

2023 Annual Implementation Plan

for improving student outcomes

Athol Road Primary School (5536)



Submitted for review by Ruby Toombs (School Principal) on 12 January, 2023 at 11:36 AM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 26 February, 2023 at 04:01 PM

Endorsed by Peter Littlejohn (School Council President) on 28 February, 2023 at 09:19 AM

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	Evolving
	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.	Emerging moving towards Evolving
	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	Evolving
	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	<p>The School Review in Term 2, 2022 was a very valuable experience for the school community - students, staff and parents/carers. It validated the practices that are embedded across the school, especially around Literacy, Numeracy and Wellbeing . It provided the opportunity for the school community to acknowledge and celebrate the many successes over the life of the Strategic Plan. The review process clearly identified where and how strong some areas are and those which can be further improved.</p> <p>Having external reviewers acknowledge that evidence clearly indicates the school to be working in EXCELLING in 4 of the 5</p>
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	<p>dimensions is a just reward for the hard work of all staff, working in many different roles across the school, including the onsite kindergarten - Athol Road Primary School and Kindergarten is a collaborative which lives and breathes the school vision of 'creating a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'.</p> <p>The school's Challenge and Feedback model continues to support the school's highly collaborative planning and teaching practices. Each learning space is supported by a dedicated Learning Specialist to deliver high quality teaching and learning through observation, mentoring and coaching. Teachers in all learning spaces are consistently using the Improvement Cycle to identify and address the specific needs of each student by drilling down into the data to refine the responses to student needs.</p> <p>The new Strategic Plan will continue to focus on building sustainable practices while managing staff turnover to ensure that there is sufficient core staff to lead and embed practices into 2023 and beyond.</p>
<p>Considerations for 2023</p>	<p>The learning focus in 2023 will be to continue to support teachers to deliver best practice across the school - fractions and decimals, geometry and writing, building on what teachers learned in 2022. This will include:</p> <ul style="list-style-type: none"> - further professional learning around the EAL Writing curriculum - determining the impact that the strategy of 'key words' has on student agency - developing proficiency scales across all areas of the curriculum - use of assessment to identify errors and misconceptions <p>Staff clearly understand that wellbeing is the pre-requisite to effective learning. 2023 foci:</p> <ul style="list-style-type: none"> - implement a solid 3 tiered approach to wellbeing which is explicit and clearly articulated across the school - use data and evidence to target Tiers 1 & 2 effectively - integrate learning and wellbeing in daily programs and routines - increase parent participation and school connectedness through meaningful events - ensure the importance of Student Sense of Confidence and Student Voice and Agency is understood and emphasised: students and staff
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To optimise literacy and numeracy outcomes for all students.
Target 2.1	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in the following areas: <ul style="list-style-type: none"> • Reading from 23% (3 year average 2018-2021) to 30% (average 2022-2026) • Writing from 17% (3 year average 2018-2021) to 25% (average 2022-2026) • Numeracy 21% (3 year average 2018-2021) to 25% (average 2022-2026)
Target 2.2	By 2026, increase the percentage of students assessed as above benchmark growth in NAPLAN reading from 20% (2021) to 25%.
Target 2.3	By 2026, decrease the percentage of students demonstrating below benchmark growth in NAPLAN writing from 33% (2021) to 20%.

Target 2.4	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> • <i>Professional learning through peer observation</i> from 57% (2021) to 62%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To further develop the consistency of the Professional Learning Communities practice across all Professional Learning Teams.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher understanding of data analysis to inform teacher practice to personalise student learning.
Goal 3	To empower students to increase agency in their learning.
Target 3.1	By 2026, increase the percent positive responses score on AtoSS for the following factor: <ul style="list-style-type: none"> • Student voice and agency (Social Engagement module) from 57% (2022) to 70%
Target 3.2	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • At this school I help decide things like class activities from 52% (2022) to 70%.

