2022 Annual Implementation Plan

for improving student outcomes

Boroondara Park Primary School (5288)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

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

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

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

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

Enter your reflective comments	When undertaking the self assessment staff could see aspects of evolving and embedding in a number of areas. With a focus for 2022 on consistent implementation and embedding the teaching and learning program, differentiation and building student voice and agency the school sees the potential to grow and develop. Building partnerships is a focus of the Strategic Plan, which will continue even though not in this AIP.

Considerations for 2022	Students being back onsite, working in their classrooms will be supported through the health and wellbeing foci in this AIP. The 2022 AIP and Strategic Plan will enable the school to focus on clear improvement areas to move from a very good school to an excellent school.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve the learning growth in literacy and numeracy for every student.
Target 2.1	By 2024,using the Victorian Curriculum [teacher judgements], increase the percentage of students assessed in Years 1 to 6 achieving above the expected level in: • Reading and viewing from 61% [2019] to 66% • Writing from 46% [2019] to 51% • Speaking and listening from 47% [2019] to 52% • Number and algebra from 55% [2019] to 60% • Measurement and geometry from 52% [2019] to 57% • Statistics and probability from 52% [2019] to 57%

Target 2.2	By 2024 increase the percentage of students at Year 5 meeting benchmark growth on NAPLAN • Reading from 29% [2019] to 35% • Writing from 34% [2019] to 40% • Spelling from 31% [2019] to 35% • Grammar and punctuation from 21% [2019] to 25% • Numeracy from 32% [2019] to 38%
Target 2.3	Increase the percentage of Year 3 and Year 5 students achieving in the top 2 NAPLAN bands [based on 2019 data] Year 3: • Reading from 75% [2019] to 83% • Writing from 68% [2019] to 75% • Spelling from 61% [2019] to 71% • Grammar and punctuation from 74% [2019] to 80% • Numeracy from 59% [2019] to 69 % Year 5: • Reading from 62% [2019] to 70% • Writing from 30% [2019] to 45% • Spelling from 40% [2019] to 50% • Grammar and punctuation from 49% [2019] to 55% • Numeracy from 57% [2019] to 67 %

Key Improvement Strategy 2.a Building practice excellence	Build a culture of collaboration by strengthening the work of teams.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build data literacy skills to inform collaborative planning for differentiated teaching and learning.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capability to differentiate learning tasks to meet students at their point of need.
Goal 3	Empower students to be independent, engaged and motivated learners.
Target 3.1	By 2024, improve the positive responses in the Attitudes to School Survey for the following factors: • Student agency and voice from 64% [2019] to 75% • Stimulated learning from 73% [2019] to 80% • Sense of confidence from 75% [2019]to 80% • Effective teaching time from 79% [2019] to 85% • Motivation and interest from 73% [2019] to 80% • Self-regulation and goal setting from 78% [2019] 85% • Effort from 77% [2019] to 85%
Target 3.2	By 2024, improve the positive responses in the Parent Opinion Survey for the following factors: • Teacher communication from 73% [2019] to 80% • School communication from 81% [2019] to 85% • Student agency and voice from 72% [2019] to 80%

	• Stimulating learning environment from 76% [2019] to 80% • Effective teaching time from 76% [2019] to 80 % • Student motivation and support from 70% [2019] to 75%
Target 3.3	By 2024, improve the positive responses in the School Staff Survey for the following factors: • Academic emphasis from 66% [2019] to 75% • Teacher collaboration from 56% [2019] to 70% • Parent and Community involvement from 80% [2019] to 85%
Key Improvement Strategy 3.a Empowering students and building school pride	Build a consistent understanding of student agency and voice in learning and develop a whole school approach.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Strengthen opportunities for students to engage in inquiry learning.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting.
Goal 4	Enhance student wellbeing, connectedness and pride in the school.
Target 4.1	By 2024, improve the percentage of positive responses on the Parent Opinion Survey for the following factors: • Confidence and resiliency skills from 79% [2019] to 85%

	• Parent participation and involvement from 73% [2019] to 80% • Student agency and voice from 72% [2019] to 80% • Not experiencing bullying from 72% [2019] to 80% • Managing bullying from 80% [2019] to 85%
Target 4.2	By 2024, improve the positive responses in the Attitudes to School Survey for the following factors: • Respect for diversity from 64% [2019] to 70% • Teacher concern from 68% [2019] to 75% • Resilience from 74% [2019]to 80% • Advocate at school from 78% [2019] to 85% • Managing bullying from 67% [2019] to 75% • Sense of connectedness from 71% [2019] to 80%
Target 4.3	By 2024, improve the positive responses in the School Staff Survey for the following factors: • Shielding and buffering from 63% [2019] to 70% • Trust in students and parents from 84% [2019] to 90%
Key Improvement Strategy 4.a Vision, values and culture	Review the school's vision, mission and values and integrate the revised intentions into all areas of schooling.
Key Improvement Strategy 4.b Parents and carers as partners	Strengthen the partnership between staff, students, carers and parents to create a shared responsibility for student learning and wellbeing.

