

2024 Annual Implementation Plan

for improving student outcomes

Yarraville Special Developmental School (5278)



YARRAVILLE

Special Developmental School

Submitted for review by Elaine Quinn (School Principal) on 18 December, 2023 at 09:27 AM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 06 February, 2024 at 05:57 PM
Endorsed by Demelza DeMarte (School Council President) on 14 March, 2024 at 06:07 PM

Self-evaluation summary - 2024

	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	
	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	
	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

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.
Priorities goal 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.	No	Support for the priorities	
Improved learning outcomes for all students.	Yes	By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in: • Reading and Viewing from 71 per cent (2018 - 2021 mean) to 80 per cent • Speaking and Listening from 71 per cent (2018 - 2021 mean) to 80 per cent • Writing from 71 per cent (2018 - 2021 mean) to 80 per cent	By end of 2024 increase the percentage of all student working at or above level by:- 96% to 98% in Reading and Viewing- 86% to 88% in Speaking and Listening- 96% to 98% in Writing
		By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in: • Number and Algebra from 72 per cent (2018 - 2021 mean) to 80 per cent • Measurement and Geometry from 69 per cent (2018 - 2021 mean) to 75 per cent	By end of 2024 increase the percentage of all student working at or above level by:- 94% to 96% in Number and Algebra- 85% to 87% in Measurement and Geometry
		By 2026, improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure:	By end of 2024 improve the percentage positive endorsement by all staff in the School

		• Academic emphasis from 44 per cent in 2021 to 55 per cent. By 2026, improve the percentage positive endorsement by teachers for the following measures: • Guaranteed and viable curriculum from 70 per cent in 2021 to 75 per cent • Understand curriculum from 63 per cent in 2021 to 70 per cent • Understand how to analyse data from 50 per cent to 55 per cent • Use of student feedback to inform practice from 50 per cent in 2021 to 55 per cent.	Staff Survey for the following measure: - Academic emphasis from 61% to 65%- Guaranteed and viable curriculum from 91% to 95%- Understand curriculum from 93% to 95% - Understand how to analyse data from 71% to 75% - Use of student feedback to inform practice from 79% to 83%
Improve the wellbeing of all students.	Yes	By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Student connectedness from 83 per cent in 2021 to 89 per cent • Student agency and voice from 83 per cent in 2021 to 85 per cent.	By end of 2024 increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: - Student connectedness from 89% to 91%- Student agency and voice from 84% to 86%
		By 2026, increase students' social and emotional wellbeing as measured by the percentage of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures: • Self awareness from 80 per cent in 2021 to 85 per cent • Social awareness from 76 per cent in 2021 to 81 per cent.	By end of 2024 increase students' social and emotional wellbeing at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures: - Self awareness from 86% to 88%- Social awareness from 86% to 88%
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: • Staff trust in colleagues from 54 per cent in 2021 to 70 per cent • Collective efficacy from 60 per cent in 2021 to 70 per cent • Active participation from 54 per cent in 2021 to 60 per cent • Build Resilience and a Resilient, Supportive Environment from 53 per cent in 2021 to 60 per cent.	By end of 2024 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measures:- Staff trust in colleagues from 89% to 91% - Collective efficacy from 87% to 89% - Active participation from 85% to 87%- Build Resilience and a Resilient, Supportive Environment from 81% to 83%

