2025 Annual Implementation Plan

for improving student outcomes

Auburn South Primary School (4183)

Submitted for review by Marcus Wicher (School Principal) on 02 December, 2024 at 02:15 PM
Endorsed by Natalie Grieve (Senior Education Improvement Leader) on 30 January, 2025 at 05:30 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.	Embedding

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding

	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	Excelling
	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.	Embedding
	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	Embedding
	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	Excelling

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Progress against 4-year goals is very positive. In 2025, the school will continue to consolidate and embed agreed practices in numeracy and literacy. In 2025, the school will engage Berry Street as part of a continued focus on Positive Behaviour and Trama Informed approaches. Key actions in 2025: 1.) Support the community as we continue to recover or learn to live with the tragic events of 29 October 2024. 2.) Continue to develop and consolidate Thinking Classrooms pedagogy and approaches 3.) Work with Berry Street to further development school-wide approaches to wellbeing and positive behaviour.
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise the learning growth and achievement of every student.	Yes	By 2025, increase the percentage of Year 5 students meeting or above benchmark NAPLAN growth for • Reading to 82 or above (from 74 in 2021) • Writing to 85 or above (from 79 in 2021) • Numeracy to 92 or above (from 87 in 2021)	NA
		By 2025, increase the percentage of Year 3 students in the top two NAPLAN bands for • Reading to 78 or above (from 68 in 2021) • Writing to 72 or above (from 64 in 2021) • Numeracy to 68 or above (from 61 in 2021)	Improve the proportion of Year 3 students in the exceeding proficiency level for:Numeracy from 21% (2024) to 25%Improve the proportion of Year 3 students in the exceeding proficiency level for:Reading from 38% (2024) to 40%
		By 2025, increase the percentage of Year 5 students in the top two NAPLAN bands for: • Reading to 70 or above (from 66 in 2021) • Writing to 36 or above (from 29 in 2021) • Numeracy to 62 or above (from 60 in 2021)	Improve the proportion of Year 5 students in the exceeding proficiency level for:Numeracy from 24% (2024) to 27%Improve the proportion of Year 5 students in the exceeding proficiency level for:Reading from 35% (2024) to 42%
		By 2025, the percent positive endorsement on the SSS will be:	School Staff SurveyIncrease positive endorsement for Guaranteed and viable curriculum from 68% (2024) to

		• Guaranteed and viable curriculum—75 or above (from 59 in 2021) • Teacher collaboration—70 or above (from 48 in 2021) • Instructional leadership—75 or above (from 61 in 2021) • Understand how to analyse data—70 or above (from 33 in 2021) • Professional learning through peer observation—70 or above (from 25 in 2021)	80%.Increase positive endorsement for Teacher collaboration from 46% (2024) to 70%.Increase positive endorsement for Instructional leadership from 55% (2024) to 76%.Increase positive endorsement for Professional learning through peer observation from 39% (2024) to 47%.Increase positive endorsement for Build Resilience and a Resilient Supportive Environment from 35% (2024) to 65%.Increase positive endorsement for Staff Psychological Safety from 35% (2024) to 61%.
To further develop learner agency.	No	By 2025, the percent positive endorsement on the AToSS for Years 4–6 will be: • Student voice and agency—80 or above (from 66 in 2021) • Sense of confidence—85 or above (from 75 in 2021) • Motivation & interest—85 or above (from 79 in 2021) • Perseverance—80 or above (from 72 in 2021) • Effort—85 or above (from 75 in 2021)	
		By 2025, the percent positive endorsement on the SSS will be: • Use student feedback to improve practice—75 or above (from 50 in 2021) • Knowledge of high impact teaching strategies—75 or above (from 33 in 2021) • Promote student ownership of learning—80 or above (from 67 in 2021)	