Key Improvement Strategy 4.c Parents and carers as partners	Refine the whole school communication framework to ensure effective communication between home and school.

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.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	Learning target Increase the percentage of Year 3 and Year 5 students achieving in the top 2 NAPLAN bands: Year 3 - Numeracy from 60% (2021) to 64% (2022) Year 5 - Numeracy from 58% (2021) to 61% (2022) Increase the percentage of Year 3 and Year 5 students achieving in the top 2 NAPLAN bands: Year 3 - Writing from 73% t(2021) to 75% (2022) Year 5 - Writing from 42% (2021) to 45% (2022) Wellbeing target By 2024, improve the positive responses in the Attitudes to School Survey for the following factors: - Student agency and voice from 57% (2021) increase to 65% (2022) - Individual social and emotional wellbeing 61% positive (2021) to 71% (2022)

			By 2024, improve the percentage of positive responses on the Parent Opinion Survey for the following factor: - Parent participation and involvement from 73% (2021) to 80% (2022).
Improve the learning growth in literacy and numeracy for every student.	No	By 2024,using the Victorian Curriculum [teacher judgements], increase the percentage of students assessed in Years 1 to 6 achieving above the expected level in: • Reading and viewing from 61% [2019] to 66% • Writing from 46% [2019] to 51% • Speaking and listening from 47% [2019] to 52% • Number and algebra from 55% [2019] to 60% • Measurement and geometry from 52% [2019] to 57% • Statistics and probability from 52% [2019] to 57%	
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Empower students to be independent, engaged and motivated learners.	No	By 2024, improve the positive responses in the Attitudes to School Survey for the following factors:	

		• Student agency and voice from 64% [2019] to 75% • Stimulated learning from 73% [2019] to 80% • Sense of confidence from 75% [2019]to 80% • Effective teaching time from 79% [2019] to 85% • Motivation and interest from 73% [2019] to 80% • Self-regulation and goal setting from 78% [2019] 85% • Effort from 77% [2019] to 85%	
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Enhance student wellbeing, connectedness and pride in the school.	No	By 2024, improve the percentage of positive responses on the Parent Opinion Survey for the following factors: • Confidence and resiliency skills from 79% [2019] to 85% • Parent participation and involvement from 73% [2019] to 80% • Student agency and voice from 72% [2019] to 80% • Not experiencing bullying from 72% [2019] to 80% • Managing bullying from 80% [2019] to 85%	
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	- Parent participation and involvement from 73% (2021) to 80% (2022).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Re-establish the school wide numeracy strategy using the whole school teaching and learning model Continue to build teacher capacity to differentiate learning tasks to meet students at point of need Continue to build teacher capacity to teach 6+1 Writing across the school Strengthen the partnership between staff, students, parents and carers to create a shared responsibility for student learning (TLI,

	IEPs) Establish PLC structures to support teacher collaboration and reflection to strengthen teaching practice
Outcomes	Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Students will report higher levels of confidence with numeracy and writing skills Teachers will confidently and accurately identify the learning needs of their students Teachers will build their knowledge and implementation of whole school numeracy strategy Tutors will provide targeted academic support to students Teachers and support staff will have strong relationships with the parents/carers/kin of all students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Leaders will support teaching staff to build assessment and differentiated practice through clear processes and professional learning Leaders will have built their understanding of the PLC model and supported the establishment of preconditions
Success Indicators	Differentiated curriculum documents and evidence of student learning in numeracy and writing across the school Student feedback on differentiation, the instructional model, and use of common strategies Students, staff and parent perception survey results Classroom observations and learning walks demonstrating use of strategies from professional learning TLI documentation will show plans to support targeted academic student needs (progress against IEPs) PLC implementation plan will have been developed, training completed - minutes of meetings and discussions

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Learning walk and observation protocols established Document plans for coaching/mentoring/observation	☑ School Improvement Team ☑ Teacher(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Work through PLC matrix and pre-PLC work; establish how to tweak current structure - including identifying PLC team	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Undertake PLC training	☑ Assistant Principal ☑ PLC Leaders	☑ PLP Priority	from: Term 3	$0.00

