

2024 Annual Implementation Plan

for improving student outcomes

Eynesbury Primary School (5311)



EYNESBURY
PRIMARY SCHOOL

Submitted for review by Phillip Coloca (School Principal) on 14 December, 2023 at 03:30 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 19 December, 2023 at 09:39 AM
Endorsed by Ebbie Hungerford (School Council President) on 19 December, 2023 at 09:42 AM

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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

Support 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	

Future planning	EPS will enter the first year of a Strategic Plan in 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
<p>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.</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>- Increase the percentage of students in Year 5 attaining strong or exceeding proficiency in NAPLAN Reading to 75% or above- Increase the percentage of students in Year 5 attaining strong or exceeding proficiency in NAPLAN Numeracy to 78% or above- Increase the percentage of students in Year 5 attaining strong or exceeding proficiency in NAPLAN Writing to 85% or above- Increase the percentage of students in Year 3 attaining strong or exceeding proficiency in NAPLAN Reading to 68% or above- Increase the percentage of students in Year 3 attaining strong or exceeding proficiency in NAPLAN Numeracy to 70% or above- Increase the percentage of students in Year 3 attaining strong or exceeding proficiency in NAPLAN Writing to 85% or above- Increase the proportion of students achieving 'above expected standard' (according to teacher judgments) in the 'Reading and Viewing' and 'Writing' domains to 50%- Increase the proportion of students achieving 'above expected standard' across all Numeracy/Mathematics domains to 43% (aggregate)- Increase the proportion of students who positively endorse the</p>

			'Stimulating Learning' AtoSS Factor to 60%- Reduce the percentage of students with 20 or more days of absence to below 50%- Increase the percentage of students who positively endorse the 'Inclusion' AtoSS factor to 84%- Increase the percentage of students who positively endorse the 'Resilience' AtoSS factor to 60%
Maximise learning growth for all students in literacy and numeracy.	No	By 2027, increase the percentage of students in Year 5 attaining strong and exceeding proficiency in NAPLAN to 85%. 2023 baseline data: reading 71%, writing 83%, numeracy 75%.	
		By 2027, increase the percentage of students in Year 3 attaining strong and exceeding proficiency in NAPLAN to 85%. 2023 baseline data: reading 63%, writing 84%, numeracy 63%.	
		By 2027, increase the percentage of students achieving above expected standard (according to teacher judgments) to 60% in the 'Reading and Viewing' and 'Writing' domains, and to 50% across all Mathematics domains	
		By 2027, increase the percentage of students who positively endorse the 'Stimulating Learning' AtoSS Factor to 80%.	
To strengthen student identity, engagement and wellbeing.	No	By 2027, reduce the percentage of students with 20 or more days absence from 51% (2022) to below 45%.	
		By 2027, improve the percentage positive responses on the Attitudes to School Survey for the following measures: <ul style="list-style-type: none"> Resilience: By 2027, increase the percentage of students experiencing normal to high resilience from 57% (2022) to 68%. 	

		<ul style="list-style-type: none"> • Connectedness: By 2027, increase the percentage of positive endorsement from 70% (2022) to 80% or above. • Voice and Agency: By 2027, increase the percentage of positive endorsement from 54% (2022) to 70% or above. • Inclusion: By 2027, increase the percentage of positive endorsement from 82% (2022) to 87% or above. 	
		By 2027, increase the percentage of positive endorsement for the factor <i>use student feedback to improve practice</i> from 24% (2022) to 70% or above.	

Goal 1	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.
12-month target 1.1-month target	<ul style="list-style-type: none"> - Increase the percentage of students in Year 5 attaining strong or exceeding proficiency in NAPLAN Reading to 75% or above - Increase the percentage of students in Year 5 attaining strong or exceeding proficiency in NAPLAN Numeracy to 78% or above - Increase the percentage of students in Year 5 attaining strong or exceeding proficiency in NAPLAN Writing to 85% or above - Increase the percentage of students in Year 3 attaining strong or exceeding proficiency in NAPLAN Reading to 68% or above - Increase the percentage of students in Year 3 attaining strong or exceeding proficiency in NAPLAN Numeracy to 70% or above - Increase the percentage of students in Year 3 attaining strong or exceeding proficiency in NAPLAN Writing to 85% or above - Increase the proportion of students achieving 'above expected standard' (according to teacher judgments) in the 'Reading and Viewing' and 'Writing' domains to 50% - Increase the proportion of students achieving 'above expected standard' across all Numeracy/Mathematics domains to 43% (aggregate) - Increase the proportion of students who positively endorse the 'Stimulating Learning' AtoSS Factor to 60% - Reduce the percentage of students with 20 or more days of absence to below 50% - Increase the percentage of students who positively endorse the 'Inclusion' AtoSS factor to 84% - Increase the percentage of students who positively endorse the 'Resilience' AtoSS factor to 60%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		

