

2024 Annual Implementation Plan

for improving student outcomes

Ballarat High School (7540)



Submitted for review by Gary Palmer (School Principal) on 13 December, 2023 at 08:52 AM
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 19 December, 2023 at 02:56 PM
Endorsed by Richard Jones (School Council President) on 25 January, 2024 at 08:12 AM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	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	2023 Curriculum Committee Minutes 2023.pdf (1.02 MB) 2023 Leadership Agenda and Minutes.pdf (4.03 MB)

2023 PLC Master Agenda (make a copy).pdf (4.94 MB)
2024 VCE Staff Assessment Handbook Draft.docx (0.36 MB)
Assessment 2024 - Teaching staff session 161123.pdf (1.76 MB)
Ballarat High School Instructional Model.pdf (1.02 MB)
BHS STUDENT WELLBEING REFERRAL PROCESS.docx (0.06 MB)
Classroom information and agreement template.docx (0.02 MB)
Culture Committee rolling Agenda 2023.pdf (0.33 MB)
Developmental Assessment - presentation to Curriculum Committee.pdf (0.72 MB)
FISO 2.0 AIP Self-Assessment End of Year 2023.xlsx (0.02 MB)
Growing and Implementing PL Day Presentation 1.3.23.pptx (1).pdf (6.61 MB)
iep-template.docx (0.26 MB)
Learning Innovations Team Agenda and Minutes 2023.pdf (0.34 MB)
LEARNING INTERVENTIONS REFERRAL FORM TEMPLATE 2021 (1).docx (0.45 MB)
Model PL 24.8.23.pdf (1.62 MB)
Modelling Our Instructional Model PL Day 6.11.23.pdf (2.18 MB)
Professional Learning Day 31.7.23 (1).pptx (18.33 MB)
Professional Learning Day Presentation 1.3.23 incl Assessment section.pdf (6.61 MB)
SDD220783 BHS Pos Behaviour Matrix v2.pdf (0.17 MB)
Sharing Our Practice PL Day 18.5.23.pdf (0.98 MB)
STUDENT SERVICES REFERRAL FORM.docx (0.05 MB)
SWPBS action plan.docx (0.85 MB)
Template - Behaviour support plan.docx (1).pdf (0.1 MB)
Template - Student Performance Card.doc (0.25 MB)
Template Attendance strategies plan (3).docx (0.01 MB)
_Executive Leadership Rolling Agenda and Minutes 2023 .pdf (1.2 MB)
_Inclusion 2024 planning.xlsx - Light.pdf (0.07 MB)

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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Maximise learning growth and achievement for all students.</p>	Yes	<p>NAPLAN benchmark growth Year 9:</p> <ul style="list-style-type: none"> • Improve the per cent of meeting and above benchmark growth in reading from 78 per cent in 2021 to 84 per cent by 2025. • Improve the per cent of meeting and above benchmark growth in writing from 79 per cent in 2021 to 84 per cent by 2025. • Improve the per cent of meeting and above benchmark growth in numeracy from 74 per cent in 2021 to 80 per cent by 2025 	<p>1. Improve the percentage of students exceeding or strong in Year 9 NAPLAN Proficiency Reading levels from 63% in 2023 to 65% in 2024.2. Improve the percentage of students exceeding or strong in Year 9 NAPLAN Proficiency Writing levels from 65% in 2023 to 67% in 2024.3. Improve the percentage of students exceeding or strong in Year 9 NAPLAN Proficiency Numeracy levels from 66% in 2023 to 68% in 2024.</p>
		<p>VCE Mean score:</p> <ul style="list-style-type: none"> • Improve the VCE mean All study from 28.39 in 2021 to 30 by 2025. • Improve the English mean score from 26.25 in 2021 to 30 by 2025. • Improve the per cent of scores greater than 37 from 8.2 per cent in 2021 to 15 per cent by 2025. 	<p>1. Improve the VCE mean All study from 29.5 in 2023 to 30.0 in 2024.2. Improve the English mean score from 28.8 in 2023 to 29.5 in 2024.3. Improve the percent of scores greater than 37 from 8.8% in 2023 to 12% in 2024.</p>