Goal 2	Improved learning outcomes for all students.	
12-month target 2.1-month target	By end of 2024 increase the percentage of all student working at or above level by: - 96% to 98% in Reading and Viewing - 86% to 88% in Speaking and Listening - 96% to 98% in Writing	
12-month target 2.2-month target	By end of 2024 increase the percentage of all student working at or above level by: - 94% to 96% in Number and Alegbra - 85% to 87% in Measurement and Geometry	
12-month target 2.3-month target	By end of 2024 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure: - Academic emphasis from 61% to 65% - Guaranteed and viable curriculum from 91% to 95% - Understand curriculum from 93% to 95% - Understand how to analyse data from 71% to 75% - Use of student feedback to inform practice from 79% to 83%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Build staff Victorian Curriculum and assessment knowledge.	Yes
KIS 2.b Teaching and learning	Review and embed the agreed instructional model.	Yes
KIS 2.c Leadership	Review and embed the Professional Learning Communities process.	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.	In the 2023 SOS data 'how to understand and analyse data' was one of the lower areas we scored in at 79% and 'use data for curriculum planning' was also lower at 86%. This correlates to the qualitative observational data we have collected through peer obs, learning walks, instructional rounds and the PLC fidelity tool data and thus Assessment will continue to be a focus for 2024. Although our planning documents reflect the GRR instructional model, our instructional round data indicated that this wasn't being implemented with fidelity consistently across the school thus we will work on embedding this in 2024.	
Goal 3	Improve the wellbeing of all students.	
12-month target 3.1-month target	By end of 2024 increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: - Student connectedness from 89% to 91% - Student agency and voice from 84% to 86%	
12-month target 3.2-month target	By end of 2024 increase students' social and emotional wellbeing at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures: - Self awareness from 86% to 88% - Social awareness from 86% to 88%	
12-month target 3.3-month target	By end of 2024 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measures: - Staff trust in colleagues from 89% to 91% - Collective efficacy from 87% to 89% - Active participation from 85% to 87% - Build Resilience and a Resilient, Supportive Environment from 81% to 83%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Review and strengthen transition practices into, through and beyond the school.	Yes
KIS 3.b Support and resources	Strengthen and embed the current wellbeing initiatives.	No

KIS 3.c Engagement	Develop a holistic approach to support students' access and engagement in the curriculum.	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.	In the previous 2 years, the Parent Opinion Survey (POS) data showed 100% endorsement of 'Positive Transitions' in the domain of 'Connection and Progression' which in 2023 it decreased to 88%. Student connectedness also decreased by 4% from 2022 (93%) to 89% in 2023. Additionally, we have 11 students (largest group to date) graduating in 2024 and will support them to transition with skills, confidence, and resilience, by developing their agency and voice. Our strategic goal is to 'Improve the wellbeing of all students'. In line with the DET initiatives (Mental Health Practitioner, Mental Health Fund Menu and Mental Health & Wellbeing Leader) our Allied Health Team, will use this opportunity to work collaboratively to provide a holistic approach to achieve successful outcomes in their learning goals.	

Define actions, outcomes, success indicators and activities

Goal 2	Improved learning outcomes for all students.
12-month target 2.1 target	By end of 2024 increase the percentage of all student working at or above level by: - 96% to 98% in Reading and Viewing - 86% to 88% in Speaking and Listening - 96% to 98% in Writing
12-month target 2.2 target	By end of 2024 increase the percentage of all student working at or above level by: - 94% to 96% in Number and Alegbra - 85% to 87% in Measurement and Geometry
12-month target 2.3 target	By end of 2024 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure: - Academic emphasis from 61% to 65% - Guaranteed and viable curriculum from 91% to 95% - Understand curriculum from 93% to 95% - Understand how to analyse data from 71% to 75% - Use of student feedback to inform practice from 79% to 83%
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff Victorian Curriculum and assessment knowledge.
Actions	Strengthen staff knowledge of the Victorian Curriculum to enable them to differentiate collaborative and individual planning to reflect the diverse learning needs of their students Embed PLC structures to support teacher collaboration, assessment and strengthen teaching practice
Outcomes	Students who require intervention or extension will be identified and supported through TLI, PLC cycles and planning documents Students will show growth within or above their current level in the CLT Semester 1 & 2 comparative data Teachers will use the Victorian Curriculum as a continuum when planning for their students point of need in learning