	<ul style="list-style-type: none"> • I have a say in the things I learn from 67% (2022) to 72%. • My teacher likes my ideas from 55% (2022) to 70%. • I am encouraged to share my ideas/ my teacher thinks my ideas are good from 54% (2022) to 70%.
Target 3.3	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 83% (2022) to 88%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To build teacher knowledge, understanding and skills relating to student agency.
Key Improvement Strategy 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To develop a whole school approach to student goal-setting and feedback. (student to teacher, teacher to student, student to student)
Goal 4	To build student identity and self-worth as individuals.
Target 4.1	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • <i>Emotional awareness and regulation</i> from 59% (2022) to 70% • <i>Sense of confidence</i> from 64% (2022) to 75%

<p>Key Improvement Strategy 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Consolidate the implementation of school-wide wellbeing programs.</p>
<p>Key Improvement Strategy 4.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Investigate appropriate tools and data to evaluate and further improve wellbeing practices.</p>
<p>Key Improvement Strategy 4.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Partner with families and the wider community to support wellbeing.</p>

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<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>Learning: Increase % of Year 5 students in the top two NAPLAN bands: Reading from 23% (2021) to 25% Writing from 17% (2021) to 19% Numeracy from 21% (2021) to 22% 21% of students assessed as above benchmark growth in NAPLAN reading Below benchmark growth in NAPLAN writing from 33% (2021) to 30%. Wellbeing: AtoSS: • Emotional awareness and regulation - 62% • Sense of confidence - 67% • Student voice and agency (Social Engagement module) - 59% • At this school I help decide things like class activities - 59% • I have a say in the things I learn - 68% • My teacher likes my ideas - 60% • I am encouraged to share my ideas/ my teacher thinks my ideas are good - 58% SOP: • Use student feedback to improve practice - 84%</p>
To optimise literacy and numeracy outcomes for all students.	No	<p>By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in the following areas:</p> <ul style="list-style-type: none"> • Reading from 23% (3 year average 2018-2021) to 30% (average 2022-2026) • Writing from 17% (3 year average 2018-2021) to 25% (average 2022-2026) • Numeracy 21% (3 year average 2018-2021) to 25% (average 2022-2026) 	

		By 2026, increase the percentage of students assessed as above benchmark growth in NAPLAN reading from 20% (2021) to 25%.	
		By 2026, decrease the percentage of students demonstrating below benchmark growth in NAPLAN writing from 33% (2021) to 20%.	
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> • <i>Professional learning through peer observation</i> from 57% (2021) to 62% 	
To empower students to increase agency in their learning.	No	By 2026, increase the percent positive responses score on AtoSS for the following factor: <ul style="list-style-type: none"> • Student voice and agency (Social Engagement module) from 57% (2022) to 70% 	
		By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • At this school I help decide things like class activities from 52% (2022) to 70%. • I have a say in the things I learn from 67% (2022) to 72%. • My teacher likes my ideas from 55% (2022) to 70%. • I am encouraged to share my ideas/ my teacher thinks my ideas are good from 54% (2022) to 70%. 	
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure: <ul style="list-style-type: none"> • Use student feedback to improve practice from 83% (2022) to 88% 	

To build student identity and self-worth as individuals.	No	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • <i>Emotional awareness and regulation</i> from 59% (2022) to 70% • <i>Sense of confidence</i> from 64% (2022) to 75% 	

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-month target	<p>Learning: Increase % of Year 5 students in the top two NAPLAN bands: Reading from 23% (2021) to 25% Writing from 17% (2021) to 19% Numeracy from 21% (2021) to 22%</p> <p>21% of students assessed as above benchmark growth in NAPLAN reading</p> <p>Below benchmark growth in NAPLAN writing from 33% (2021) to 30%.</p> <p>Wellbeing: AtoSS:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation - 62% • Sense of confidence - 67% • Student voice and agency (Social Engagement module) - 59% • At this school I help decide things like class activities - 59% • I have a say in the things I learn - 68%

	<ul style="list-style-type: none"> • My teacher likes my ideas - 60% • I am encouraged to share my ideas/ my teacher thinks my ideas are good - 58% <p>SOP:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice - 84% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The Athol Road Primary School Strategic Plan 2022-2026 goals align closely with the 2023 DET priorities of learning and wellbeing.	