To support and develop the health and wellbeing of all students.	Yes	By 2025, the per cent positive endorsement on the AToSS for Years 4–6 will be: • Sense of connectedness—85 or above (from 75 in 2021) • Teacher concern—80 or above (from 71 in 2021) • Emotional awareness and regulation—80 or above (from 67 in 2021) • Managing bullying—80 or above (from 69 in 2021) • Respect for diversity—80 or above (from 71 in 2021)	Attitudes to School SurveyIncrease positive endorsement for Sense of connectedness from 83% (2024) to 85%.Increase positive endorsement for Teacher Concern from 71% (2024) to 75%.Increase positive endorsement for Emotional awareness and regulation from 73% (2024) to 75%.Increase positive endorsement for Managing bullying from 71% (2024) to 75%.Increase positive endorsement for Respect for diversity from 67% (2024) to 74%.Increase positive endorsement for Classroom Behaviour from 66% (2024) to 70%.
		By 2025, the percent positive endorsement on the POS will be: • Teacher communication—75 or above (from 69 in 2020) • Managing bullying—80 (from 72 in 2020) • Confidence and resiliency skills—80 or above (from 74 in 2020) • Student motivation and support—75 or above (from 68 in 2020)	Parent Opinion SurveyIncrease positive endorsement for Confidence and resiliency skills from 80% (2024) to 85%.Increase positive endorsement for Student motivation and support from 68% (2024) to 73%.

Goal 1	**To maximise the learning growth and achievement of every student.**
12-month target 1.1	NA

12-month target 1.2	Improve the proportion of Year 3 students in the exceeding proficiency level for: Numeracy from 21% (2024) to 25% Improve the proportion of Year 3 students in the exceeding proficiency level for: Reading from 38% (2024) to 40%
12-month target 1.3	Improve the proportion of Year 5 students in the exceeding proficiency level for: Numeracy from 24% (2024) to 27% Improve the proportion of Year 5 students in the exceeding proficiency level for: Reading from 35% (2024) to 42%
12-month target 1.4	School Staff Survey Increase positive endorsement for Guaranteed and viable curriculum from 68% (2024) to 80%. Increase positive endorsement for Teacher collaboration from 46% (2024) to 70%. Increase positive endorsement for Instructional leadership from 55% (2024) to 76%. Increase positive endorsement for Professional learning through peer observation from 39% (2024) to 47%. Increase positive endorsement for Build Resilience and a Resilient Supportive Environment from 35% (2024) to 65%. Increase positive endorsement for Staff Psychological Safety from 35% (2024) to 61%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Build teacher capability to use assessment and data to target each student's point of learning need.	No
KIS 1.b Excellence in teaching and learning	Develop and implement curriculum maps and consistent whole school approaches to the planning and teaching of Reading and Numeracy.	No

KIS 1.c Excellence in teaching and learning	Embed the school's professional learning community approach for collaborative inquiry into utilising data to plan for teaching; the modelling of effective practice; and the use of peer observation and feedback	Yes
KIS 1.d Professional leadership	Build the instructional and shared leadership of all staff, with a specific focus on developing middle level leadership.	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.	The aim of this Annual Implementation Plan is to consolidate the school's focus on developing guaranteed and viable approaches (including documentation) in literacy and numeracy and positive behaviours. The school's professional learning communities approach will continue to guide practice development and improvement in these areas.	
Goal 3	**To support and develop the health and wellbeing of all students.**	
12-month target 3.1	Attitudes to School Survey Increase positive endorsement for Sense of connectedness from 83% (2024) to 85%. Increase positive endorsement for Teacher Concern from 71% (2024) to 75%. Increase positive endorsement for Emotional awareness and regulation from 73% (2024) to 75%. Increase positive endorsement for Managing bullying from 71% (2024) to 75%. Increase positive endorsement for Respect for diversity from 67% (2024) to 74%. Increase positive endorsement for Classroom Behaviour from 66% (2024) to 70%.	
12-month target 3.2	Parent Opinion Survey Increase positive endorsement for Confidence and resiliency skills from 80% (2024) to 85%. Increase positive endorsement for Student motivation and support from 68% (2024) to 73%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Embed a tiered and responsive approach to support positive behaviours and attributes.	Yes
KIS 3.b Positive climate for learning	Strengthen staff capacity to understand and support student health and wellbeing needs.	No
KIS 3.c Community engagement in learning	Further develop the school's culture of partnership with parents/carers/kin to enhance student learning and wellbeing outcomes.	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.	The school will continue to embed a tired approach to positive behaviour support, via the Prevent- Teach-Reinforce framework.	