		<p>NAPLAN Top two bands Year 9:</p> <ul style="list-style-type: none"> • Improve the per cent of students in the top two bands in reading from 13 per cent in 2021 to 20 per cent by 2025. • Improve the per cent of students in the top two bands in writing from 8 per cent in 2021 to 17 per cent by 2025. • Improve the per cent of students in the top two bands in numeracy from 11 per cent in 2021 to 18 per cent by 2025. • Improve the per cent of students maintained in top two bands in reading from 45 per cent in 2021 to 55 per cent by 2025. • Improve the per cent of students maintained in top two bands in writing from 32 per cent in 2021 to 45 per cent by 2025. • Improve the per cent of students maintained in top two bands in numeracy from 45 per cent in 2021 to 55 per cent by 2025. 	As Above
		<p>Attitudes of Students to School Survey 7–12:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Stimulated Learning from 51 per cent in 2021 to 60 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Differentiated learning challenge from 53 per cent in 2021 to 62 per cent by 2025. 	<p>1. Improve the percent of positive endorsement in the measure of Stimulated Learning from 46% in 2023 to 50% in 2024.2. Improve the percent of positive endorsement in the measure of Differentiated learning challenge from 49% in 2023 to 56% in 2024.</p>
		<p>School Staff Survey:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Academic emphasis from 38 per cent in 2021 to 50 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Instructional leadership from 33 per cent in 2021 to 46 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Teacher collaboration from 28 per cent in 2021 to 50 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Collective efficacy from 52 per cent in 2021 to 60 per cent by 2025. 	<p>1. Improve the percent of positive endorsement in the measure of Academic emphasis from 28% in 2023 to 35% in 2024.2. Improve the percent of positive endorsement in the measure of Instructional leadership from 39% in 2023 to 45% in 2024.3. Improve the percent of positive endorsement in the measure of Teacher collaboration from 44% in 2023 to 49% in 2024.4. Improve the percent of positive endorsement in the measure of Collective efficacy from 43% in 2023 to 51% in 2024.5. Improve the percent of positive endorsement in the measure of Guaranteed</p>

		<ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Guaranteed and viable curriculum from 42 per cent in 2021 to 60 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Use student feedback to improve teaching practice from 38 per cent in 2021 to 55 per cent by 2025. 	and viable curriculum from 47% in 2023 to 57% in 2024.6. Improve the percent of positive endorsement in the measure of Use student feedback to improve teaching practice from 46% in 2023 to 56% in 2024.
Optimise the social and emotional wellbeing and resilience of every student	Yes	<p>Attitudes of Students to School Survey 7–12:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Sense of connectedness from 49 per cent in 2021 to 61 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Respect for diversity from 41 per cent in 2021 to 54 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Resilience (perseverance) from 53 per cent in 2021 to 61 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Teacher concern from 37 per cent in 2021 to 50 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Emotional awareness and regulation from 61 per cent in 2021 to 67 per cent by 2025. 	<p>1. Improve the percent of positive endorsement in the measure of Sense of connectedness from 37% in 2023 to 42% in 2024.2. Improve the percent of positive endorsement in the measure of Respect for diversity from 31% in 2023 to 37% in 2024.3. Improve the percent of positive endorsement in the measure of Resilience (perseverance) from 47% in 2023 to 53% in 2024.4. Improve the percent of positive endorsement in the measure of Teacher concern from 32% in 2023 to 33% in 2024.5. Improve the percent of positive endorsement in the measure of Emotional awareness and regulation from 58% in 2023 to 64% by 2024.</p>
		<p>School Staff Survey:</p> <ul style="list-style-type: none"> • Improve the per cent of positive endorsement in the measure of Staff trust in colleagues from 55 per cent in 2021 to 70 per cent by 2025. • Improve the per cent of positive endorsement in the measure of Trust in students and parents from 43 per cent in 2021 to 51 per cent by 2025. 	<p>1. Improve the percent of positive endorsement in the measure of Staff trust in colleagues from 59% in 2023 to 69 % in 2024.2. Improve the percent of positive endorsement in the measure of Trust in students and parents from 39% in 2023 to 44% in 2024.</p>