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<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>
<p>12-month target 1.1 target</p>	<p>Learning: Increase % of Year 5 students in the top two NAPLAN bands: Reading from 23% (2021) to 25% Writing from 17% (2021) to 19% Numeracy from 21% (2021) to 22%</p> <p>21% of students assessed as above benchmark growth in NAPLAN reading</p> <p>Below benchmark growth in NAPLAN writing from 33% (2021) to 30%.</p> <p>Wellbeing: AtoSS:</p> <ul style="list-style-type: none"> • Emotional awareness and regulation - 62% • Sense of confidence - 67% • Student voice and agency (Social Engagement module) - 59% • At this school I help decide things like class activities - 59% • I have a say in the things I learn - 68% • My teacher likes my ideas - 60% • I am encouraged to share my ideas/ my teacher thinks my ideas are good - 58% <p>SOP:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice - 84%

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	Develop a consistent approach to teaching phonological awareness from Foundation-Year 6 in Literacy Build knowledge and practice in the teaching of problem solving in Mathematics with a focus on the development of technical language from Foundation-Year 6.			
Outcomes	Leaders will build the capacity of teachers to strengthen their professional practice in phonological awareness. Leaders will develop a phonological awareness scope and sequence from Foundation-Year 6. Teachers will work collaboratively to improve pedagogical practices to increase student learning. Teacher will explicitly plan and implement weekly phonological awareness lessons. Teachers will develop quality assessment tasks to inform Literacy planning. Students will read with increased accuracy. Students will develop their oral language and increase their confidence in spelling. Teachers will strengthen their professional knowledge and practice in the teaching of problem solving strategies. Teachers will plan for the explicit instruction of technical Maths language. Teachers will incorporate problem solving tasks into their weekly planning. Teachers will develop quality assessment tasks to inform Maths planning. Students will use technical Maths language to explain their thinking.			
Success Indicators	A consistent approach to teaching phonological awareness evident in planning documents. Effective use of strategies from professional learning evident in learning spaces through observations and learning walks. A clear assessment schedule established in consultation with all teachers. Teacher surveys indicate increased confidence of the development of phonological awareness from Foundation-Year 6. Improved student reading accuracy in benchmark testing. Improved student achievement in NAPLAN and PAT Reading. Maths language will be consistently included in weekly planners and 'key words' will be displayed in the learning space. Teachers report being more confident to design problem solving based assessments. Teachers are more selective when identifying assessment tasks which are relevant and valid. Improved student achievement in NAPLAN and PAT Maths. Increased student voice and engagement during Maths sessions.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Whole School Level - Literacy Schedule and organise professional learning on phonological awareness. Develop phonological scope and sequence from Foundation to Year 6 with the guidance of the Allied Health Team. Refine the whole-school approach to teaching phonological awareness. Review the whole-school assessment schedule to include phonological awareness assessments. Audit of phonological awareness resources across the school. Organise family information sessions to support parents in the use of effective reading strategies at home.</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$312,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>PLT Level - Literacy Use Improvement Cycles to build PLTs' knowledge and practice in phonological awareness. Review data to identify students' points of need. Collaborative planning of phonological awareness in consultation with the Allied Health Team. Implement regular phonological awareness lessons using the whole school scope and sequence.</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,500.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Individual and Small Group Level - Literacy Use student assessment to inform strategies for individual learning plans. Schedule and implement targeted professional learning sessions for graduate teachers. Schedule and implement targeted professional learning sessions for Education Support Staff.</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$79,878.92 <input checked="" type="checkbox"/> Equity funding will be used
<p>Whole-School Level - Mathematics Schedule and organise professional learning on problem solving in Maths. Deliver professional learning on assessment in Maths with a focus on student goal setting. Refine the whole-school approach to teaching problem solving with a focus on technical language.</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$257,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Organise family sessions to build parents' understanding of problem solving.				
<p>PLT Level - Mathematics</p> <p>Use Improvement Cycles to build PLTs knowledge and practice in problem solving.</p> <p>Review data to identify students' points of need.</p> <p>Collaborative planning of problem solving tasks.</p> <p>Implement regular problem solving lessons in line with the whole school approach.</p> <p>Teachers implement Maths 'key words' in their daily lessons.</p> <p>Teachers and students collaborate to establish and review ongoing learning goals.</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,800.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Individual and Small Group Level - Mathematics</p> <p>Review student data to identify their instructional point of need.</p> <p>Use student assessment to inform strategies for individual learning plans.</p> <p>Schedule and implement targeted professional learning sessions for graduate teachers.</p> <p>Schedule and implement targeted professional learning sessions for Education Support Staff.</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <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	Establish a whole school approach to wellbeing and inclusion which incorporates student voice and responds to student needs within the 3 tiers of support			
Outcomes	Leaders will lead the development, documentation and refinement of whole school wellbeing approaches The Wellbeing Team will work with school leadership to ensure a coordinated approach to SEL is implemented in each PLT across the school Teachers will plan and implement social emotional learning which responds to student wellbeing data and student feedback The Allied Health Team will directly support students' mental health needs at Tier 2 and Tier 3 level and will provide guidance across the school from Tier 1 to 3 Students will feel connected at school and will have improved understanding and skills to support their own mental health and raise awareness for the wellbeing of their peers			