Define actions, outcomes, success indicators and activities

Goal 1	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.
12-month target 1.1 target	<ul style="list-style-type: none"> - Increase the percentage of students in Year 5 attaining strong or exceeding proficiency in NAPLAN Reading to 75% or above - Increase the percentage of students in Year 5 attaining strong or exceeding proficiency in NAPLAN Numeracy to 78% or above - Increase the percentage of students in Year 5 attaining strong or exceeding proficiency in NAPLAN Writing to 85% or above - Increase the percentage of students in Year 3 attaining strong or exceeding proficiency in NAPLAN Reading to 68% or above - Increase the percentage of students in Year 3 attaining strong or exceeding proficiency in NAPLAN Numeracy to 70% or above - Increase the percentage of students in Year 3 attaining strong or exceeding proficiency in NAPLAN Writing to 85% or above - Increase the proportion of students achieving 'above expected standard' (according to teacher judgments) in the 'Reading and Viewing' and 'Writing' domains to 50% - Increase the proportion of students achieving 'above expected standard' across all Numeracy/Mathematics domains to 43% (aggregate) - Increase the proportion of students who positively endorse the 'Stimulating Learning' AtoSS Factor to 60% - Reduce the percentage of students with 20 or more days of absence to below 50% - Increase the percentage of students who positively endorse the 'Inclusion' AtoSS factor to 84% - Increase the percentage of students who positively endorse the 'Resilience' AtoSS factor to 60%
KIS 1.a 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
Actions	<ul style="list-style-type: none"> - Implement a mathematics instructional framework - Develop the capacity of staff to consistently implement the school's agreed upon instructional norms with fidelity - - Develop the capacity of staff to utilise and act upon formative assessment - Implement a Multi-Tiered System of Support (MTSS) approach to instruction/intervention - Refine school scopes and sequences in the areas of Reading, Writing, Mathematics, Morphology, Spelling and Language Conventions

	<ul style="list-style-type: none"> - Implement the school's Instructional Playbook - Expand instructional coaching across the school
<p>Outcomes</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • Consistently and explicitly implement the Instructional Model • Meet in PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons • Engage in collaborative planning • Engage in ongoing coaching • Implement the school's numeracy approach across all grade levels • Confidently and accurately identify student learning needs of their students • Assess student learning, provide regular and explicit feedback and monitor and track progress • Differentiate learning to each student's next point of challenge and intervene (Tier 1) where necessary or plan for structured, MTSS intervention (Tiers 2 and 3) when required • Develop an understanding of curriculum essentials to ensure mastery • Implement the agreed assessment schedule • Engage in the explicit teaching of structured literacy/synthetic phonics • Become further proficient in implementing and analysing our benchmarking assessments <p>Students will:</p> <ul style="list-style-type: none"> • Know how lessons are structured and how this supports their learning • Experience success and celebrate the acquisition of knowledge • Receive targeted support and intervention when required • Be able to articulate the next steps in their learning <p>School leadership will:</p> <ul style="list-style-type: none"> • Continue to lead and guide the documentation of our low-variance knowledge-rich curriculum • Lead professional learning to support teacher understanding of the Science of Reading • Lead professional learning to support teacher understanding of Explicit and Direct Instruction • Lead 1-1 and team coaching as per the school's Coaching framework • Lead whole school Literacy, Numeracy and Leadership professional learning • Monitor the effectiveness of our PLCs and continue to refine processes • Monitor and continue to refine tutor intervention model processes • Monitor student progress • Celebrate team and individual success
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Teacher records and observations of student progress including formative assessment and end of semester judgments • Classroom observations and learning walks demonstrating ongoing application of professional learning undertaken