Goal 2	Maximise learning growth and achievement for all students.
---------------	---

12-month target 2.1-month target	<ol style="list-style-type: none"> 1. Improve the percentage of students exceeding or strong in Year 9 NAPLAN Proficiency Reading levels from 63% in 2023 to 65% in 2024. 2. Improve the percentage of students exceeding or strong in Year 9 NAPLAN Proficiency Writing levels from 65% in 2023 to 67% in 2024. 3. Improve the percentage of students exceeding or strong in Year 9 NAPLAN Proficiency Numeracy levels from 66% in 2023 to 68% in 2024.
12-month target 2.2-month target	<ol style="list-style-type: none"> 1. Improve the VCE mean All study from 29.5 in 2023 to 30.0 in 2024. 2. Improve the English mean score from 28.8 in 2023 to 29.5 in 2024. 3. Improve the percent of scores greater than 37 from 8.8% in 2023 to 12% in 2024.
12-month target 2.3-month target	As Above
12-month target 2.4-month target	<ol style="list-style-type: none"> 1. Improve the percent of positive endorsement in the measure of Stimulated Learning from 46% in 2023 to 50% in 2024. 2. Improve the percent of positive endorsement in the measure of Differentiated learning challenge from 49% in 2023 to 56% in 2024.
12-month target 2.5-month target	<ol style="list-style-type: none"> 1. Improve the percent of positive endorsement in the measure of Academic emphasis from 28% in 2023 to 35% in 2024. 2. Improve the percent of positive endorsement in the measure of Instructional leadership from 39% in 2023 to 45% in 2024. 3. Improve the percent of positive endorsement in the measure of Teacher collaboration from 44% in 2023 to 49% in 2024. 4. Improve the percent of positive endorsement in the measure of Collective efficacy from 43% in 2023 to 51% in 2024. 5. Improve the percent of positive endorsement in the measure of Guaranteed and viable curriculum from 47% in 2023 to 57% in 2024. 6. Improve the percent of positive endorsement in the measure of Use student feedback to improve teaching practice from 46% in 2023 to 56% in 2024.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	<p>Embed a whole school instructional model that enables effective differentiation through the integration of assessment, a guaranteed and viable curriculum and evidence informed pedagogical practice.</p> <p>Yes</p>