	Parents will have improved understanding and skills in recognising and providing support for their children's mental health			
Success Indicators	Respectful Relationships and Be You will be embedded into school frameworks, policies and programs Teachers will develop and implement targeted SEL programs for their student cohort ACER SEW (social emotional wellbeing) student survey data will inform teacher practice Sentral wellbeing data will inform wellbeing supports required at a more individual/targeted level Student Attitudes to School Survey will demonstrate increased: - sense of confidence - emotional awareness and regulation - student voice and agency Increased student engagement and student voice in SEL programs Increased parent engagement in SEL programs and at wellbeing information sessions			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole School Level Recruit a Wellbeing Learning Specialist to lead wellbeing across the school and work collaboratively with the Allied Health and Wellbeing Team Use the Mental Health Planning Tool to identify programs and resources which support student mental health and wellbeing and refine and embed supports at each level: Tier 1 – 3. Audit SEL programs and resources across the school and align to the whole school SEL framework Incorporate student voice and agency in the whole school SEL framework Review and continue to implement the RR Action Plan 2022 -2023 Review and continue to implement Be You Action Plan 2022 – 2024 Establish a whole school professional learning schedule to incorporate: Be You, RR, Student Voice and agency and Wellbeing/SEL PL informed by staff survey/needs analysis Establish a parent information schedule to address the wellbeing needs of the school community informed by a parent survey/needs	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$280,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>analysis Whole staff professional learning delivered by the AH Team to address the PSD and Disability Inclusion Reform</p>				
<p>PLT Level Incorporate a wellbeing and student voice and agency focus at weekly PLT meetings to review SEL planning Review ACER SEW data to inform planning and implementation Integrate RR and Be You with school based SEL resources in weekly work programs term planners Integrate student voice and agency in SEL planning and wellbeing programs and activities with an emphasis on student goal setting and feedback Incorporate daily wellbeing 'check in' with students to capture and respond to relevant wellbeing data in a timely manner Develop processes for students to have ongoing opportunities to provide feedback and participate in SEL program evaluation Incorporate opportunities in SEL activities which involves parent participation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$53,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Individual and small group level Employ an Occupational therapist to join the AH Team and provide targeted intervention for students at need AH Team to review protocols and processes for referring students to Allied Health and/or other professionals: Child Protection, Orange Door, Family Services Wellbeing leaders to complete the DET Information Sharing & Family Violence Reform course and equip staff to share sensitive information appropriately to improve children's and families' wellbeing and safety. Review Sentral wellbeing data to ensure accuracy and identify students requiring targeted support Establish Care Team Meetings for students 'at-risk' or needing individual wellbeing supports Refine student ILPs to reflect DET Disability and Inclusion strategy Refine SSGs to reflect DET Disability and Inclusion strategy</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$34,060.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,116,307.20	\$1,116,307.20	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$46,931.72	\$46,931.72	\$0.00
Total	\$1,163,238.92	\$1,163,238.92	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Whole School Level - Literacy</p> <p>Schedule and organise professional learning on phonological awareness.</p> <p>Develop phonological scope and sequence from Foundation to Year 6 with the guidance of the Allied Health Team.</p> <p>Refine the whole-school approach to teaching phonological awareness.</p> <p>Review the whole-school assessment schedule to include phonological awareness assessments.</p> <p>Audit of phonological awareness resources across the school.</p> <p>Organise family information sessions to support parents in the use of effective reading strategies at home.</p>	\$312,000.00
<p>PLT Level - Literacy</p> <p>Use Improvement Cycles to build PLTs' knowledge and practice in phonological awareness.</p> <p>Review data to identify students' points of need.</p> <p>Collaborative planning of phonological awareness in</p>	\$28,500.00