	<ul style="list-style-type: none"> • Student feedback (survey and focus group) on differentiation, the instructional model, and use of common strategies • Student progress indicated via the school's nominated Benchmarking Assessments • Attendance data • Assessment data and student surveys from intervention groups • Progress against Individual Education Plans • Assessment of school curriculum documentation 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement the revised Scopes and Sequences across the Literacy/English and Numeracy/Mathematics learning areas	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Further develop teacher capacity to operate effectively within the context of Explicit and Direct Instruction and Structured Literacy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop teacher capacity in formative assessment practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement Tier 3 reading and oral language intervention within the MTSS framework	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Further refine our PLC model and develop teacher capacity to work effectively within this framework	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Finalise the EPS Reading Policy	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Embed the school instructional coaching framework	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 1.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			
Actions	<ul style="list-style-type: none"> - Disability Inclusion implementation - Implement a process to identify and support students requiring Tier 3 behavioural support - Review school attendance monitoring and response processes - Develop staff capacity to operate within a PBiS framework 			
Outcomes	Teachers will: <ul style="list-style-type: none"> • Contribute to the ongoing review and refinement of school wellbeing and behaviour processes • Implement the above-mentioned processes • Model and consistently apply agreed upon routines and practices • Explicitly teach social-emotional learning within the core curriculum using the Respectful Relationships Curriculum and PBiS • Develop strong, productive relationships with students 			

	<ul style="list-style-type: none"> • Monitor student wellbeing and behaviour and apply agreed upon strategies • Escalate student wellbeing and behaviour concerns where necessary <p>Students will:</p> <ul style="list-style-type: none"> • Feel supported and engaged and contribute to a strong classroom culture • Receive support when at-risk • Develop and maintain strong relationships with peers • Receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate • Be involved in student representative forums <p>School leadership will:</p> <ul style="list-style-type: none"> • Work collaboratively to evolve the whole school wellbeing framework • Articulate a common understanding of the whole school approach to wellbeing • Strengthen engagement with regional and external support agencies including health services • Establish agreed monitoring processes and ensure their visibility • Establish a case management model 			
Success Indicators	<ul style="list-style-type: none"> • Documentation of frameworks, policies or programs • Shared PL goals documented in staff PDPs • Curriculum documentation reflecting social and emotional learning • Documentation of resources for wellbeing programs • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns • Teacher reports of student wellbeing concerns • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families • Documentation of strategies students will use in classes and at school 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish and EPS Wellbeing steering group or team	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Expand wellbeing and co-curricular activities including lunchtime activities	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement tiered social skills group to support students to achieve behavioural expectations and develop reciprocal communication skills	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement the DI Student Support Group and Individual Learning Plan format	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Begin to transition students from PSD to DI	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop teacher capacity to explicitly teach behaviour within the PBiS framework	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Review and revise the Respectful Relationships wellbeing curriculum across all grade levels	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Wellbeing team		to: Term 4	
Further engage in Respectful Relationships training	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and revise school processes to support student attendance	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> 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	\$45,935.00	\$12,500.00	\$33,435.00
Disability Inclusion Tier 2 Funding	\$211,447.60	\$32,500.00	\$178,947.60
Schools Mental Health Fund and Menu	\$49,218.62	\$0.00	\$49,218.62
Total	\$306,601.22	\$45,000.00	\$261,601.22

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement Tier 3 reading and oral language intervention within the MTSS framework	\$20,000.00
Expand wellbeing and co-curricular activities including lunchtime activities	\$5,000.00
Implement tiered social skills group to support students to achieve behavioural expectations and develop reciprocal communication skills	\$20,000.00
Totals	\$45,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Implement Tier 3 reading and oral language intervention within the MTSS framework	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Expand wellbeing and co-curricular activities including lunchtime activities	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Assets
Implement tiered social skills group to support students to achieve behavioural expectations and develop reciprocal communication skills	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets
Totals		\$12,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement Tier 3 reading and oral language intervention within the MTSS framework	from: Term 1 to: Term 4	\$17,500.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Implement tiered social skills group to support students to achieve behavioural expectations and develop reciprocal communication skills	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$32,500.00	

Activities and milestones - Schools Mental Health Fund and Menu

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

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
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Totals		\$0.00	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Implement the revised Scopes and Sequences across the Literacy/English and Numeracy/Mathematics learning areas	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Further develop teacher capacity to operate effectively within the context of Explicit and Direct Instruction and Structured Literacy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> On-site
Develop teacher capacity in formative assessment practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement Tier 3 reading and oral language intervention within the MTSS framework	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal 					
Further refine our PLC model and develop teacher capacity to work effectively within this framework	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<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"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
Embed the school instructional coaching framework	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons 	<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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
Implement the DI Student Support Group and Individual Learning Plan format	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons 	<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
Begin to transition students from PSD to DI	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<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

Develop teacher capacity to explicitly teach behaviour within the PBiS framework	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants PBiS Specialist	<input checked="" type="checkbox"/> On-site
Further engage in Respectful Relationships training	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> Off-site Network based