Define actions, outcomes, success indicators and activities

Goal 1	To maximise the learning growth and achievement of every student.
12-month target 1.1	NA
12-month target 1.2	Improve the proportion of Year 3 students in the exceeding proficiency level for: Numeracy from 21% (2024) to 25% Improve the proportion of Year 3 students in the exceeding proficiency level for: Reading from 38% (2024) to 40%
12-month target 1.3	Improve the proportion of Year 5 students in the exceeding proficiency level for: Numeracy from 24% (2024) to 27% Improve the proportion of Year 5 students in the exceeding proficiency level for: Reading from 35% (2024) to 42%
12-month target 1.4	School Staff Survey Increase positive endorsement for Guaranteed and viable curriculum from 68% (2024) to 80%. Increase positive endorsement for Teacher collaboration from 46% (2024) to 70%. Increase positive endorsement for Instructional leadership from 55% (2024) to 76%. Increase positive endorsement for Professional learning through peer observation from 39% (2024) to 47%. Increase positive endorsement for Build Resilience and a Resilient Supportive Environment from 35% (2024) to 65%. Increase positive endorsement for Staff Psychological Safety from 35% (2024) to 61%.
KIS 1.c Evidence-based high-impact teaching strategies	Embed the school's professional learning community approach for collaborative inquiry into utilising data to plan for teaching; the modelling of effective practice; and the use of peer observation and feedback

Actions	Embed teacher planning practices and documentation to support consistent whole school approaches to Reading and Numeracy. Strengthen teacher instructional practice in numeracy, using the Thinking Classrooms approach, to strengthen problem solving and reasoning. Refine and embed and whole school approach to reading (secondary focus).
Outcomes	Leaders will: - demonstrate enhanced numeracy leadership and instruction expertise - support teaching teams in mathematics pedagogy - ensure that school-wide expectations and norms are enacted consistently across the school and within teams (i.e. instructional rounds, video peer coaching) - support teachers in enacting espoused beliefs about the teaching of Mathematics - continue to engage parent community to build support for the school's teaching and learning approaches (i.e. newsletter articles, short videos, information forums) - support PLC leaders to lead numeracy improvement strategy - explore ways in which evidence can be embedded within rubrics for reporting - support teachers (PL, modelling, peer observation) to embed a Prep to Year 3 approach in reading (noting that the focus to date has been predominantly P-2) Teachers will: - continue to embed structured inquiry approach - continue to embed school's approach to reading - be able to articulate the school's vision, beliefs and rationale in relation to the teaching of Mathematics (reference Understanding, Problem Solving, Fluency and Reasoning within the context of inquiry pedagogy and our commitment to the PYP). - document planning and assessment in ways that are consistent with agreed approaches (i.e. formative assessment, rich task design) - engage proactively in professional learning (including peer observation and video peer coaching) - support students in establishing learning goals that align to rubrics - support families to understand how evidence is collected and used by teachers (i.e. refined use of Seesaw) - continue to support parents to understand how they can support their children's learning (reading and numeracy) Students will: - be able to talk about their learning progress in relation to rubrics - engage in a more balanced mathematics curriculum (across the proficiencies)

Success Indicators	The school will have a clearly articulated professional learning plan for Mathematics Planning documentation will be established and implemented by all teams Scope and Sequence documents will be finalised During learning walks/instructional rounds, students are able to reflect on their learning (and that of their peers) Professional learning influencing teacher practice (as evidenced in planning documentation, student samples, peer observations etc) School Staff Survey (guaranteed viable curriculum, instructional leadership) NAPLAN - increased percentage of students in the 'exceeding' proficiency for numeracy and reading Consistency of practice as evidence through instructional rounds

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Provide professional learning to all staff in Building Thinking Classrooms approaches to numeracy.	☑ Assistant principal ☑ Numeracy leader ☑ PLC leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 3	$10,000.00
Develop and trial new staff induction processes, with a focus on both student learning and wellbeing.	☑ Assistant principal ☑ Literacy leader ☑ Mental health and wellbeing leader ☑ Numeracy leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Support PLCs to continue to refine and develop curriculum documentation to ensure consistent whole school approaches to Reading and Numeracy.	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Embed instructional rounds and peer observations, as a key professional learning strategy within PLC inquiry cycles.	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader ☑ PLC leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Continue to provide forums for peer coaching and celebration, to embed the Thinking Classrooms approach to teaching of numeracy.	☑ Assistant principal ☑ Numeracy leader ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 3	$0.00
Review alignment of current F-2 instruction in systematic synthetic phonics to DE guidelines and provide professional learning and support as required.	☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Support PLCs to plan and assess using the Victorian Curriculum English 2.0.	☑ Assistant principal ☑ Literacy leader ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Continue to develop PLC leader capabilities in leading numeracy improvement through capability building opportunities.	☑ Assistant principal ☑ Numeracy leader ☑ PLC leaders ☑ Principal	☑ PLP Priority	from: Term 3 to: Term 3	$10,000.00
Strengthen TLI provision of literacy supports in response to assessment data.	☑ Assistant principal ☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	$9,094.00

