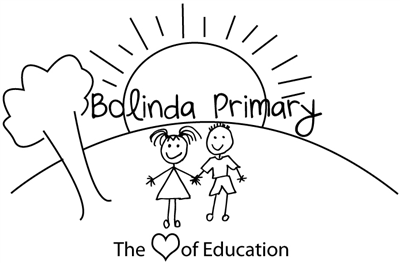
**2022 Annual Implementation Plan**

Submitted for review by Jayden Andrea (School Principal) on 31 March, 2022 at 02:30 PM  
Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 31 March, 2022 at 03:11 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Bolinda Primary School (1070)



**Self-evaluation Summary - 2022**

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|  | FISO 2.0 Dimensions | Self-evaluation Level |
| **Teaching and Learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving |
| Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |

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

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| **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 | Emerging |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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

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| **Support** | 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 |

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| **Enter your reflective comments** | Goals for the future: Building practice excellence in the areas of writing and mathematics. Student voice and agency. Building partnerships around student's learning. Imbedding the PLC inquiry cycle. |
| **Considerations for 2022** | SEL program Tutoring PLC development Disability Inclusion Tutoring Extension Family partnerships. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | <b>2022 Priorities Goal</b><br/> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
| Target 1.1 | Support for the 2022 Priorities |
| Key Improvement Strategy 1.a Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | To improve Literacy and Numeracy outcomes for all students |
| Target 2.1 | By 2025, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth will be increased in:   * Spelling from 14 per cent (2021) to 20 per cent * Numeracy from 13 per cent (2021) to 20 per cent * Writing from 0 per cent (2021) to 20 per cent |
| Target 2.2 | By 2025, the proportion of students assessed as being in the top two NAPLAN bands for:   * Year 3 Reading increases from 54 per cent (2021) to 60 per cent * Year 5 Reading increases from 14 per cent (2021) to 35 per cent |
| Target 2.3 | By 2025, applying the Victorian Curriculum using Teacher judgements, increase the percentage of students in Years F–6 above the expected level:   * Reading from 20 per cent (2021) to 30 per cent * Writing from 18 per cent (2021) to 30 per cent * Number and algebra from 20 per cent (2021) to 30 per cent |
| Target 2.4 | By 2025, the positive endorsement of SSS statements:   * Teacher collaboration to plan curriculum will increase from 25 per cent (2021) to 74 per cent * Use of data for curriculum planning will increase from 75 per cent (2021) to 85 per cent * Focus on collective efficacy will increase from 68 per cent (2021) to 84 per cent |
| Target 2.5 | By 2025, the proportion of Years 4–6 positive endorsement of the Atoss factors:   * Self-regulation and goal setting will increase from 79 per cent (2020) to 86 per cent |
| Key Improvement Strategy 2.a Building practice excellence | Develop and embed consistent school-wide instructional models. |
| Key Improvement Strategy 2.b Vision, values and culture | Develop and embed a culture of staff collaboration through the implementation of Professional Learning Communities. |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Develop staff capacity to interpret and use data to inform teaching practice. |
| Key Improvement Strategy 2.d Intellectual engagement and self-awareness | Develop students’ capacity to set their own learning goals. |
| Goal 3 | To enhance student wellbeing and connectedness to school. |