consultation with the Allied Health Team. Implement regular phonological awareness lessons using the whole school scope and sequence.	
Individual and Small Group Level - Literacy Use student assessment to inform strategies for individual learning plans. Schedule and implement targeted professional learning sessions for graduate teachers. Schedule and implement targeted professional learning sessions for Education Support Staff.	\$79,878.92
Whole-School Level - Mathematics Schedule and organise professional learning on problem solving in Maths. Deliver professional learning on assessment in Maths with a focus on student goal setting. Refine the whole-school approach to teaching problem solving with a focus on technical language. Organise family sessions to build parents' understanding of problem solving.	\$257,500.00
PLT Level - Mathematics Use Improvement Cycles to build PLTs knowledge and practice in problem solving. Review data to identify students' points of need. Collaborative planning of problem solving tasks. Implement regular problem solving lessons in line with the whole school approach. Teachers implement Maths 'key words' in their daily lessons. Teachers and students collaborate to establish and review ongoing learning goals.	\$27,800.00
Individual and Small Group Level - Mathematics Review student data to identify their instructional point of need. Use student assessment to inform strategies for individual learning plans. Schedule and implement targeted professional learning sessions for graduate teachers.	\$90,000.00

Schedule and implement targeted professional learning sessions for Education Support Staff.	
<p>Whole School Level</p> <p>Recruit a Wellbeing Learning Specialist to lead wellbeing across the school and work collaboratively with the Allied Health and Wellbeing Team</p> <p>Use the Mental Health Planning Tool to identify programs and resources which support student mental health and wellbeing and refine and embed supports at each level: Tier 1 – 3.</p> <p>Audit SEL programs and resources across the school and align to the whole school SEL framework</p> <p>Incorporate student voice and agency in the whole school SEL framework</p> <p>Review and continue to implement the RR Action Plan 2022 -2023</p> <p>Review and continue to implement Be You Action Plan 2022 – 2024</p> <p>Establish a whole school professional learning schedule to incorporate: Be You, RR, Student Voice and agency and Wellbeing/SEL PL informed by staff survey/needs analysis</p> <p>Establish a parent information schedule to address the wellbeing needs of the school community informed by a parent survey/needs analysis</p> <p>Whole staff professional learning delivered by the AH Team to address the PSD and Disability Inclusion Reform</p>	\$280,500.00
<p>PLT Level</p> <p>Incorporate a wellbeing and student voice and agency focus at weekly PLT meetings to review SEL planning</p> <p>Review ACER SEW data to inform planning and implementation</p> <p>Integrate RR and Be You with school based SEL resources in weekly work programs term planners</p> <p>Integrate student voice and agency in SEL planning and wellbeing programs and activities with an emphasis on student goal setting and feedback</p> <p>Incorporate daily wellbeing ‘check in’ with students to capture and respond to relevant wellbeing data in a timely</p>	\$53,000.00