				☑ Equity funding will be used

Goal 3	To support and develop the health and wellbeing of all students.
12-month target 3.1	Attitudes to School Survey Increase positive endorsement for Sense of connectedness from 83% (2024) to 85%. Increase positive endorsement for Teacher Concern from 71% (2024) to 75%. Increase positive endorsement for Emotional awareness and regulation from 73% (2024) to 75%. Increase positive endorsement for Managing bullying from 71% (2024) to 75%. Increase positive endorsement for Respect for diversity from 67% (2024) to 74%. Increase positive endorsement for Classroom Behaviour from 66% (2024) to 70%.
12-month target 3.2	Parent Opinion Survey Increase positive endorsement for Confidence and resiliency skills from 80% (2024) to 85%. Increase positive endorsement for Student motivation and support from 68% (2024) to 73%.
KIS 3.a Health and wellbeing	Embed a tiered and responsive approach to support positive behaviours and attributes.
Actions	Engage with Berry Street to strengthen school-wide approaches to wellbeing, positive behaviour and trauma-informed practices. Embed school-wide routines and consistent expectations to support student learning and wellbeing.
Outcomes	Leaders will support staff in refining/developing wellbeing lines of inquiry Leaders will support staff in developing Positive Behaviour Plans that are reflective of the Prevent, Teach, Reinforce approach Leaders will provide professional learning opportunities for staff to better understand the respectful relationships program Leaders will support staff to continue to embed restorative practices

	Leaders will provide professional learning for staff to strengthen wellbeing, positive behaviour and trauma-informed practices. Teachers will continue to plan, teach and assess wellbeing practices that are embedded within the POI Teachers will understand the classroom practices and behaviours that can support and undermine a restorative approach Teachers will build a more practical understanding of trauma informed restorative approaches and fair consequences Teachers, leaders and the school community (parents) will share a common understanding of the tiered approach to supporting positive behaviours for learning and play Teachers will be thorough in the ways in which they document student incidences on XUNO Teachers, as members of PLC teams will respond to problems of practice in wellbeing using the Positive Behaviour Inquiry Cycle. Students will, through role play and language development, understand the structure and function of restorative conversations and fair consequences Students will understand and contribute towards the development of learning environments that enable restorative approaches Students will have strong relationships with peers and teachers Students will feel supported and engaged in the school community - including times when there is conflict Parents will feel more empowered and supported with regards to wellbeing approaches taken by the school (i.e. to address problem behaviours such as bullying).
Success Indicators	The School's POI will include wellbeing lines of inquiry The school will have consistent and documented approaches to support restorative practices The school will have embedded and agreed Positive Behaviour Inquiry Cycle approach (Prevent, Teach, Reinforce) The school will have systems embedded to respond to student behaviour and incident data School wellbeing policies will be continually updated to reflect changes in practice

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to engage with Headspace to implement staged recovery supports.	☑ Assistant principal ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1	$0.00

