

2025 Annual Implementation Plan

for improving student outcomes

Flowerdale Primary School (3098)



Submitted for review by Stephanie Marcanio (School Principal) on 31 January, 2025 at 10:42 AM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 31 January, 2025 at 05:50 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Enter your reflective comments	
Considerations for 2025	
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
Improve student outcomes in literacy and numeracy.	Yes	<p>Student Learning - Teacher Judgment: Based upon data triangulation from semester 2 to semester 2 (including PAT Reading, F&P, PAT Maths, 6 Traits +1 Writing Rubric or similar assessment tools). Increase the percentage of F-6 students achieving above expected growth using a three-year average in:</p> <ul style="list-style-type: none"> • Reading and viewing from 35.5% (for 2018-2020) to 38% (for 2021-2025) • Writing from 23.6% (for 2018-2020) to 30% (for 2021-2025) • Number and algebra from 20.6% (for 2018-2020) to 25% (for 2021-2025). 	<p>TEACHER JUDGEMENT: Increase Teacher Judgement rolling average above expected level in Writing 2022 - 2023 from 3 students to in 2024 - 2025 to 9 students.</p>
		<p>Student Learning - NAPLAN Benchmark Growth: By 2025 maintain the percentage of Year 5 students meeting or above benchmark growth using a two-year moving average for:</p> <ul style="list-style-type: none"> • Reading - at 100% (2019) • Writing - at 100% (2019) • Spelling - at 100% (2019) • Grammar and punctuation - at 100% (2019) • Numeracy - at 100% (2019). 	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Increase the number of students within Exceeding proficiency Reading Year 3 from 2 students 2024 to 5 students in 2025. Increase the number of students within Exceeding proficiency Reading Year 5 from 2 students 2024 to 4 students in 2025. Increase the number of students</p>

			<p>within Exceeding proficiency Numeracy Year 3 from 1 students 2024 to 4 students in 2025. Increase the number of students within Strong proficiency Numeracy Year 5 from 5 students 2024 to move to 2 Exceeding students in 2025.</p>
		<p>School Staff Survey: Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 78% (2019) to 85% (2025) • Collective efficacy from 77% (2019) to 85% (2025) • Professional learning through peer observation from 0% (2019) to 50% (2025) • Understand formative assessment from 50% (2019) to 75% (2025) • Collaborate to plan the curriculum from 50% (2019) to 75% (2025). 	<p>At the end of 2025, staff will have participated in completing the Staff Opinion Survey. SSS - Increase Academic Emphasis from 75% positive in 2022 to 85% positive in 2025. Increase Professional Learning Coherence from 75% in 2022 to 85% in 2025.</p>
Strengthen student engagement and wellbeing.	Yes	<p>Student Attitudes to School Survey Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Motivation and interest from 70% (in 2019) to 80% (in 2025) • Sense of confidence from 80% (in 2019) to 90% (in 2025). 	<p>In 2025, there will be an increased percentage in student responses regarding teacher concern using AtoSS. AtoSS - Increase Emotional Awareness and Regulation from 80% positive in 2024 to 95% positive in 2025. Increase Community Connections from 68% positive in 2024 to 75% positive in 2025. Increase Student Voice and Agency from 70% positive in 2024 to 85% positive in 2025.</p>

	<p>Parent Opinion Survey Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Experience of non-bullying from 43% (in 2019) to 60% (in 2025) • Confidence and resiliency skills from 86% (in 2019) to 90% (in 2025). 	In 2025, there will be an increase in percentage for positive responses related to students experiencing positive learning and increased outcomes using the POS. POS - Increase Not Experiencing Bullying from 70% positive in 2024 to 85% positive in 2025.
	<p>School Staff Survey Increase the percentage of positive responses for the factor Trust in parents and students from 68% (in 2019) to 75% (in 2025).</p>	In 2025, there will be an increased participation in staff completing the staff opinion survey. SSS - Increase trust in parents and students from 70% to 80% in 2025.
	<p>Student Attendance Reduce the number of students absent for more than 20 days from 22% (in 2019) to 11% (in 2025).</p>	In 2025, decrease the number of students below 80% attendance from 4 students to 2 students.

Goal 1	Improve student outcomes in literacy and numeracy.
12-month target 1.1	TEACHER JUDGEMENT: Increase Teacher Judgement rolling average above expected level in Writing 2022 - 2023 from 3 students to in 2024 - 2025 to 9 students.
12-month target 1.2	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Increase the number of students within Exceeding proficiency Reading Year 3 from 2 students 2024 to 5 students in 2025. Increase the number of students within Exceeding proficiency Reading Year 5 from 2 students 2024 to 4 students in 2025. Increase the number of students within Exceeding proficiency Numeracy Year 3 from 1 students</p>

	2024 to 4 students in 2025. Increase the number of students within Strong proficiency Numeracy Year 5 from 5 students 2024 to move to 2 Exceeding students in 2025.	
12-month target 1.3	At the end of 2025, staff will have participated in completing the Staff Opinion Survey. SSS - Increase Academic Emphasis from 75% positive in 2022 to 85% positive in 2025. Increase Professional Learning Coherence from 75% in 2022 to 85% in 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Embed a high-quality instructional model that aligns with curriculum planning.	Yes
KIS 1.b Excellence in teaching and learning	Strengthen the capability of staff to utilise evidence and data to target their teaching to each student's point of learning need.	No
KIS 1.c Excellence in teaching and learning	Establish structures and processes to drive the continual improvement of the school's pedagogical approach.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	FPS has just developed an Instructional Model that aligns with the school community. Student data, parent feedback and inconsistencies amongst classes made it clear that working with an Instructional model and identifying the FPS way was the best way forward to improve student outcomes. Our goal is to continue embedding and refining this work and ensure the new IM aligns with the VTLM 2.0	
Goal 2	Strengthen student engagement and wellbeing.	
12-month target 2.1	In 2025, there will be an increased percentage in student responses regarding teacher concern using AtoSS. AtoSS - Increase Emotional Awareness and Regulation from 80% positive in 2024 to 95% positive in 2025.	

	Increase Community Connections from 68% positive in 2024 to 75% positive in 2025. Increase Student Voice and Agency from 70% positive in 2024 to 85% positive in 2025.	
12-month target 2.2	In 2025, there will be an increase in percentage for positive responses related to students experiencing positive learning and increased outcomes using the POS. POS - Increase Not Experiencing Bullying from 70% positive in 2024 to 85% positive in 2025.	
12-month target 2.3	In 2025, there will be an increased participation in staff completing the staff opinion survey. SSS - Increase trust in parents and students from 70% to 80% in 2025.	
12-month target 2.4	In 2025, decrease the number of students below 80% attendance from 4 students to 2 students.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Positive climate for learning	Further develop, implement and evaluate processes for students to have agency in their learning.	No
KIS 2.b Positive climate for learning	Embed and share the school's approach to supporting social and emotional learning.	Yes
KIS 2.c Community engagement in learning	Strengthen parent and community partnerships by increasing understanding of student safety and wellbeing.	No
KIS 2.d Positive climate for learning	Implement high expectations for student attendance.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

With the soft launch of the Zones of Regulation and refinement and implementation of SWPBS - we need to continue working in this space to develop social and emotional learning at FPS. We have spent time implementing elements of social and emotional learning but our next goal is to ensure students can identify the correlation between both and parents increase their awareness and understanding of social and emotional learning at FPS.

Define actions, outcomes, success indicators and activities

Goal 1	Improve student outcomes in literacy and numeracy.
12-month target 1.1	TEACHER JUDGEMENT: Increase Teacher Judgement rolling average above expected level in Writing 2022 - 2023 from 3 students to in 2024 - 2025 to 9 students.
12-month target 1.2	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Increase the number of students within Exceeding proficiency Reading Year 3 from 2 students 2024 to 5 students in 2025. Increase the number of students within Exceeding proficiency Reading Year 5 from 2 students 2024 to 4 students in 2025. Increase the number of students within Exceeding proficiency Numeracy Year 3 from 1 students 2024 to 4 students in 2025. Increase the number of students within Strong proficiency Numeracy Year 5 from 5 students 2024 to move to 2 Exceeding students in 2025.</p>
12-month target 1.3	<p>At the end of 2025, staff will have participated in completing the Staff Opinion Survey.</p> <p>SSS - Increase Academic Emphasis from 75% positive in 2022 to 85% positive in 2025. Increase Professional Learning Coherence from 75% in 2022 to 85% in 2025.</p>
KIS 1.a Curriculum planning and assessment	Embed a high-quality instructional model that aligns with curriculum planning.
Actions	Build staff capacity in establishing a structured curriculum aligning with the VTLM 2.0
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - Participate in structured learning in the classroom - Participate in 25 minutes of Phonics learning, daily (F-6) - Participate in learning catered to their ability (IEP/Student profile) - Complete ongoing assessment, tracking their evidence of learning growth

	<p>Teachers will</p> <ul style="list-style-type: none"> - Plan collaboratively for consistency - Document all curriculum development - Include adjustments to learning in overviews and continue to update IEPs and Student Profiles based on student learning data - Participate in Professional Learning to enhance their pedagogical knowledge - Consistently refer to the Instructional Model for teaching and planning <p>Leaders will</p> <ul style="list-style-type: none"> - Provide professional learning to staff - Establish PLC structures to support teacher collaboration and strengthen teaching practice - Embed a meeting schedule to ensure collaboration and consistent planning - Implement a SIT meeting to ensure Learning Area leaders have a space to discuss data for their area 			
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - Whole school meeting schedule prioritising collaborative planning time - Staff planning documents showing evident of VTLM 2.0 - Observations through learning walks - Documented evidence <p>Late Indicators</p> <ul style="list-style-type: none"> - Coaching conversations - Increase in student data - Evidence from learning walks - Consistent planning documentation 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Create a collaborative meeting schedule</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 4 to: Term 4</p>	<p>\$0.00</p>

Implement a SIT Meeting for Learning Area Leaders to attend on a rotation	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Ongoing updates and audits of Numeracy curriculum documentation	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Ongoing updates and audits of literacy curriculum documentation	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Ongoing updates and audits of inquiry documentation and planner	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Lead conducting learning walks and observations	<input checked="" type="checkbox"/> School improvement 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 Professional learning to enhance pedagogical knowledge	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Prioritise Learning Support - Staff/ES Implementation of learning supports	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$11,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Strengthen student engagement and wellbeing.			
12-month target 2.1	<p>In 2025, there will be an increased percentage in student responses regarding teacher concern using AtoSS.</p> <p>AtoSS - Increase Emotional Awareness and Regulation from 80% positive in 2024 to 95% positive in 2025. Increase Community Connections from 68% positive in 2024 to 75% positive in 2025. Increase Student Voice and Agency from 70% positive in 2024 to 85% positive in 2025.</p>			
12-month target 2.2	<p>In 2025, there will be an increase in percentage for positive responses related to students experiencing positive learning and increased outcomes using the POS.</p> <p>POS - Increase Not Experiencing Bullying from 70% positive in 2024 to 85% positive in 2025.</p>			
12-month target 2.3	<p>In 2025, there will be an increased participation in staff completing the staff opinion survey.</p> <p>SSS - Increase trust in parents and students from 70% to 80% in 2025.</p>			
12-month target 2.4	In 2025, decrease the number of students below 80% attendance from 4 students to 2 students.			
KIS 2.b Health and wellbeing	Embed and share the school's approach to supporting social and emotional learning.			
Actions	Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> - Prioritise the implementation of the Berry St model, RRR and Zones of Regulation program - Lead the continued implementation of SWPBS - Lead the use of common language in relation to wellbeing and mental health - Ensure a common understanding of the whole school approach to mental health and self-regulation - Prioritise the implementation of small group intervention 			

	<ul style="list-style-type: none"> - Prioritise the implementation of PBL (Personal Behaviour Learning) <p>Teachers will</p> <ul style="list-style-type: none"> - Implement Zones of Regulation as our whole school SEL - Implement Berry St Education, Respectful Relationships and Zones of Regulation model in classes SEL session and in the yard - Use agreed common language in relation to wellbeing and mental health - Implement mindfulness through a weekly journaling session - Encourage the implementation of our weekly PBL and reward accordingly - Align framework teachings with the SWPBS module <p>Students will</p> <ul style="list-style-type: none"> - Use a common language for regulation - Be able to identify when they are dysregulating - Be able to implement personal tools if identifying dysregulation or emotion change - Be aware of strategies to support their own mental health and self-regulation 			
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - Whole school shift in language - Staff planning documents for SEL - Observations through learning walks <p>Late Indicators</p> <ul style="list-style-type: none"> - Coaching conversations - Decrease in student behaviour compass data - Evidence from learning walks - Student points data 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Maintain flower shop for point system</p>	<p><input checked="" type="checkbox"/> Mental health and wellbeing leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$5,000.00</p>