KIS 2.b Leadership	Develop the capacity of all staff and leadership to embed a culture of high expectations, shared values and trust.	No
KIS 2.c Leadership	Embed sustainable routines for teacher collaboration and professional development, underpinned by robust implementation practices to ensure school improvement initiatives are embedded.	No
KIS 2.d Assessment	Develop the capacity of teachers to effectively design and implement quality formative and summative assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards.	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.	We now have the opportunity to set Key Improvement Strategies based on our self evaluation, school review, and new strategic plan which was based around FISO 2.0.	
Goal 3	Optimise the social and emotional wellbeing and resilience of every student	
12-month target 3.1-month target	<ol style="list-style-type: none"> 1. Improve the percent of positive endorsement in the measure of Sense of connectedness from 37% in 2023 to 42% in 2024. 2. Improve the percent of positive endorsement in the measure of Respect for diversity from 31% in 2023 to 37% in 2024. 3. Improve the percent of positive endorsement in the measure of Resilience (perseverance) from 47% in 2023 to 53% in 2024. 4. Improve the percent of positive endorsement in the measure of Teacher concern from 32% in 2023 to 33% in 2024. 5. Improve the percent of positive endorsement in the measure of Emotional awareness and regulation from 58% in 2023 to 64% by 2024. 	
12-month target 3.2-month target	<ol style="list-style-type: none"> 1. Improve the percent of positive endorsement in the measure of Staff trust in colleagues from 59% in 2023 to 69 % in 2024. 2. Improve the percent of positive endorsement in the measure of Trust in students and parents from 39% in 2023 to 44% in 2024. 	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Embed a school culture that celebrates diversity, enables inclusion, promotes cultural awareness and safety and addresses discrimination and racism to promote respectful and inclusive attitudes, behaviours and practices.	Yes
KIS 3.b Support and resources	Develop and embed tiered systems of support to meet the diverse wellbeing and learning needs and enable every student to develop the social, emotional wellbeing and resilience capabilities to thrive.	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.	We now have the opportunity to set Key Improvement Strategies based on our self evaluation, school review, and new strategic plan which was based around FISO 2.0.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning growth and achievement for all students.
12-month target 2.1 target	<ol style="list-style-type: none"> 1. Improve the percentage of students exceeding or strong in Year 9 NAPLAN Proficiency Reading levels from 63% in 2023 to 65% in 2024. 2. Improve the percentage of students exceeding or strong in Year 9 NAPLAN Proficiency Writing levels from 65% in 2023 to 67% in 2024. 3. Improve the percentage of students exceeding or strong in Year 9 NAPLAN Proficiency Numeracy levels from 66% in 2023 to 68% in 2024.
12-month target 2.2 target	<ol style="list-style-type: none"> 1. Improve the VCE mean All study from 29.5 in 2023 to 30.0 in 2024. 2. Improve the English mean score from 28.8 in 2023 to 29.5 in 2024. 3. Improve the percent of scores greater than 37 from 8.8% in 2023 to 12% in 2024.
12-month target 2.3 target	As Above
12-month target 2.4 target	<ol style="list-style-type: none"> 1. Improve the percent of positive endorsement in the measure of Stimulated Learning from 46% in 2023 to 50% in 2024. 2. Improve the percent of positive endorsement in the measure of Differentiated learning challenge from 49% in 2023 to 56% in 2024.
12-month target 2.5 target	<ol style="list-style-type: none"> 1. Improve the percent of positive endorsement in the measure of Academic emphasis from 28% in 2023 to 35% in 2024. 2. Improve the percent of positive endorsement in the measure of Instructional leadership from 39% in 2023 to 45% in 2024. 3. Improve the percent of positive endorsement in the measure of Teacher collaboration from 44% in 2023 to 49% in 2024. 4. Improve the percent of positive endorsement in the measure of Collective efficacy from 43% in 2023 to 51% in 2024. 5. Improve the percent of positive endorsement in the measure of Guaranteed and viable curriculum from 47% in 2023 to 57% in 2024. 6. Improve the percent of positive endorsement in the measure of Use student feedback to improve teaching practice from 46% in 2023 to 56% in 2024.
KIS 2.a	Embed a whole school instructional model that enables effective differentiation through the integration of assessment, a guaranteed and viable curriculum and evidence informed pedagogical practice.

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Actions</p>	<ol style="list-style-type: none"> 1. Embed the BHS whole school instructional model through the development of subject-specific pedagogy. 2. Build staff capacity to use student data to plan for differentiation and teach to students' point of need. 3. Conduct a wholeschool curriculum review to ensure a guaranteed and viable curriculum that caters for all learners. <ol style="list-style-type: none"> 1. Develop collaboration and reflective practices through embedding professional learning communities, peer observation, use of student feedback, learning walks and teacher coaching to improve curriculum and pedagogical practices across the school. 2. Build the capacity of Faculties to collaborate effectively to embed subject specific pedagogy in relation to the BHS Instructional Model, guaranteed and viable curriculum and developmental rubrics
<p>Outcomes</p>	<p>Students:</p> <p>Students will understand what is required of them within different phases of a lesson.</p> <p>Students will begin using the student actions on the BHS instructional model to increase agency in their learning.</p> <p>Students use teacher feedback to improve on previous work and challenge themselves to maximise learning growth.</p> <p>Students provide feedback and participate in focus groups as part of a whole school curriculum review.</p> <p>Teachers:</p> <p>Teachers will consistently implement the BHS Instructional model through confident implementation of the Introduce, Model & Build phases.</p> <p>Teachers will understand the Build and Help phases of the BHS Instructional model and how to utilise them.</p> <p>Teachers will build their data literacy by following an evidenced based collaborative PLC inquiry cycle and engaging in whole school data literacy professional learning opportunities.</p> <p>Teachers will reflect on their professional practice through data gathered through peer observations, PIVOT student feedback and their work in PLCs.</p> <p>Teachers will participate in professional development focused on Differentiation with Glen Pearsall which will then inform their PLC inquiry and their practice.</p> <p>Teachers provide feedback and participate in focus groups as part of a whole school curriculum review.</p>