	Teachers use the CLT data to plan targeted differentiated lessons pitched at students ZPD Leaders will use whole school, PLC and classroom data to support teachers to build their assessment and differentiation practices Leaders will support teaching staff to unpack the HIT of 'feedback' and how we can generate that fidelity with our student cohort			
Success Indicators	Early indicators: - Planning documentation will provide evidence of differentiated learning tasks - PLC learning journals will depict student growth Late indicators: - CLT comparative data from Semester 1 to Semester 2 will indicate growth Positive endorsement in the School Staff Survey for the following measures: - Academic emphasis from 61% to 65% - Guaranteed and viable curriculum from 91% to 95% - Understand curriculum from 93% to 95% - Understand how to analyse data from 71% to 75% - Use of student feedback to inform practice from 79% to 83%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Use the CLT data to identify students who require further intervention through the TLI	☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Provide an additional time release for PLC leaders to meet to provide consistency across PLC practices	☒ Learning specialist(s) ☒ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Add moderation workshops into termly calendars	☒ Leadership team ☒ Learning specialist(s)	☐ PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Work with our Maths Education Consultant to improve teacher pedagogy in Maths	☒ All staff	☒ PLP Priority	from: Term 1 to: Term 4	\$12,000.00 ☒ Equity funding will be used
Whole School Professional learning day focused on Differentiation	☒ All staff ☒ Leadership team	☒ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☒ Other funding will be used
Roll out essential assessment in Maths for students working in Level C and above	☒ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and embed the agreed instructional model.			
Actions	Strengthen the implementation of the whole school instructional model			
Outcomes	Students will be supported through the Gradual Release of Responsibility model in lessons Students will move along the hierarchy of prompting towards independence and this will be reflected in the CLT and PLC cycle data Teachers will understand their students' needs and develop and deliver appropriate interventions and levels of support Teachers planning will reflect their understanding of the instructional model			

	Leaders will coach teaching staff in the High impact teaching strategies inclusive of lesson structure Leaders will provide targeted professional learning focusing on the instructional model			
Success Indicators	Early indicators: - Planning documentation will provide evidence of the instructional model - Data from peer observations, instructional rounds and learning walks will indicate implementation of the instructional model - Coaching documentation will provide evidence of the instructional model and HIT of 'lesson structure' Late indicators: - Staff high impact teaching strategies survey Positive endorsement in the School Staff Survey for the following measures: - Use high impact teaching strategies from 86% to 88% - Seek feedback to improve practice from 79% to 81% - Professional learning through peer observations from 79% to 81%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Peer observations, learning walks and instructional rounds will be undertaken to gather data on implementation of the instructional model	☒ Homegroup teachers ☒ Leadership team ☒ PLC leaders	☒ PLP Priority	from: Term 1 to: Term 4	\$25,000.00 ☒ Equity funding will be used
Implementation of the coaching and mentoring model across the school	☒ Leadership team ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional learning workshops provided on the data collected from the High Impact Teaching Strategies Survey	☒ All staff	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00

Goal 3	Improve the wellbeing of all students.
12-month target 3.1 target	By end of 2024 increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: - Student connectedness from 89% to 91% - Student agency and voice from 84% to 86%
12-month target 3.2 target	By end of 2024 increase students' social and emotional wellbeing at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures: - Self awareness from 86% to 88% - Social awareness from 86% to 88%
12-month target 3.3 target	By end of 2024 improve the percentage positive endorsement by all staff in the School Staff Survey for the following measures: - Staff trust in colleagues from 89% to 91% - Collective efficacy from 87% to 89% - Active participation from 85% to 87% - Build Resilience and a Resilient, Supportive Environment from 81% to 83%
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Review and strengthen transition practices into, through and beyond the school.
Actions	Strengthen the transition processes in early childhood intervention, including early childhood and primary schools. Develop and implement programs to foster independence and broaden opportunities in post school pathways.
Outcomes	Students will develop their sense of belonging and connectedness to school. Students will display social and emotional resilience entering, within and beyond the school environment Teachers will have opportunities to gain knowledge of student prior to transition through planned observation visits and information sharing Teachers will feel prepared, and confident that they can plan appropriately for students starting and graduating from school. Teachers will track and report student progress through the achievement of ASDAN modules and life skills challenges Leaders will strengthen community partnerships to broaden students' learning experiences and opportunities