	☑ Principal		to: Term 4	
Provide professional learning through Berry Street Education to strengthen school-wide approaches to wellbeing, positive behaviour and trauma-informed practices.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Principal	☑ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate mental health practitioner funding to provide targeted Tier 2 and 3 supports in an ongoing manner.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed instructional rounds and peer observations, as a key professional learning strategy to support student learning and wellbeing, through agreed whole-school practices. (Including exploration of DE resources for 'enabling learning')	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$9,094.00	$9,094.00	$0.00
Disability Inclusion Tier 2 Funding	$174,055.67	$174,055.67	$0.00
Schools Mental Health Fund and Menu	$60,053.10	$60,053.10	$0.00
Total	$243,202.77	$243,202.77	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Strengthen TLI provision of literacy supports in response to assessment data.	$9,094.00
Provide professional learning through Berry Street Education to strengthen school-wide approaches to wellbeing, positive behaviour and trauma-informed practices.	$10,000.00
Allocate mental health practitioner funding to provide targeted Tier 2 and 3 supports in an ongoing manner.	$10,000.00
Totals	$29,094.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Strengthen TLI provision of literacy supports in response to assessment data.	from: Term 1 to: Term 4	$9,094.00	☑ School-based staffing
Totals		$9,094.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Provide professional learning through Berry Street Education to strengthen school-wide approaches to wellbeing, positive behaviour and trauma-informed practices.	from: Term 2 to: Term 4	$5,000.00	☑ Berry Street Education Model (BSEM) **This activity will use Mental Health Menu staffing** ○ Program delivered in school by external service provider
Allocate mental health practitioner funding to provide targeted Tier 2 and 3 supports in an ongoing manner.	from: Term 1 to: Term 4	$10,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
Totals		$15,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Assistant Principal to coordinate Disability Inclusion program	$90,000.00
Education Support Staff to support Tier 2 unfunded students	$84,055.67
Mental Health and Wellbeing Leaders	$45,053.10
Totals	$219,108.77

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Assistant Principal to coordinate Disability Inclusion program	from: Term 1 to: Term 4	$0.00	
Education Support Staff to support Tier 2 unfunded students	from: Term 1 to: Term 4	$0.00	
Mental Health and Wellbeing Leaders	from: Term 1 to: Term 4		
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Assistant Principal to coordinate Disability Inclusion program	from: Term 1 to: Term 4	$90,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Education Support Staff to support Tier 2 unfunded students	from: Term 1 to: Term 4	$84,055.67	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Mental Health and Wellbeing Leaders	from: Term 1 to: Term 4		
Totals		$174,055.67	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Assistant Principal to coordinate Disability Inclusion program	from: Term 1 to: Term 4	$0.00	
Education Support Staff to support Tier 2 unfunded students	from: Term 1	$0.00	

	to: Term 4		
Mental Health and Wellbeing Leaders	from: Term 1 to: Term 4	$45,053.10	☑ Employ staff to support Tier 1 activities
Totals		$45,053.10	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide professional learning to all staff in Building Thinking Classrooms approaches to numeracy.	☑ Assistant principal ☑ Numeracy leader ☑ PLC leaders ☑ Principal	from: Term 1 to: Term 3	☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Whole school pupil free day ☑ Network professional learning ☑ Communities of practice ☑ PLC/PLT meeting	☑ External consultants Peter Liljedahl	☑ Off-site Venue TBC
Develop and trial new staff induction processes, with a focus on both student learning and wellbeing.	☑ Assistant principal ☑ Literacy leader ☑ Mental health and wellbeing leader ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 4	☑ Preparation ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Literacy leaders ☑ Numeracy leader	☑ On-site
Embed instructional rounds and peer observations, as a key	☑ Assistant principal	from: Term 1	☑ Planning	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site

professional learning strategy within PLC inquiry cycles.	☑ Literacy leader ☑ Numeracy leader ☑ PLC leaders ☑ Principal	to: Term 4	☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs			
Continue to provide forums for peer coaching and celebration, to embed the Thinking Classrooms approach to teaching of numeracy.	☑ Assistant principal ☑ Numeracy leader ☑ PLC leaders	from: Term 1 to: Term 3	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Continue to develop PLC leader capabilities in leading numeracy improvement through capability building opportunities.	☑ Assistant principal ☑ Numeracy leader ☑ PLC leaders ☑ Principal	from: Term 3 to: Term 3	☑ Planning ☑ Demonstration lessons	☑ Network professional learning	☑ External consultants Peter Liljedahl	☑ Off-site Venue TBC
Provide professional learning through Berry Street Education to	☑ Assistant principal	from: Term 2	☑ Planning ☑ Preparation	☑ Whole school pupil free day ☑ PLC/PLT meeting	☑ External consultants	☑ On-site

strengthen school-wide approaches to wellbeing, positive behaviour and trauma-informed practices.	☑ Mental health and wellbeing leader ☑ Principal	to: Term 4	☑ Collaborative inquiry/action research team		Berry Street Education	