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Prioritise Training in Berry St Education Model and Zones of Regulation	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement soft start to our daily practises	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Prioritise Professional learning - Disability Inclusion (upskilling staff on adjustments, preparation for D.I. and a focus on inclusion)	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Prioritise Professional learning - Individual Education Plans. Further enhance our practice around IEPs and supporting students with robust plans.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,045.10 <input checked="" type="checkbox"/> Equity funding will be used
Implement operational procedures on SSG format to make them more parent friendly to capture attendance to further develop the home/school partnership. Run SSG Meetings	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used

Prioritise identifying Prep cohort and supports required - connecting to allied health through NDIS.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Lead the Mental Health and Wellbeing Leader	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,704.15 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement Hands on Learning/Wellbeing Support	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,362.75 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$49,045.10	\$49,045.10	\$0.00
Disability Inclusion Tier 2 Funding	\$36,704.15	\$36,704.15	\$0.00
Schools Mental Health Fund and Menu	\$30,362.75	\$30,362.75	\$0.00
Total	\$116,112.00	\$116,112.00	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Lead conducting learning walks and observations	\$5,000.00
Implement Professional learning to enhance pedagogical knowledge	\$5,000.00
Prioritise Learning Support - Staff/ES Implementation of learning supports	\$11,000.00
Maintain flower shop for point system	\$5,000.00
Prioritise Training in Berry St Education Model and Zones of Regulation	\$10,000.00
Prioritise Professional learning - Disability Inclusion (upskilling staff on adjustments, preparation for D.I. and a focus on inclusion)	\$5,000.00
Prioritise Professional learning - Individual Education Plans. Further enhance our practice around IEPs and supporting students with robust plans.	\$3,045.10

Implement operational procedures on SSG format to make them more parent friendly to capture attendance to further develop the home/school partnership. Run SSG Meetings	\$5,000.00
Lead the Mental Health and Wellbeing Leader	\$36,704.15
Implement Hands on Learning/Wellbeing Support	\$30,362.75
Totals	\$116,112.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Lead conducting learning walks and observations	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT
Implement Professional learning to enhance pedagogical knowledge	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Prioritise Learning Support - Staff/ES Implementation of learning supports	from: Term 1 to: Term 4	\$11,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Maintain flower shop for point system	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Other SWPBS rewards program

	to: Term 4		
Prioritise Training in Berry St Education Model and Zones of Regulation	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Prioritise Professional learning - Disability Inclusion (upskilling staff on adjustments, preparation for D.I. and a focus on inclusion)	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"/> CRT
Prioritise Professional learning - Individual Education Plans. Further enhance our practice around IEPs and supporting students with robust plans.	from: Term 1 to: Term 4	\$3,045.10	<input checked="" type="checkbox"/> Support services
Implement operational procedures on SSG format to make them more parent friendly to capture attendance to further develop the home/school partnership. Run SSG Meetings	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$49,045.10	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Lead the Mental Health and Wellbeing Leader	from: Term 1 to: Term 4	\$36,704.15	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$36,704.15	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Implement Hands on Learning/Wellbeing Support	from: Term 1 to: Term 4	\$30,362.75	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$30,362.75	

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
Implement Professional learning to enhance pedagogical knowledge	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Prioritise Training in Berry St Education Model and Zones of Regulation	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Prioritise Professional learning - Disability Inclusion (upskilling staff on adjustments, preparation for D.I. and a focus on inclusion)	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Prioritise Professional learning - Individual Education Plans. Further enhance our practice around IEPs and	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

supporting students with robust plans.						
Implement operational procedures on SSG format to make them more parent friendly to capture attendance to further develop the home/school partnership. Run SSG Meetings	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site