	Leaders will monitor the effectiveness of the ASDAN curriculum			
Success Indicators	Early indicators: - ASDAN planning documentation and moderation of assessments - PLC inquiry challenge (Personal and Social Capabilities) will depict student growth Late indicators: - Students receive certificates of attainment - CLT comparative data from Semester 1 to Semester 2 will indicate growth in the personal and social capabilities curriculum - ATOSS Data will show improvement in the Socail Engagment domain which includes,sense of connectedness 85%, sense of inclusion 84% and student voice and agency 86% Positive endorsement in the Parent Opinion Survey for the following measures: - Student connectedness from 89% to 91% - Student agency and voice from 84% to 86%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Undertake professional learning and training in the ASDAN (Award Scheme Development and Accreditation Network) curriculum and implement modules in the Senior Learning Area and life skills challenges across the school. Staff will work collaboratively to plan programs and moderate assessments.	☒ Careers leader/team	☒ PLP Priority	from: Term 1 to: Term 4	\$9,800.00 ☒ Other funding will be used
Develop buddy system between SLA and JLA students.	☒ Leadership team	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00
Build students' understanding of what student voice and agency looks like in authentic learning programs such as: The Learn to Play program and Projects with Passion and Purpose	☒ All staff ☒ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00

Strengthen partnerships with early intervention, primary schools and post school pathways by arranging reciprocal visits and establishing transition plans	☒ Allied health ☒ Careers leader/team ☒ Mental health and wellbeing leader ☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a holistic approach to support students' access and engagement in the curriculum.			
Actions	Establish holistic practices to promote positive wellbeing across the school			
Outcomes	Students will develop their emotional literacy to recognise and express their emotions. Students will develop and implement their mental health toolkits to support them to self-regulate. Teachers will follow the wellbeing referral pathways to ensure students receive supports and interventions at their point of need Teachers will plan for and implement social and emotional learning within the curriculum. Leaders will support the continuous development, documentation, and revision of whole school wellbeing approaches. Leaders, teachers and Wellbeing team will work collaboratively to directly support students' mental health.			
Success Indicators	Early indicators: - Every student will have their own Wellbeing Toolkit displayed visually in classrooms, which identifies their emotions and individual choices of calming strategies and equipment, . - Referrals to Wellbeing team will decrease from Term1 to term 4 - Teachers will develop and/or update student BRPs, Safety Plans and Mental health plans. Late indicators: - CLT comparative data from Semester 1 to Semester 2 will indicate growth in the personal and social capabilities curriculum - Finalised scope and sequence for the teaching of the Personal and Social Capabilities curriculum Positive endorsement in the School Staff Survey for the following measures:			

	- Staff trust in colleagues from 89% to 91% - Collective efficacy from 87% to 89% - Active participation from 85% to 87% - Build Resilience and a Resilient, Supportive Environment from 81% to 83%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Wellbeing team to launch Zones of Regulation program across school using the gradual release of responsibility framework.	☒ Assistant principal ☒ Mental health and wellbeing leader ☒ Wellbeing team	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00
Recruit Behaviour Analyst, Mental Health & Wellbeing Leader, extra Speech Therapist and OT	☒ Allied health ☒ Assistant principal ☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 3	\$27,957.50 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document a scope and sequence for the teaching of the Personal and Social Capabilities curriculum	☒ Assistant principal ☒ Mental health and wellbeing leader ☒ PLC leaders ☒ Wellbeing team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Employ an additional Admin Assistant to support the DIP process, Enrolments to the school and develop and build upon our attendance policy and protocols.	☒ Assistant principal ☒ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$58,287.97

				☒ Disability Inclusion Tier 2 Funding will be used
Professional development to build staff capacity and understanding to explicitly promote holistic wellbeing and create a positive school culture.	☒ Allied health ☒ Assistant principal ☒ Mental health and wellbeing leader ☒ Wellbeing team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$33,058.70	\$37,000.00	-\$3,941.30
Disability Inclusion Tier 2 Funding	\$58,287.97	\$58,287.97	\$0.00
Schools Mental Health Fund and Menu	\$27,957.50	\$27,957.50	\$0.00
Total	\$119,304.17	\$123,245.47	-\$3,941.30