| Target 3.1 | By 2025, the proportion of Years 4–6 positive endorsement of the AtoSS factors:   * Student voice and agency increases from 58 per cent (2020) to 68 per cent * Attitudes to attendance increases from 58 per cent (2020) to 82 per cent * Sense of confidence increases from 53 per cent (2020) to 73 per cent * Stimulated learning increases from 71 per cent (2020) to 75 per cent |
| Target 3.2 | By 2025, the positive endorsement of the SSS factors:   * Renewal of knowledge and skills increases from 63 per cent (2021) to 82 per cent * Parent community involvement increases from 58 per cent (2021) to 77 per cent |
| Target 3.3 | By 2025, the percentage of positive endorsement of the POS factors:   * School communication increases from 76 per cent (2020) to 84 per cent * Student voice and agency increases from 72 per cent (2020) to 81 per cent * Teacher communication increases from 58 per cent (2021) to 74 per cent |
| Key Improvement Strategy 3.a Health and wellbeing | Develop and embed wellbeing programs, policies and school values into the Victorian Curriculum. |
| Key Improvement Strategy 3.b Empowering students and building school pride | Develop staff capacity to activate student voice, agency and leadership |
| Key Improvement Strategy 3.c Building communities | Develop and implement coordinated strategies that engage all stakeholders as partners in learning and wellbeing |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <b>2022 Priorities Goal</b><br/> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | Yes | Support for the 2022 Priorities | At least 12 months growth for all students in all numeracy areas as evidenced by teacher judgement scores and supported by reliable assessment data. |
| To improve Literacy and Numeracy outcomes for all students | No | By 2025, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth will be increased in:   * Spelling from 14 per cent (2021) to 20 per cent * Numeracy from 13 per cent (2021) to 20 per cent * Writing from 0 per cent (2021) to 20 per cent |  |
| By 2025, the proportion of students assessed as being in the top two NAPLAN bands for:   * Year 3 Reading increases from 54 per cent (2021) to 60 per cent * Year 5 Reading increases from 14 per cent (2021) to 35 per cent |  |
| By 2025, applying the Victorian Curriculum using Teacher judgements, increase the percentage of students in Years F–6 above the expected level:   * Reading from 20 per cent (2021) to 30 per cent * Writing from 18 per cent (2021) to 30 per cent * Number and algebra from 20 per cent (2021) to 30 per cent |  |
| By 2025, the positive endorsement of SSS statements:   * Teacher collaboration to plan curriculum will increase from 25 per cent (2021) to 74 per cent * Use of data for curriculum planning will increase from 75 per cent (2021) to 85 per cent * Focus on collective efficacy will increase from 68 per cent (2021) to 84 per cent |  |
| By 2025, the proportion of Years 4–6 positive endorsement of the Atoss factors:   * Self-regulation and goal setting will increase from 79 per cent (2020) to 86 per cent |  |
| To enhance student wellbeing and connectedness to school. | No | By 2025, the proportion of Years 4–6 positive endorsement of the AtoSS factors:   * Student voice and agency increases from 58 per cent (2020) to 68 per cent * Attitudes to attendance increases from 58 per cent (2020) to 82 per cent * Sense of confidence increases from 53 per cent (2020) to 73 per cent * Stimulated learning increases from 71 per cent (2020) to 75 per cent |  |
| By 2025, the positive endorsement of the SSS factors:   * Renewal of knowledge and skills increases from 63 per cent (2021) to 82 per cent * Parent community involvement increases from 58 per cent (2021) to 77 per cent |  |
| By 2025, the percentage of positive endorsement of the POS factors:   * School communication increases from 76 per cent (2020) to 84 per cent * Student voice and agency increases from 72 per cent (2020) to 81 per cent * Teacher communication increases from 58 per cent (2021) to 74 per cent |  |