	<p>Leaders: Leaders will monitor the implementation of the BHS Instructional Model by introducing learning walks, a coaching program and creating a Teaching & Learning Handbook. Leaders will support all teachers (particularly new staff) to understand and be skilled in implementing the BHS Instructional Model. Leaders will provide opportunities for emerging and middle leaders to further develop their leadership capacity. Leaders will further develop their own data literacy in order to support staff and model best practice. Leaders will continue to support PLCs, Faculty Teams, Leadership Team and school improvement teams eg. Learning Innovations Team, Data Team to improve pedagogical practices. Leaders will actively support teachers to reflect on their practices by providing protocols, time and space for that to occur. Leaders will facilitate a curriculum review process.</p> <p>Students: Students will provide feedback through the Pivot data collection and the ATOSS processes. Students will participate in PLC instructional lessons and provide feedback to teachers.</p> <p>Teachers: Teachers will participate in PLCs on Monday nights throughout the year, completing a number of inquiry cycles. Teachers will reflect on their professional practice through data gathered through peer observations, PIVOT student feedback and their work in PLCs. Teachers will participate in professional development focused on Differentiation with Glen Pearsall which will then shape the focus of PLCs.</p> <p>Leaders: Leaders will support both of these areas through active and engaged leadership within PLCs and the Leadership team. Leaders will actively support teachers to reflect on their practices through providing the time and space for that to occur. Leaders will prioritise the resourcing required to implement these actions effectively.</p>
<p>Success Indicators</p>	<p>PLC inquiries, peer observations, learning walks and student feedback show that staff are implementing the BHS Instructional Model. Curriculum documentation shows evidence of planning for differentiation. PDP reflections show increased confidence and changes to pedagogical practice. School Staff Survey - Teaching & Learning (Planning) - Plan differentiated learning activities. AtoSS - Effective Teaching Practice for Cognitive Engagement - Differentiated learning challenge. Successful and effective PLC implementation with completion of a number of cycles.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Ongoing provision of professional learning to embed the BHS Instructional Model, including a focus on differentiation with Glen Pearsall	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$11,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Reflective practices for staff including peer observation and PIVOT student feedback data collection	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a common approach to the teaching of writing in the English Faculty and establish a Literacy Learning Framework	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Conduct a wholeschool curriculum review.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement a coaching plan and learning walks.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.d Systematic use of assessment strategies and measurement	Develop the capacity of teachers to effectively design and implement quality formative and summative assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards.			

practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities				
Actions	<ol style="list-style-type: none"> 1. Develop the capacity of teachers to effectively design and implement quality learning progressions and developmental rubrics to assess and evaluate student learning growth and inform teacher practice. 2. Implement the changes to the VCE Assessment Policy and Years 7-10 Assessment Policy. 3. Provide opportunities for moderation to build consistency in teacher judgement. 			
Outcomes	<p>Students:</p> <p>Students will have a common language to discuss the assessment of their learning with their teachers Students will have common approaches to key assessment tasks within and across faculties VCE students will complete assessments in line with the revised VCE Assessment policy Year 10 students will gain satisfactory achievement results through the completion of coursework</p> <p>Teachers:</p> <p>Teachers will reflect on their assessment practices within faculties and PLCs to ensure they provide effective evidence of student growth Teachers will work within their faculties to investigate the use of learning progressions and developmental rubrics, including developing and trialling aspects of both. All VCE teachers will implement the revised VCE Assessment policy within their classes Teachers will participate in professional learning sessions about the use of learning progressions and developmental rubrics.</p> <p>Leaders:</p> <p>Leaders will support both of these areas through active and engaged leadership within PLCs and the Leadership team. Leaders will actively support teachers to reflect on their practices through providing the time and space for that to occur. Leaders will prioritise the resourcing required to implement these actions effectively.</p>			
Success Indicators	<p>Completion of professional learning day in term 2 in regards to learning progressions/developmental rubrics. Working party established to lead implementation of learning progressions/developmental rubrics Increased consistency of teacher judgements against NAPLAN (Panorama)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Assessment: Implementation of revised coursework assessment processes years 10 - 12; professional learning provided for teachers in developing learning progressions/developmental rubrics.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Goal 3</p>	<p>Optimise the social and emotional wellbeing and resilience of every student</p>			
<p>12-month target 3.1 target</p>	<ol style="list-style-type: none"> 1. Improve the percent of positive endorsement in the measure of Sense of connectedness from 37% in 2023 to 42% in 2024. 2. Improve the percent of positive endorsement in the measure of Respect for diversity from 31% in 2023 to 37% in 2024. 3. Improve the percent of positive endorsement in the measure of Resilience (perseverance) from 47% in 2023 to 53% in 2024. 4. Improve the percent of positive endorsement in the measure of Teacher concern from 32% in 2023 to 33% in 2024. 5. Improve the percent of positive endorsement in the measure of Emotional awareness and regulation from 58% in 2023 to 64% by 2024. 			
<p>12-month target 3.2 target</p>	<ol style="list-style-type: none"> 1. Improve the percent of positive endorsement in the measure of Staff trust in colleagues from 59% in 2023 to 69 % in 2024. 2. Improve the percent of positive endorsement in the measure of Trust in students and parents from 39% in 2023 to 44% in 2024. 			
<p>KIS 3.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</p>	<p>Embed a school culture that celebrates diversity, enables inclusion, promotes cultural awareness and safety and addresses discrimination and racism to promote respectful and inclusive attitudes, behaviours and practices.</p>			
<p>Actions</p>	<p>Development and implementation of School Wide Positive Behaviour Framework to create a positive and inclusive climate for learning. Focus to be related to the Essential features of SWPBS practice. -Clarifying, teaching and encouraging expected behaviours. -Developing and supporting effective classroom practices.</p>			

	<p>-Ongoing monitoring of behavioural data. -Further development and implementation of the House Spirit plan</p>			
Outcomes	<p>Students: Students will understand the SWPBS expectations across all school environments. Students will undergo a series of SWPBS lessons to support their understanding of the school wide expectations. Students use teacher feedback to improve their ability to meet school wide expectations. Students to provide feedback to the SWPBS team and House teams to inform future priorities. Students will have a greater connection to their house and house based events.</p> <p>Teachers: Teachers will consistently implement the BHS Student Management Plan and follow the process and procedures. Teachers will develop their classroom management repertoire to enable them to implement the BHS Student Management Plan. Teachers will participate in professional development focused around Restorative Practices with David Vinegrad which support them to develop a positive classroom environment. Teachers will provide ongoing feedback around the BHS Student Management Plan.</p> <p>Leaders: Leaders will monitor the implementation of the BHS Student Management Plan by looking regularly at Compass data. Leaders will support teachers to understand and be skilled in implementing the BHS Student Management Plan. Leaders will provide professional learning opportunities for staff to further develop their capacity to provide a positive learning environment. Leaders will further develop their own data literacy around Compass in order to evaluate changes to the BHS Student Management Plan and support staff in areas of concern.</p>			
Success Indicators	<p>Delivery of professional learning to staff around restorative practices. Regular review of Compass data to inform SWPBS mini lesson roll out. Student behavioural data from Compass. ATOSS survey Staff survey. SWPBS action plan.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Provision of Professional learning around Restorative Practices using David Vinegrad as an outside expert.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Regular review of the BHS Student Management Plan.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Development of House Spirit Plan.	<input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of the SWPBS Action Plan.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3.b Responsive, tiered and contextualised approaches and	Develop and embed tiered systems of support to meet the diverse wellbeing and learning needs and enable every student to develop the social, emotional wellbeing and resilience capabilities to thrive.			