manner Develop processes for students to have ongoing opportunities to provide feedback and participate in SEL program evaluation Incorporate opportunities in SEL activities which involves parent participation	
Individual and small group level Employ an Occupational therapist to join the AH Team and provide targeted intervention for students at need AH Team to review protocols and processes for referring students to Allied Health and/or other professionals: Child Protection, Orange Door, Family Services Wellbeing leaders to complete the DET Information Sharing & Family Violence Reform course and equip staff to share sensitive information appropriately to improve children's and families' wellbeing and safety. Review Sentral wellbeing data to ensure accuracy and identify students requiring targeted support Establish Care Team Meetings for students 'at-risk' or needing individual wellbeing supports Refine student ILPs to reflect DET Disability and Inclusion strategy Refine SSGs to reflect DET Disability and Inclusion strategy	\$34,060.00
Totals	\$1,163,238.92

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Whole School Level - Literacy Schedule and organise professional learning on phonological awareness. Develop phonological scope and	from: Term 1 to: Term 4	\$312,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

<p>sequence from Foundation to Year 6 with the guidance of the Allied Health Team. Refine the whole-school approach to teaching phonological awareness. Review the whole-school assessment schedule to include phonological awareness assessments. Audit of phonological awareness resources across the school. Organise family information sessions to support parents in the use of effective reading strategies at home.</p>			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
<p>PLT Level - Literacy Use Improvement Cycles to build PLTs' knowledge and practice in phonological awareness. Review data to identify students' points of need. Collaborative planning of phonological awareness in consultation with the Allied Health Team. Implement regular phonological awareness lessons using the whole school scope and sequence.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$28,500.00</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
<p>Individual and Small Group Level - Literacy Use student assessment to inform strategies for individual learning plans. Schedule and implement targeted professional learning sessions for graduate teachers. Schedule and implement targeted</p>	<p>from: Term 1 to: Term 4</p>	<p>\$79,878.92</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

professional learning sessions for Education Support Staff.			
<p>Whole-School Level - Mathematics</p> <p>Schedule and organise professional learning on problem solving in Maths.</p> <p>Deliver professional learning on assessment in Maths with a focus on student goal setting.</p> <p>Refine the whole-school approach to teaching problem solving with a focus on technical language.</p> <p>Organise family sessions to build parents' understanding of problem solving.</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$257,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
<p>PLT Level - Mathematics</p> <p>Use Improvement Cycles to build PLTs knowledge and practice in problem solving.</p> <p>Review data to identify students' points of need.</p> <p>Collaborative planning of problem solving tasks.</p> <p>Implement regular problem solving lessons in line with the whole school approach.</p> <p>Teachers implement Maths 'key words' in their daily lessons.</p> <p>Teachers and students collaborate to establish and review ongoing learning goals.</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$27,800.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<p>Individual and Small Group Level - Mathematics</p> <p>Review student data to identify their instructional point of need.</p> <p>Use student assessment to inform strategies for individual learning plans.</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$90,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

<p>Schedule and implement targeted professional learning sessions for graduate teachers. Schedule and implement targeted professional learning sessions for Education Support Staff.</p>			
<p>Whole School Level Recruit a Wellbeing Learning Specialist to lead wellbeing across the school and work collaboratively with the Allied Health and Wellbeing Team Use the Mental Health Planning Tool to identify programs and resources which support student mental health and wellbeing and refine and embed supports at each level: Tier 1 – 3. Audit SEL programs and resources across the school and align to the whole school SEL framework Incorporate student voice and agency in the whole school SEL framework Review and continue to implement the RR Action Plan 2022 -2023 Review and continue to implement Be You Action Plan 2022 – 2024 Establish a whole school professional learning schedule to incorporate: Be You, RR, Student Voice and agency and Wellbeing/SEL PL informed by staff survey/needs analysis Establish a parent information schedule to address the wellbeing needs of the school community informed by a parent survey/needs analysis</p>	<p>from: Term 1 to: Term 4</p>	<p>\$233,568.28</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets

<p>Whole staff professional learning delivered by the AH Team to address the PSD and Disability Inclusion Reform</p>			
<p>PLT Level Incorporate a wellbeing and student voice and agency focus at weekly PLT meetings to review SEL planning Review ACER SEW data to inform planning and implementation Integrate RR and Be You with school based SEL resources in weekly work programs term planners Integrate student voice and agency in SEL planning and wellbeing programs and activities with an emphasis on student goal setting and feedback Incorporate daily wellbeing 'check in' with students to capture and respond to relevant wellbeing data in a timely manner Develop processes for students to have ongoing opportunities to provide feedback and participate in SEL program evaluation Incorporate opportunities in SEL activities which involves parent participation</p>	<p>from: Term 1 to: Term 4</p>	<p>\$53,000.00</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
<p>Individual and small group level Employ an Occupational therapist to join the AH Team and provide targeted intervention for students at need AH Team to review protocols and processes for referring students to</p>	<p>from: Term 1 to: Term 4</p>	<p>\$34,060.00</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

<p>Allied Health and/or other professionals: Child Protection, Orange Door, Family Services</p> <p>Wellbeing leaders to complete the DET Information Sharing & Family Violence Reform course and equip staff to share sensitive information appropriately to improve children's and families' wellbeing and safety.</p> <p>Review Sentral wellbeing data to ensure accuracy and identify students requiring targeted support</p> <p>Establish Care Team Meetings for students 'at-risk' or needing individual wellbeing supports</p> <p>Refine student ILPs to reflect DET Disability and Inclusion strategy</p> <p>Refine SSGs to reflect DET Disability and Inclusion strategy</p>			<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Totals		\$1,116,307.20	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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<p>Whole School Level Recruit a Wellbeing Learning Specialist to lead wellbeing across the school and work collaboratively with the Allied Health and Wellbeing Team Use the Mental Health Planning Tool to identify programs and resources which support student mental health and wellbeing and refine and embed supports at each level: Tier 1 – 3. Audit SEL programs and resources across the school and align to the whole school SEL framework Incorporate student voice and agency in the whole school SEL framework Review and continue to implement the RR Action Plan 2022 -2023 Review and continue to implement Be You Action Plan 2022 – 2024 Establish a whole school professional learning schedule to incorporate: Be You, RR, Student Voice and agency and Wellbeing/SEL PL informed by staff survey/needs analysis Establish a parent information schedule to address the wellbeing needs of the school community informed by a parent survey/needs analysis Whole staff professional learning delivered by the AH Team to address the PSD and Disability Inclusion Reform</p>	<p>from: Term 1 to: Term 4</p>	<p>\$46,931.72</p>	<p><input checked="" type="checkbox"/> Employ staff to support Tier 1 activities</p>
<p>Totals</p>		<p>\$46,931.72</p>	

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
<p>Whole School Level - Literacy</p> <p>Schedule and organise professional learning on phonological awareness. Develop phonological scope and sequence from Foundation to Year 6 with the guidance of the Allied Health Team.</p> <p>Refine the whole-school approach to teaching phonological awareness. Review the whole-school assessment schedule to include phonological awareness assessments. Audit of phonological awareness resources across the school.</p> <p>Organise family information sessions to support parents in the use of effective reading strategies at home.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>PLT Level - Literacy</p> <p>Use Improvement Cycles to build PLTs' knowledge and practice in phonological awareness. Review data to identify students' points of need.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Collaborative planning of phonological awareness in consultation with the Allied Health Team. Implement regular phonological awareness lessons using the whole school scope and sequence.</p>						
<p>Individual and Small Group Level - Literacy Use student assessment to inform strategies for individual learning plans. Schedule and implement targeted professional learning sessions for graduate teachers. Schedule and implement targeted professional learning sessions for Education Support Staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Whole-School Level - Mathematics Schedule and organise professional learning on problem solving in Maths. Deliver professional learning on assessment in Maths with a focus on student goal setting. Refine the whole-school approach to teaching problem solving with a focus on technical language. Organise family sessions to</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