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| Goal 1 | <b>2022 Priorities Goal</b><br/> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | |
| 12 Month Target 1.1 | At least 12 months growth for all students in all numeracy areas as evidenced by teacher judgement scores and supported by reliable assessment data. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 2**  Priority 2022 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. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | | |
| 12 Month Target 1.1 | At least 12 months growth for all students in all numeracy areas as evidenced by teacher judgement scores and supported by reliable assessment data. | | | | |
| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | | |
| **Actions** | Tutoring support for students who have demonstrated low growth in numeracy in 2021. Team teaching and planning in the middle and senior areas of the school to share practice and improve differentiation. Professional learning in the area of numeracy for all staff. | | | | |
| **Outcomes** | Students: Will be able to articulate what they have learned after learning tasks Will be able to articulate their learning goals in numeracy areas.  Teachers: Will improve their capacity to plan and deliver explicit lessons Will improve their knowledge of formative assessment Will work as a team to support their students.  Principal Plan professional learning Support through planning, assessment and small group delivery Deliver the tutoring program  Families Be able to articulate learning goals for students | | | | |
| **Success Indicators** | Pre and post testing data NAPLAN data- growth PAT testing Essential assessment Teacher judgement Inclusion of data analysis in PLC minutes team planning to indicate differentiation. | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Appointment of a specialist tutor in the area of numeracy to deliver a targeted numeracy program to eligible students. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $14,500.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Creation of a disability inclusion team consisting of a DI officer, Principal and teachers to support students with disabilities. | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $32,500.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Professional learning in the area of numeracy for middle and senior class teachers. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | Delivery of the Kimochi SEL program Appointing a wellbeing leader as part of the inclusion program Improving the quality and utility of the student IEPs Making SEL a priority in classroom planning and whole school reflections Appointment of a allied health Psychologist to partner with the school | | | | |
| **Outcomes** | Students will: - Improve their knowledge of the program content and be able to confidently use the language within the Kimochi program - Demonstrate an improvement in the student voice and wellbeing domain in the attitudes to school survey.  Teachers will: - Deepen knowledge of the Kimochi program for new and existing staff through professional learning - Incorporate the Kimochi program into the inquiry schedule  Families will: - Families will report feeling included in Kimochi education through newsletters and social media - Families will report feeling an increased level of connection to student learning in the parent opinion survey - Parents will be included in the production of the student IEPs  Principal will: - Purchase resources for the development of the Kimochi program - Provide PL for staff on the disability inclusion program and the Kimochi program - Communicate program materials to families | | | | |
| **Success Indicators** | Students to report an increase in wellbeing through the student attitudes to school survey Families to indicate a positive result in the care for students area in the parent opinion survey Teachers to report an increase in student wellbeing as a result of the Kimochi program | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Training in the Kimochi program for new and existing staff | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 2 | $500.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Regular visits from a visiting OT | | 🗹 Allied Health | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Appointing a disability inclusion officer and develop a role statement and action plan. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $27,500.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Aides to participate in collaborative planning and work together with the numeracy tutor and the disability inclusion team to support student learning | | 🗹 Education Support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Purchasing of support materials for the Kimochi program and providing professional learning to staff | | 🗹 Disability Inclusion Coordinator | 🗹 PLP Priority | from: Term 1  to: Term 2 | $1,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Sharing DET mental health links with famlies and providing families with learning materials about the Kimochis program | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Creating a partnership with an allied health Psychologist who will observe classroom practice, make recommendations and work together with staff and families to support students. | | 🗹 Disability Inclusion Coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $8,379.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding Planner**

Summary of Budget and Allocated Funding

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| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $14,500.00 | $0.00 | $14,500.00 |
| Disability Inclusion Tier 2 Funding | $32,000.00 | $0.00 | $32,000.00 |
| Schools Mental Health Fund and Menu | $15,229.00 | $0.00 | $15,229.00 |
| **Total** | $61,729.00 | $0.00 | $61,729.00 |

Activities and Milestones – Total Budget

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| **Activities and Milestones** | **Budget** |
| Appointment of a specialist tutor in the area of numeracy to deliver a targeted numeracy program to eligible students. | $14,500.00 |
| Creation of a disability inclusion team consisting of a DI officer, Principal and teachers to support students with disabilities. | $32,500.00 |
| Professional learning in the area of numeracy for middle and senior class teachers. | $1,000.00 |
| Training in the Kimochi program for new and existing staff | $500.00 |
| Regular visits from a visiting OT | $5,000.00 |
| Appointing a disability inclusion officer and develop a role statement and action plan. | $27,500.00 |
| Aides to participate in collaborative planning and work together with the numeracy tutor and the disability inclusion team to support student learning | $4,000.00 |
| Purchasing of support materials for the Kimochi program and providing professional learning to staff | $1,000.00 |
| Sharing DET mental health links with famlies and providing families with learning materials about the Kimochis program | $0.00 |
| Creating a partnership with an allied health Psychologist who will observe classroom practice, make recommendations and work together with staff and families to support students. | $8,379.00 |
| **Totals** | $94,379.00 |

