 89 per cent.  Feedback from 80 per cent to 82 per cent  Teacher collaboration from 66 per cent to 91 per cent  Leading change from 71 per cent to 87 per cent.</p>
<b>12-month target 2.2 target</b>	<p>By 2024 improve the positive endorsement on the POS for the following factor:</p> <p>Effective teaching from 87 per cent to 92 per cent</p>
<b>12-month target 2.3 target</b>	<p>By 2024 increase the percentage of year 1-6 students achieving 12 months or more of learning growth as judged by the Victorian Curriculum Teacher Judgments:</p> <p>Reading and Viewing</p> <p>Year 1 from 72% to 75%  Year 2 from 93% to 95%  Year 3 from 88% to 91%  Year 4 from 79% to 81%  Year 5 from 88% to 91%  Year 6 from 83% to 86%</p> <p>Writing</p> <p>Year 1 from 66% to 69%  Year 2 from 84% to 87%</p>

Year 3 from 77% to 80%

Year 4 from 70% to 73%

Year 5 from 90% to 93%

Year 6 from 85% to 88%

#### Speaking and Listening

Year 1 from 77% to 80%

Year 2 from 89% to 91%

Year 3 from 94% to 97%

Year 4 from 85% to 88%

Year 5 from 94% to 97%

Year 6 from 90% to 93%

#### Number and Algebra

Year 1 from 84% to 87%

Year 2 from 87% to 90%

Year 3 from 81% to 84%

Year 4 from 70% to 73%

Year 5 from 87% to 90%

Year 6 from 87% to 90%

#### Measurement and Geometry

Year 1 from 87% to 90%

Year 2 from 84% to 87%

Year 3 from 84% to 87%

Year 4 from 79% to 81%

Year 5 from 89% to 91%

Year 6 from 87% to 90%

#### Statistics and Probability

Year 1 Year 1 from 87% to 90%

Year 2 from 86% to 89%

Year 3 from 87% to 90%

Year 4 from 72% to 75%

Year 5 from 80% to 83%

Year 6 from 90% to 93%



<b>KIS 2.a</b> Building practice excellence	Embed PLC best practice consistently across the school.			
<b>Actions</b>	Allocate an AP to drive the PLC process throughout the school. Ensure PLC Leader meeting time is protected. Provide high quality professional learning to PLC leaders, facilitated by the AP.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- be more able to facilitate effective PLCs</li> <li>- understand and lead their team through the PLC cycle</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- understand their role in creating an effective PLC</li> <li>- engage in the PLC cycle with fidelity</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>- be engaged in their learning</li> </ul>			
<b>Success Indicators</b>	<p>PLC Leader Meeting Minutes and Professional Learning</p> <p>PLC Meeting Minutes</p> <p>By the end of 2024, improve the positive endorsement on the SSS for the following factors: Teacher collaboration from 66 per cent to 71 per cent.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Internal PL for PLC Leaders on leading effective PLCs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00

				<input checked="" type="checkbox"/> Other funding will be used
Devise the School Calendar to include protected time for PLC Meetings and PLC Leader Meetings	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.b</b> Instructional and shared leadership	Build the instructional and shared leadership capacity of middle leaders to drive best practice.			
<b>Actions</b>	Build the capacity of middle leaders to improve teacher collaboration and efficacy to implement key improvement initiatives to a high level.			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- understand the instructional approaches used by the school, particularly in literacy</li> <li>- better understand how to lead teachers through change</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- understand how to implement the instructional approach to literacy</li> <li>- collaborate each week to plan, review and evaluate teaching and learning</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to articulate their learning</li> <li>- be able to articulate the next steps in progressing their learning</li> </ul>			
<b>Success Indicators</b>	<p>PLC Meeting Minutes Curriculum Documents Increase positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> <li>- Teacher collaboration from 66 per cent to 91 per cent</li> <li>- Leading change from 71 per cent to 87 per cent.</li> </ul>			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLC Collaboration - inquiry cycles focussed on the effectiveness of fluency instruction	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Review effectiveness of PL through Learning Walks and coaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Internal PL on change management and human leadership for PLC Leaders and Learning Specialists	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	Improve outcomes for every student in literacy and numeracy.			
<b>12-month target 3.1 target</b>	By 2024 increase the percentage of Prep to Year 6 students achieving above the expected level in Victorian Curriculum as assessed through Teacher Judgements in: <ul style="list-style-type: none"> <li>- reading and viewing from 35% to 38%</li> <li>- writing from 26% to 29%</li> <li>- number and algebra from 28% to 31% by 2024</li> </ul>			
<b>12-month target 3.2 target</b>	By 2024 increase the percentage of students in the exceeding and strong proficiency levels in NAPLAN: <ul style="list-style-type: none"> <li>Year 3               <ul style="list-style-type: none"> <li>- reading from 68% to 70%</li> <li>- writing from 79% to 81%</li> </ul> </li> <li>Year 5</li> </ul>			