build parents' understanding of problem solving.						
<p>PLT Level - Mathematics</p> <p>Use Improvement Cycles to build PLTs knowledge and practice in problem solving. Review data to identify students' points of need. Collaborative planning of problem solving tasks. Implement regular problem solving lessons in line with the whole school approach. Teachers implement Maths 'key words' in their daily lessons. Teachers and students collaborate to establish and review ongoing learning goals.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
<p>Individual and Small Group Level - Mathematics</p> <p>Review student data to identify their instructional point of need. Use student assessment to inform strategies for individual learning plans. Schedule and implement targeted professional learning sessions for graduate teachers. Schedule and implement targeted professional learning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

sessions for Education Support Staff.						
<p>Whole School Level Recruit a Wellbeing Learning Specialist to lead wellbeing across the school and work collaboratively with the Allied Health and Wellbeing Team Use the Mental Health Planning Tool to identify programs and resources which support student mental health and wellbeing and refine and embed supports at each level: Tier 1 – 3. Audit SEL programs and resources across the school and align to the whole school SEL framework Incorporate student voice and agency in the whole school SEL framework Review and continue to implement the RR Action Plan 2022 -2023 Review and continue to implement Be You Action Plan 2022 – 2024 Establish a whole school professional learning schedule to incorporate: Be You, RR, Student Voice and agency and Wellbeing/SEL PL informed by staff survey/needs analysis Establish a parent information</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants <p>Be You</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Respectful Relationships Mental Health Fund Menu Amplify</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>schedule to address the wellbeing needs of the school community informed by a parent survey/needs analysis Whole staff professional learning delivered by the AH Team to address the PSD and Disability Inclusion Reform</p>						
<p>PLT Level Incorporate a wellbeing and student voice and agency focus at weekly PLT meetings to review SEL planning Review ACER SEW data to inform planning and implementation Integrate RR and Be You with school based SEL resources in weekly work programs term planners Integrate student voice and agency in SEL planning and wellbeing programs and activities with an emphasis on student goal setting and feedback Incorporate daily wellbeing 'check in' with students to capture and respond to relevant wellbeing data in a timely manner Develop processes for students to have ongoing opportunities to provide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants <p>Be You ACER</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Respectful Relationships Mental Health Fund Menu Amplify</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>feedback and participate in SEL program evaluation Incorporate opportunities in SEL activities which involves parent participation</p>						
<p>Individual and small group level Employ an Occupational therapist to join the AH Team and provide targeted intervention for students at need AH Team to review protocols and processes for referring students to Allied Health and/or other professionals: Child Protection, Orange Door, Family Services Wellbeing leaders to complete the DET Information Sharing & Family Violence Reform course and equip staff to share sensitive information appropriately to improve children's and families' wellbeing and safety. Review Sentral wellbeing data to ensure accuracy and identify students requiring targeted support Establish Care Team Meetings for students 'at-risk' or needing individual wellbeing supports Refine student ILPs to reflect DET Disability and Inclusion</p>	<ul style="list-style-type: none"> ✔ Allied health ✔ Assistant principal ✔ Student wellbeing co-ordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✔ Peer observation including feedback and reflection ✔ Formalised PLC/PLTs ✔ Individualised reflection 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Communities of practice ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ Internal staff ✔ Learning specialist ✔ External consultants <p>Orange Door Family Services</p> <ul style="list-style-type: none"> ✔ Departmental resources <p>DET Family Violence Reform</p>	<ul style="list-style-type: none"> ✔ Off-site <p>Jean Russel Centre</p>

strategy Refine SSGs to reflect DET Disability and Inclusion strategy						
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