Activities and Milestones - Equity Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Appointment of a specialist tutor in the area of numeracy to deliver a targeted numeracy program to eligible students. | from: Term 1  to: Term 4 | $14,500.00 |  |
| Appointing a disability inclusion officer and develop a role statement and action plan. | from: Term 1  to: Term 4 |  |  |
| Aides to participate in collaborative planning and work together with the numeracy tutor and the disability inclusion team to support student learning | from: Term 1  to: Term 4 |  |  |
| **Totals** |  |  |  |

Activities and Milestones - Disability Inclusion Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Creation of a disability inclusion team consisting of a DI officer, Principal and teachers to support students with disabilities. | from: Term 1  to: Term 4 | $27,000.00 | 🗹 Professional learning for school-based staff   * Teachers   🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Inclusion Leader   🗹 Teaching and learning programs and resources   * Other |
| Professional learning in the area of numeracy for middle and senior class teachers. | from: Term 1  to: Term 4 | $1,000.00 | 🗹 Teaching and learning programs and resources |
| Regular visits from a visiting OT | from: Term 1  to: Term 4 |  |  |
| Aides to participate in collaborative planning and work together with the numeracy tutor and the disability inclusion team to support student learning | from: Term 1  to: Term 4 | $4,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Education Support Staff |
| **Totals** |  |  |  |

Activities and Milestones - Schools Mental Health Fund and Menu

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Training in the Kimochi program for new and existing staff | from: Term 1  to: Term 2 | $850.00 | 🗹 Tier 1/Category: Whole school approach to positive mental health  **This activity will use Mental Health Menu programs**   * + Positive education   Kimochi |
| Regular visits from a visiting OT | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Tier 3/Category: Mental health and wellbeing professionals  **This activity will use Mental Health Menu staffing**   * + Additional mental health and wellbeing professional   Occupational Therapist |
| Aides to participate in collaborative planning and work together with the numeracy tutor and the disability inclusion team to support student learning | from: Term 1  to: Term 4 |  |  |
| Purchasing of support materials for the Kimochi program and providing professional learning to staff | from: Term 1  to: Term 2 | $1,000.00 | 🗹 Tier 1/Category: Whole school approach to positive mental health  **This activity will use Mental Health Menu programs**   * + Positive education   Kimochi |
| Sharing DET mental health links with famlies and providing families with learning materials about the Kimochis program | from: Term 1  to: Term 4 |  |  |
| Creating a partnership with an allied health Psychologist who will observe classroom practice, make recommendations and work together with staff and families to support students. | from: Term 1  to: Term 4 | $8,379.00 | 🗹 Tier 3/Category: Mental health and wellbeing professionals  **This activity will use Mental Health Menu staffing**   * + Additional mental health and wellbeing professional   Psychologist |
| **Totals** |  |  |  |

Additional Funding Planner – Total Budget

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| **Activities and Milestones** | **Budget** |
| **Totals** | $0.00 |

Additional Funding Planner – Equity Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Disability Inclusion Funding

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| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Schools Mental Health Fund and Menu

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| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Professional learning in the area of numeracy for middle and senior class teachers. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 PLC Initiative  🗹 Maths/Sci Specialist  🗹 Pedagogical Model | 🗹 On-site |
| Training in the Kimochi program for new and existing staff | 🗹 All Staff | from: Term 1  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Appointing a disability inclusion officer and develop a role statement and action plan. | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Purchasing of support materials for the Kimochi program and providing professional learning to staff | 🗹 Disability Inclusion Coordinator | from: Term 1  to: Term 2 | 🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |