

2024 Annual Implementation Plan

for improving student outcomes

Somerville Primary School (2656)



Submitted for review by David Tapp (School Principal) on 16 November, 2023 at 11:32 AM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 01 February, 2024 at 09:37 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

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

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<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	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve the learning growth for all students.	No	<p>Writing</p> <ul style="list-style-type: none"> • Increase the percentage of students in NAPLAN top 2 bands Year 5 from 6% (2019) to 20% (2024) • Increase the percentage of students at or above age expected level in teacher judgement from 76% (2019) to 81% (2024). 	There will be a 5% increase in Year 5 Naplan results in Reading Writing and Numeracy for Strong and Exceeding. Improve Motivation and Interest and Sense of Connectedness by 5%.SSS - Use of Student Feedback to improve Practice - to 95%
		<p>Reading</p> <ul style="list-style-type: none"> • Increase the percentage of students in NAPLAN top 2 bands Year 5 from 23% (2019) to 35 % (2024) • Increase the percentage of students at or above age expected level in teacher judgement from 82% (2019) to 86% (2024). 	
		<p>Numeracy</p> <ul style="list-style-type: none"> • Increase levels of NAPLAN at or above benchmark growth from 68% (2019) to 75% (2024) • Increase the percentage of students in the NAPLAN top 2 bands Year 5 from 15% (2019) to 25% (2024) 	

		<ul style="list-style-type: none"> • Increase the percentage of students at or above expected levels in teacher judgement growth from an average (Year 1-6) of 70% (2019) to at least 85% (2024) • • 	
		<p>School staff survey</p> <ul style="list-style-type: none"> • Increase the percentage of positive endorsement for the factor academic emphasis from 67% (2019) to 80% (2024) • Increase the percentage of positive endorsement for the factor collective efficacy from 75% (2019) to 80% (2024). 	
Strengthen agency and engagement in learning for all students.	No	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • student voice and agency from 54% (2019) to 70% (2024) • motivation and interest from 67% (2019) to 83% (2024) • self regulation and goal setting from 79% (2019) to 87% (2024). 	
		<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • motivation and support from 73% (2019) to 80% (2024) • teacher communication from 65% (2019) to 75% (2024) 	
Improve the resilience and social capabilities of each student.	No	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • sense of connectedness from 61% (2019) to 75% (2024) • resilience from 69% (2019) to 80% (2024) 	
		<p>Attendance</p> <ul style="list-style-type: none"> • Decrease the percentage of students with 20+ days absence from 27% (2019) to below 20% (2024) 	

		Parent Opinion Survey Increase the percentage of positive endorsement for the factor: <ul style="list-style-type: none"> teacher communication from 65% (2019) to 75% (2024) 	
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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	There will be a 5% increase in Year 5 Naplan results in Reading Writing and Numeracy for Strong and Exceeding. Improve Motivation and Interest and Sense of Connectedness by 5%. SSS - Use of Student Feedback to improve Practice - to 95%	
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	

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	There will be a 5% increase in Year 5 Naplan results in Reading Writing and Numeracy for Strong and Exceeding. Improve Motivation and Interest and Sense of Connectedness by 5%. SSS - Use of Student Feedback to improve Practice - to 95%
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	Build staff capacity in assessment and differentiation in Reading and Numeracy in order to identify and meet students' individual learning needs.
Outcomes	Teachers will identify students in need of targeted Reading and Numeracy support Students will receive Reading and Numeracy support targeted to their learning needs Teachers observations will impact the teaching Reading and Numeracy to refine and develop their own practice.
Success Indicators	Early indicator - Year level curriculum documentation is consistent and will show plans for differentiation in each Numeracy and Reading lesson Teacher PLC Minutes PAT Data will show an increase of 10% across Grades 3-6 Mini Survey Data - AtoSS - school mini survey from each Term

	<p>Late indicator - Victorian Curriculum teacher judgements will show increased learning growth in Reading and Number and Algebra, NAPLAN Data will show an improvement of 5% in Strong and Exceeding for Reading and Numeracy NAPLAN Data will show an increase of 10% in Exceeding for Numeracy. SSS factors Instructional Leadership and Collective Efficacy will increase AtoSS factors stimulated learning will increase</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and Organise Learning Walks to observe staff practice and collect data on student experiences of mathematics and reading assessment and differentiation for all staff.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Organise end-of-term focus groups with students, particularly those with low reading and mathematics results, to gather feedback on the instructional model so that this can be modified for greater impact.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<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
Establish and schedule weekly Booster Groups with expert teachers focusing on challenging tasks for both Reading and Numeracy. All students who receive Equity funding are participating in additional support groups inclusive of the Boosters.	<input checked="" type="checkbox"/> Assessment & reporting coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00

	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School leadership team			<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year - MSL - Staff trained in and implementation of MSL for students in Grades 3-6. Further develop Curric Links - 5 weekly checkin	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$95,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review the professional calendar and update to allocate time for teachers to communicate with parents/carers/kin around positive outcomes	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Curriculum Links - 3 hours of Team Discussion/moderation for 5 weekly check-in data uploaded to Compass, data to directly impact TJ Semester reports	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

and a positive, safe and orderly learning environment				
Actions	Strengthen the whole school approach towards social and emotional learning			
Outcomes	<p>Students will report improved emotional awareness and resilience</p> <p>Students will be able to explain what positive mental health means and where they can seek support at school</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas</p> <p>Teachers will be able to recognise, respond to and refer students' mental health needs</p> <p>Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches</p> <p>Wellbeing team will directly support students' mental health and/or provide referrals</p>			
Success Indicators	<p>Early indicators:</p> <p>Curriculum documentation will show plans for social and emotional learning</p> <p>Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p> <p>Documentation of referrals/communication processes.</p> <p>Late indicators:</p> <p>Victorian Curriculum: Personal and Social Capability</p> <p>SSS factors: instructional leadership, collective efficacy, trust in colleagues</p> <p>AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input 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"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and audit current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule student peer support training for student leaders (e.g. Live4Life in the Schools Mental Health Menu)	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$30,500.00

health.			to: Term 4	<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
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 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	\$155,331.68	\$184,000.00	-\$28,668.32
Disability Inclusion Tier 2 Funding	\$224,800.38	\$207,000.00	\$17,800.38
Schools Mental Health Fund and Menu	\$48,784.72	\$29,000.00	\$19,784.72
Total	\$428,916.78	\$420,000.00	\$8,916.78

Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule and Organise Learning Walks to observe staff practice and collect data on student experiences of mathematics and reading assessment and differentiation for all staff.	\$35,000.00
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia	\$20,000.00
Organise end-of-term focus groups with students, particularly those with low reading and mathematics results, to gather feedback on the instructional model so that this can be modified for greater impact.	\$20,000.00
Establish and schedule weekly Booster Groups with expert teachers focusing on challenging tasks for both Reading	\$100,000.00

and Numeracy. All students who receive Equity funding are participating in additional support groups inclusive of the Boosters.	
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year - MSL - Staff trained in and implementation of MSL for students in Grades 3-6. Further develop Curric Links - 5 weekly checkin	\$95,000.00
Review the professional calendar and update to allocate time for teachers to communicate with parents/carers/kin around positive outcomes	\$30,000.00
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	\$5,000.00
Review and audit current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	\$3,500.00
Schedule student peer support training for student leaders (e.g. Live4Life in the Schools Mental Health Menu)	\$80,000.00
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	\$30,500.00
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise	\$10,000.00
Totals	\$429,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Schedule and Organise Learning Walks to observe staff practice and collect data on student experiences of mathematics and reading assessment and differentiation for all staff.	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Organise end-of-term focus groups with students, particularly those with low reading and mathematics results, to gather feedback on the instructional model so that this can be modified for greater impact.	from: Term 1 to: Term 4	\$18,000.00	<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
Establish and schedule weekly Booster Groups with expert teachers focusing on challenging tasks for both Reading and Numeracy. All students who receive Equity funding are participating in additional support groups inclusive of the Boosters.	from: Term 1 to: Term 4	\$95,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year - MSL - Staff trained in and implementation of MSL for students in Grades 3-6. Further develop Curric Links - 5 weekly checkin	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing

Review the professional calendar and update to allocate time for teachers to communicate with parents/carers/kin around positive outcomes	from: Term 1 to: Term 3	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Schedule student peer support training for student leaders (e.g. Live4Life in the Schools Mental Health Menu)	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	from: Term 1 to: Term 4	\$28,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$184,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Principal class

students with disability, specifically dyscalculia			<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other Nessy
Organise end-of-term focus groups with students, particularly those with low reading and mathematics results, to gather feedback on the instructional model so that this can be modified for greater impact.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other TBC
Establish and schedule weekly Booster Groups with expert teachers focusing on challenging tasks for both Reading and Numeracy. All students who receive Equity funding are participating in additional support groups inclusive of the Boosters.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year - MSL - Staff trained in and implementation of MSL for students in Grades 3-6. Further develop Curric Links - 5 weekly checkin	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Principal class <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other MSL Training <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Subscription to online resources

Review the professional calendar and update to allocate time for teachers to communicate with parents/carers/kin around positive outcomes	from: Term 1 to: Term 3	\$29,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Principal class Whole school
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Speech pathologists <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Schedule student peer support training for student leaders (e.g. Live4Life in the Schools Mental Health Menu)	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> Other <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none">
Totals		\$207,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> headspace SAFEMinds and Suicide Risk Continuum Training (free)
Review and audit current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	from: Term 1 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> Achievement Program (free)(Whole-school approach to mental health)
Schedule student peer support training for student leaders (e.g. Live4Life in the Schools Mental Health Menu)	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free)
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Smiling Mind Primary Schools Program
Totals		\$29,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
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Totals	\$0.00
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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
Schedule and Organise Learning Walks to observe staff practice and collect data on student experiences of mathematics and reading assessment and differentiation for all staff.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<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"/> Communities of practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants MSL	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year - MSL - Staff trained in and implementation of MSL for students in Grades 3-6.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants IMSLE	<input checked="" type="checkbox"/> On-site

Further develop Curric Links - 5 weekly checkin	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School leadership team					
Review and audit current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> School leadership team	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
Schedule student peer support training for student leaders (e.g. Live4Life in the Schools Mental Health Menu)	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site