strong relationships to support student learning, wellbeing and inclusion	
Actions	Development and implementation of a Disability Inclusion action plan to support student wellbeing and inclusion. Continual review of the inclusion and wellbeing programs.
Outcomes	<p>Students: Students will have access to targeted literacy support through small group and in-class support. Students will have access to targeted numeracy support through small group and in-class support. Students will have access to targeted wellbeing support through social and emotional programs offered through inclusion support and MHP.</p> <p>Teachers: Teachers will access IEPs for students and seek clarification as required. Teachers will make reasonable adjustments to teaching, learning and environment to ensure that students with a disability can access education to the same standard as their peers. Teachers will record reasonable adjustments on Compass to support funding applications. Teachers will coordinate with education support staff regarding how they support students in their classrooms. Teachers will differentiate teaching and learning for students at all tiers.</p> <p>Leaders: Leaders will provide coaching support for teachers so that reasonable adjustment are made with fidelity. Leaders will monitor the implementation of the targeted interventions and continually review the impact. Leaders will use data to identify students who require support and continue to monitor data to determine whether further interventions are needed.</p>
Success Indicators	<p>Increase in Reading and Maths PAT data. Positive response to ATOSS data related to resilience & emotional awareness and regulation. Positive response to ATOSS data related to connectedness. Differentiated teaching and learning is documented in curriculum. Increased in-class support by ES staff and tutors.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
In-class support by ES staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$260,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Targeted interventions - Literacy & Numeracy.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Targeted Interventions - Social & Emotional.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<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

Coaching for teachers to implement reasonable adjustments.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$93,000.00 <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	\$389,354.45	\$392,000.00	-\$2,645.55
Disability Inclusion Tier 2 Funding	\$452,462.53	\$453,000.00	-\$537.47
Schools Mental Health Fund and Menu	\$158,871.29	\$159,000.00	-\$128.71
Total	\$1,000,688.27	\$1,004,000.00	-\$3,311.73

Activities and milestones – Total Budget

Activities and milestones	Budget
Ongoing provision of professional learning to embed the BHS Instructional Model, including a focus on differentiation with Glen Pearsall	\$11,000.00
Reflective practices for staff including peer observation and PIVOT student feedback data collection	\$5,000.00
Develop a common approach to the teaching of writing in the English Faculty and establish a Literacy Learning Framework	\$5,000.00
Implement a coaching plan and learning walks.	\$5,000.00
Assessment: Implementation of revised coursework assessment processes years 10 - 12; professional learning provided for teachers in developing learning progressions/developmental rubrics.	\$5,000.00
Provision of Professional learning around Restorative Practices using David Vinegrad as an outside expert.	\$7,000.00

Implementation of the SWPBS Action Plan.	\$5,000.00
In-class support by ES staff.	\$260,000.00
Targeted interventions - Literacy & Numeracy.	\$40,000.00
Targeted Interventions - Social & Emotional.	\$10,000.00
Coaching for teachers to implement reasonable adjustments.	\$93,000.00
Totals	\$446,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Ongoing provision of professional learning to embed the BHS Instructional Model, including a focus on differentiation with Glen Pearsall	from: Term 1 to: Term 1	\$11,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Reflective practices for staff including peer observation and PIVOT student feedback data collection	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop a common approach to the teaching of writing in the English Faculty and establish a Literacy Learning Framework	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement a coaching plan and learning walks.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Assessment: Implementation of revised coursework assessment processes years 10 - 12; professional learning provided for teachers in developing learning progressions/developmental rubrics.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Provision of Professional learning around Restorative Practices using David Vinegrad as an outside expert.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implementation of the SWPBS Action Plan.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$43,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
In-class support by ES staff.	from: Term 1 to: Term 4	\$260,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Targeted interventions - Literacy & Numeracy.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Other Literacy & Numeracy teacher inclusion time