	<ul style="list-style-type: none"> <li>- reading from 75% to 77%</li> <li>- writing from 82% to 84%</li> </ul>
<b>12-month target 3.3 target</b>	<p>By 2024 increase the percentage of Year 5 students in high growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>- reading from 35% to 37%</li> </ul>
<b>12-month target 3.4 target</b>	<p>By 2024 increase the percentage of students in the exceeding and strong proficiency levels in NAPLAN:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>- numeracy from 65% to 67%</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>- numeracy from 68% to 70%</li> </ul>
<b>12-month target 3.5 target</b>	<p>By 2024 increase the percentage of Year 5 students in high growth in NAPLAN:</p> <ul style="list-style-type: none"> <li>- numeracy from 48% to 50%</li> </ul>
<b>KIS 3.b</b> Curriculum planning and assessment	Build teacher capacity to utilise data and a range of assessment strategies to respond to the learning needs of every student.
<b>Actions</b>	<p>Developing/Strengthening effective PLC practices.</p> <p>Developing teacher understanding of how to gain, triangulate and use data to support student learning.</p>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- have a clear understanding of how data and formative assessment are used to inform planning for differentiated teaching</li> <li>- have an understanding of where teachers are in their learning journey and continue to plan professional learning to match their needs</li> <li>- understand how to facilitate an effective PLC model</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- be able to use formative assessment to plan for differentiated teaching</li> <li>- provide effective feedback to students and make assessment practices transparent</li> </ul>

	<ul style="list-style-type: none"> <li>- communicate the purpose of learning with the students</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- know what their 'next steps' will be in their learning</li> <li>- have a greater sense of purpose which will lead to increased motivation and engagement</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Data diagnostic survey for school leadership to measure data literacy</li> <li>- Results from Staff Opinion Survey</li> <li>- PLC agenda meeting minutes focused on data analysis and inquiry cycles</li> <li>- Student growth data</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Data PL for Leadership team and data conversations to lead the evaluation of formative assessment cycles	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLC inquiry	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Review assessment schedule	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 4</b>	Improve student engagement in learning.			
<b>12-month target 4.1 target</b>	By 2024 improve the positive endorsement on the SSS for the following factors: Use student feedback to improve practice from 72 per cent to 77 per cent Believe student engagement is key maintain 91 per cent			