	☑ Principal		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of plan for coaching/mentoring/observation with a focus on 6+1 Writing	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of plan for coaching/mentoring/observation with a focus on differentiation in numeracy	☑ School Improvement Team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of numeracy strategy - Shared and consistent understanding established and monitored across the school	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Community - establish parents/students learning together numeracy activity sessions	☑ School Improvement Team ☑ Student(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Numeracy learning - sharing of how numeracy is taught with parents/carers - provide an opportunity to ask questions. Development of resource for use by families.	☑ Assistant Principal ☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Literacy Support teacher - undertake training to support both literacy support and Tutor Learning Program.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,240.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen the partnership between staff, students, carers and parents to create a shared responsibility for student wellbeing. Refine whole school approach to physical/social/ emotional/cultural/civic wellbeing.

	Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Implement bullying prevention and cyber safety programs such as the e-Smart schools framework.
Outcomes	Students will feel supported and engaged at school and contribute to a strong classroom culture Students will have strong relationships with peers/staff Teachers will implement and model consistent routines Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting the physical, social, emotional, cultural and civic wellbeing Teachers, leaders and the school community will share a common understanding of the whole school approach to cybersafety Leaders will support the establishment of clear processes and professional learning around student mental health wellbeing and cybersafety
Success Indicators	Students, staff and parent perception survey results, including PIVOT survey Documentation of frameworks, policies and programs Attendance data Feedback from student focus groups Learning walk and observation notes relating to student understanding of whole school approach to wellbeing (classroom routines, behaviour expectations, relationships) Data from daily check in and check out forms/conversations

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review eSafety commissioner Self Assessment Tool - undertake with students, community and staff	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☑ Schools Mental Health Menu items will be used which may include DET funded or free items
eSafety - undertake re-accreditation process - policy and program review	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
RRRR professional learning Units 7 and 8 and sessions for staff	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

RRRR sessions for parents and carers	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Student voice and agency - review draft wellbeing plan, PMI from students for each unit and learning for the term.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Explicit teaching within leadership program around positive learning behaviours	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
What does an effective learner in our school look like, sound like, feel like - undertaken with student focus groups and parent/carer focus groups	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Social and emotional personal capability - what does this look like through the eyes of a student - Implementation and assessment of capability?	☑ All Staff	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
BPPS wellbeing suite establishment, DET mental health and wellbeing hub - review in terms of success indicators (additions to be made Term 1 2022)	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish school wide process for daily check in and check out forms/conversations	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$9,447.80	$3,240.00	$6,207.80
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$9,447.80**	**$3,240.00**	**$6,207.80**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Literacy Support teacher - undertake training to support both literacy support and Tutor Learning Program.	$3,240.00
Review eSafety commissioner Self Assessment Tool - undertake with students, community and staff	$0.00
eSafety - undertake re-accreditation process - policy and program review	$0.00
RRRR professional learning Units 7 and 8 and sessions for staff	$0.00
RRRR sessions for parents and carers	$0.00
Totals	**$3,240.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy Support teacher - undertake training to support both literacy support and Tutor Learning Program.	from: Term 1 to: Term 4	$3,240.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$3,240.00	

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
Review eSafety commissioner Self Assessment Tool - undertake with students, community and staff	from: Term 1 to: Term 2	$0.00	☑ Tier 1/Category: Bullying prevention
eSafety - undertake re-accreditation process - policy and program review	from: Term 1 to: Term 2	$0.00	☑ Tier 1/Category: Bullying prevention
RRRR professional learning Units 7 and 8 and sessions for staff	from: Term 1	$0.00	☑ Tier 1/Category: Whole school approach to positive mental health

	to: Term 2		
RRRR sessions for parents and carers	from: Term 1 to: Term 2	$0.00	☑ Tier 1/Category: Whole school approach to positive mental health
Totals		**$0.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	**$0.00**

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Undertake PLC training	☑ Assistant Principal ☑ PLC Leaders ☑ Principal	from: Term 3 to: Term 4	☑ Formalised PLC/PLTs	☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ Off-site Unsure where at this stage as it is in Term 3 and 4
Literacy Support teacher - undertake training to support both literacy support and Tutor Learning Program.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Professional Practice Day	☑ External consultants MultiLit P/L	☑ Off-site Macquarie University Online (tbc)
RRRR professional learning Units 7 and 8 and sessions for staff	☑ Learning Specialist(s)	from: Term 1 to: Term 2	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Departmental resources RRRR regional staff	☑ On-site

| BPPS wellbeing suite establishment, DET mental health and wellbeing hub - review in terms of success indicators (additions to be made Term 1 2022) | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Individualised Reflection ☑ Student voice, including input and feedback | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ Internal staff | ☑ On-site |