Targeted Interventions - Social & Emotional.	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 Targeted Interventions - Social & Emotional programs
Coaching for teachers to implement reasonable adjustments.	from: Term 1 to: Term 4	\$93,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers • Education support
Totals		\$403,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Social Disadvantage: additional MIPS / Careers advisor spending to support students 15+ (above DE Budget)	\$75,000.00

Social Disadvantage: EAL support Coordination	
Live4Life and BlueEDGE mental Health programs	\$159,000.00
Social Disadvantage: Schools Wellbeing (student Services) team above DE budget	
Time release for Learning Specialists: Literacy & Numeracy	\$0.00
DIP process support	\$452,000.00
Totals	\$686,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Social Disadvantage: additional MIPS / Careers advisor spending to support students 15+ (above DE Budget)	from: Term 1 to: Term 4	\$135,000.00	<input checked="" type="checkbox"/> School-based staffing
Social Disadvantage: EAL support Coordination	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Live4Life and BlueEDGE mental Health programs	from: Term 1 to: Term 4		
Social Disadvantage: Schools Wellbeing (student Services) team above DE budget	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing

Time release for Learning Specialists: Literacy & Numeracy	from: Term 1 to: Term 4	\$52,000.00	<input checked="" type="checkbox"/> School-based staffing
DIP process support	from: Term 1 to: Term 4		
Totals		\$349,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Social Disadvantage: additional MIPS / Careers advisor spending to support students 15+ (above DE Budget)	from: Term 1 to: Term 4		
Social Disadvantage: EAL support Coordination	from: Term 1 to: Term 4		
Live4Life and BlueEDGE mental Health programs	from: Term 1 to: Term 4		
Social Disadvantage: Schools Wellbeing (student Services) team above DE budget	from: Term 1 to: Term 4		

Time release for Learning Specialists: Literacy & Numeracy	from: Term 1 to: Term 4		
DIP process support	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Professional services (inclusive education related services) Other Behavioural therapists, etc plus teacher release to participate in DIP Porcess <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Sensory resources
Totals		\$50,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Social Disadvantage: additional MIPS / Careers advisor spending to support students 15+ (above DE Budget)	from: Term 1 to: Term 4		
Social Disadvantage: EAL support Coordination	from: Term 1 to: Term 4		
Live4Life and BlueEDGE mental Health programs	from: Term 1	\$22,000.00	<input checked="" type="checkbox"/> Live4Life (Youth Live4Life)(Local community-led mental health interventions)

	to: Term 4		<p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Build staff capacity (conference, course, seminar)
Social Disadvantage: Schools Wellbeing (student Services) team above DE budget	from: Term 1 to: Term 4	\$137,000.00	<p><input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students</p> <p>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Youth worker
Time release for Learning Specialists: Literacy & Numeracy	from: Term 1 to: Term 4		
DIP process support	from: Term 1 to: Term 4		
Totals		\$159,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Ongoing provision of professional learning to embed the BHS Instructional Model, including a focus on differentiation with Glen Pearsall	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team 	from: Term 1 to: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Glen Pearsall <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
Reflective practices for staff including peer observation and PIVOT student feedback data collection	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
Develop a common approach to the teaching of writing in the English Faculty and establish a Literacy Learning Framework	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Literacy leader 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Implement a coaching plan and learning walks.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Assessment: Implementation of revised coursework assessment processes years 10 - 12; professional learning provided for teachers in developing learning progressions/developmental rubrics.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provision of Professional learning around Restorative Practices using David Vinegrad as an outside expert.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants David Vinegrad	<input checked="" type="checkbox"/> On-site

Implementation of the SWPBS Action Plan.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Martine Wakeman: DE SWPBS Coach	<input checked="" type="checkbox"/> On-site
Targeted interventions - Literacy & Numeracy.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Coaching for teachers to implement reasonable adjustments.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	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