<b>12-month target 4.2 target</b>	By 2024, improve the positive endorsement on the POS for the following factors: Student agency and voice maintain 87 per cent.			
<b>12-month target 4.3 target</b>	By 2024 reduce the numbers of Prep to Year 6 students absent 20 plus days from 41 per cent to 39 per cent.			
<b>KIS 4.a</b> Empowering students and building school pride	Build teacher capacity to understand and implement student voice and learner agency.			
<b>Actions</b>	Build teacher capacity to recognise opportunities to involve the community in student voice and learner agency			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide time in the PL calendar for PL with the Quaglia Institute</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- engage in PL provided by the Quaglia Institute</li> <li>- plan for opportunities for students to share their learning with families</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- share their learning with their families, using the SOAR acronym devised by the SVAL team to reflect on learning.</li> </ul>			
<b>Success Indicators</b>	<p>Learning Expos PL from the Quaglia Institute</p> <p>Improve positive endorsement on the POS for Student agency and Voice to from 86% to 88%, which would be above our target.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Engage in Quaglia PL	☑ All staff	☑ PLP Priority	from: Term 1	\$60,000.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
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## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$314,148.36	\$73,524.00	\$240,624.36
Disability Inclusion Tier 2 Funding	\$702,728.74	\$722,400.00	-\$19,671.26
Schools Mental Health Fund and Menu	\$201,964.98	\$201,964.98	\$0.00
<b>Total</b>	<b>\$1,218,842.08</b>	<b>\$997,888.98</b>	<b>\$220,953.10</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Employ inclusion aides to provide 1-1 support for students requiring extensive adjustments	\$350,000.00
Leaders to engage in Collaborative and Proactive Solutions professional learning	\$2,400.00
Book intervention programs available in the Mental Health fund menu based on the planning tool results in consultation with the Wellbeing Team and PCO team.	\$100,000.00
<b>Totals</b>	<b>\$452,400.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ inclusion aides to provide 1-1 support for students requiring extensive adjustments	from: Term 1 to: Term 4	\$350,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
Leaders to engage in Collaborative and Proactive Solutions professional learning	from: Term 1 to: Term 1	\$2,400.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$352,400.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Book intervention programs available in the Mental Health fund menu based on the planning tool results in consultation with the Wellbeing Team and PCO team.	from: Term 1 to: Term 3	\$100,000.00	<input checked="" type="checkbox"/> Be You mental health literacy training (free)
<b>Totals</b>		\$100,000.00	

## Additional funding planner – Total Budget

Activities and milestones	Budget
Employ Wellbeing and Engagement Officer	\$50,000.00
Employ Speech Therapist	\$80,000.00
Employ LT Inclusion Caoch	\$120,000.00
Employ Psychologists	\$250,000.00
Berry Street PL	
<b>Totals</b>	<b>\$500,000.00</b>

## Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ Wellbeing and Engagement Officer	from: Term 1 to: Term 1	\$0.00	
Employ Speech Therapist	from: Term 1 to: Term 1	\$0.00	
Employ LT Inclusion Caoch	from: Term 1 to: Term 4		
Employ Psychologists	from: Term 2		

	to: Term 4		
Berry Street PL	from: Term 4 to: Term 4	\$73,524.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$73,524.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ Wellbeing and Engagement Officer	from: Term 1 to: Term 1	\$0.00	
Employ Speech Therapist	from: Term 1 to: Term 1	\$0.00	
Employ LT Inclusion Caoch	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability  •
Employ Psychologists	from: Term 2 to: Term 4	\$250,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Berry Street PL	from: Term 4		

	to: Term 4		
<b>Totals</b>		\$370,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Employ Wellbeing and Engagement Officer	from: Term 1 to: Term 1	\$50,000.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Employ Speech Therapist	from: Term 1 to: Term 1	\$51,964.98	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Employ LT Inclusion Caoch	from: Term 1 to: Term 4		
Employ Psychologists	from: Term 2 to: Term 4		
Berry Street PL	from: Term 4 to: Term 4		
<b>Totals</b>		\$101,964.98	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Participate in the Wyndham Network Working Party for VC Maths 2.0.	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> Off-site Network Meetings TBA
Develop whole school documentation regarding Mathematics, including our TRPS Instruction Model and VC Mathematics 2.0 Scope and Sequences.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Facilitate analysis of numeracy data at the whole school, Leadership and PLC levels.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide professional learning to teachers regarding VC Mathematics 2.0 to prepare for 2025 implementation.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide PL to teachers regarding English 2.0 for full implementation in 2025.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Network professional learning		
Leaders to engage in Collaborative and Proactive Solutions professional learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Collaborative and Proactive Solutions	<input checked="" type="checkbox"/> On-site
Book intervention programs available in the Mental Health fund menu based on the planning tool results in consultation with the Wellbeing Team and PCO team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Seasons for Growth Berry Street  <input checked="" type="checkbox"/> Departmental resources MHIPS	<input checked="" type="checkbox"/> On-site
Engage in PL for the MHAL to build capacity and establish priorities for the Mental health and wellbeing needs of studnets/school	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants The University of Melbourne	<input checked="" type="checkbox"/> On-site
Internal PL for PLC Leaders on leading effective PLCs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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

Engage in Quaglia PL	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<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 Qualigia Institute  <input checked="" type="checkbox"/> Departmental resources  Amplify	<input checked="" type="checkbox"/> On-site
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