Activities and milestones – Total Budget

Activities and milestones	Budget
Work with our Maths Education Consultant to improve teacher pedagogy in Maths	\$12,000.00
Peer observations, learning walks and instructional rounds will be undertaken to gather data on implementation of the instructional model	\$25,000.00
Recruit Behaviour Analyst, Mental Health & Wellbeing Leader, extra Speech Therapist and OT	\$27,957.50
Employ an additional Admin Assistant to support the DIP process, Enrolments to the school and develop and build upon our attendance policy and protocols.	\$58,287.97
Totals	\$123,245.47

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Work with our Maths Education Consultant to improve teacher pedagogy in Maths	from: Term 1 to: Term 4	\$12,000.00	✅ Professional development (excluding CRT costs and new FTE)
Peer observations, learning walks and instructional rounds will be undertaken to gather data on implementation of the instructional model	from: Term 1 to: Term 4	\$25,000.00	✅ CRT
Totals		\$37,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ an additional Admin Assistant to support the DIP process, Enrolments to the school and develop and build upon our attendance policy and protocols.	from: Term 1 to: Term 4	\$58,287.97	✅ Education workforces and/or assigning existing school staff to inclusive education duties Education support staff
Totals		\$58,287.97	

Activities and milestones - Schools Mental Health Fund and Menu

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

Recruit Behaviour Analyst, Mental Health & Wellbeing Leader, extra Speech Therapist and OT	from: Term 1 to: Term 3	\$27,957.50	☒ Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) ○ Build staff capacity (conference, course, seminar)
Totals		\$27,957.50	

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
Work with our Maths Education Consultant to improve teacher pedagogy in Maths	☒ All staff	from: Term 1 to: Term 4	☒ Planning ☒ Moderated assessment of student learning ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Maths/Sci specialist ☒ External consultants Carmel O Beirne	☒ On-site
Whole School Professional learning day focused on Differentiation	☒ All staff ☒ Leadership team	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development ☒ Formalised PLC/PLTs	☒ Whole school pupil free day	☒ Internal staff ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Peer observations, learning walks and instructional rounds will be undertaken to gather data on implementation of the instructional model	☒ Homegroup teachers ☒ Leadership team ☒ PLC leaders	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection ☒ Formalised PLC/PLTs ☒ Demonstration lessons	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff	☒ On-site
Implementation of the coaching and mentoring model across the school	☒ Leadership team ☒ Learning specialist(s)	from: Term 1 to: Term 4	☒ Collaborative inquiry/action research team ☒ Curriculum development ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff	☒ On-site

Undertake professional learning and training in the ASDAN (Award Scheme Development and Accreditation Network) curriculum and implement modules in the Senior Learning Area and life skills challenges across the school. Staff will work collaboratively to plan programs and moderate assessments.	☒ Careers leader/team	from: Term 1 to: Term 4	☒ Moderated assessment of student learning ☒ Curriculum development ☒ Student voice, including input and feedback	☒ Formal school meeting / internal professional learning sessions ☒ Timetabled planning day	☒ PLC Initiative ☒ Teaching partners	☒ On-site
Wellbeing team to launch Zones of Regulation program across school using the gradual release of responsibility framework.	☒ Assistant principal ☒ Mental health and wellbeing leader ☒ Wellbeing team	from: Term 2 to: Term 4	☒ Curriculum development ☒ Student voice, including input and feedback ☒ Demonstration lessons	☒ Whole school pupil free day	☒ Internal staff ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Develop and document a scope and sequence for the teaching of the Personal and Social Capabilities curriculum	☒ Assistant principal ☒ Mental health and wellbeing leader ☒ PLC leaders ☒ Wellbeing team	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Departmental resources Integrate: Respectful Relationships School Wide Positive Behaviour Support	☒ On-site

Professional development to build staff capacity and understanding to explicitly promote holistic wellbeing and create a positive school culture.	☒ Allied health ☒ Assistant principal ☒ Mental health and wellbeing leader ☒ Wellbeing team	from: Term 1 to: Term 4	☒ Planning ☒ Individualised reflection	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff	☒ On-site