

2024 Annual Implementation Plan

for improving student outcomes

Carlton North Primary School (1252)



Submitted for review by Rachel Corben (School Principal) on 15 April, 2024 at 05:06 PM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 21 May, 2024 at 02:42 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	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.	Excelling

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Excelling
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	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	Evolving
	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	Excelling
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	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	
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Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	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	

Enter your reflective comments

Reflection on 2023:

Goal 1

2023 Priorities Goal

In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

KIS 1 a) Priority 2023 Dimension

Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Increase the percentage of students at or above benchmark growth in NAPLAN Reading to 87% - 2023 results unable to be measured due to the changes in 2023 NAPLAN.

Increase the percentage of students at or above benchmark growth in NAPLAN Numeracy to 70% -2023 results unable to be measured due to the changes in 2023 NAPLAN.

Increase the percentage of students in the top two bands of NAPLAN Year 3 Writing to 57% - 2023 results unable to be measured due to the changes in 2023 NAPLAN.

Increase the percentage of students in the top two bands of NAPLAN Year 5 Numeracy to 40% - 2023 results unable to be measured due to the changes in 2023 NAPLAN.

Increase the percentage of positive endorsement for the Academic Emphasis factor on the School Staff Survey to 75% - 2023 results academic emphasis increase to 76% - similar schools 70% and network 69%.

Increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey to 76% - 2023 results teacher collaboration increase to 76% similar schools 65% and network 63%.

In 2023 PLC cycle was introduced to the whole school, whereby the initial team that engaged in the PLC training in 2022, shared their learning with their PLC by conducting 4 PLC cycles (Maths, Maths, Wellbeing, Wellbeing).

Leadership did not attend SPA Professional Learning and conduct PL for staff. There has been some internal PL, however, this activity will be carried over to 2024. As a result, PLCs did not use SPA to track student learning growth and inform PLC cycles.

CNPS was acknowledged as a Lead school in implementing the Peter Sullivan endorsed instructional model for Maths. A large number of schools were referred to CNPS to observe the teaching and learning model.

KIS 1 b) Priority 2023 Dimension

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Attitude to School Survey Data:

Increase the percentage of positive endorsement for Advocate at School to 92% - 2023 results Advocate at the schools decrease to 84% similar schools 85% network 84%.

Increase the percentage of positive endorsement for Managing Bullying to 88% - 2023 results Managing bullying decrease to 76% similar schools 73% network 74%.

Increase the percentage of positive endorsement for Respect for Diversity to 90% - 2023 results 82% similar schools 76% network 77%.

Increase the percentage of positive endorsement for Teacher Concern to 82% - 2023 results decrease to 74% similar schools 67% network 68%

Increase the percentage of positive endorsement for Attitudes to Attendance to 93% - 2023 results decrease to 82% similar schools 83% network 84%.

Increase the percentage of positive endorsement for Sense of Connectedness to 88% - 2023 results decrease to 81% similar schools 74% network 76%.

Provide Professional Learning for all Staff on the positive impact of Therapy Dogs in Schools - this was not achieved as one of the Therapy Dogs passed away and the other Therapy Dog's wellbeing was impacted due to a student's behaviour and needed respite. Three staff members and two dogs have undergone the Lead the Way Training and are awaiting their accreditation. Two puppies in training have also attended the therapy dog puppy course and one has graduated to the Preparation Class.

Implement Respectful Relationships Curriculum to address perceptions of bullying at the school - this has not been implemented and is evident through the AToSS results for 2023. However, we have continued to engage in Upstander sessions, 2 Evolve Safety sessions and Butterfly Bright training for staff and students. Compass posts have also been sent to parents and carers in regard to online bullying outside of school. In 2024, an activity will be to document the processes for addressing incidents of bullying and communicate schoolwide. We will also adapt and integrate Expect Respect materials to reduce bullying behaviour consistent with SWPBS logic.

Goal 3. To empower students to have agency in their learning.

KIS 3 a)

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school

To develop and implement a common language, understanding and practice of student learner agency.

Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey to 85%. In 2023 the overall score was 76%, however, a breakdown of the three questions are as follows:

This school provides opportunities for my child to make decisions and solve problems 94%.

This school provides opportunities for my child to develop a sense of responsibility 84%.

My child is taught organisational skills to help them with managing homework and/or schoolwork load 51% - this is an area for improvement in 2024.

Increase the percentage of positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey to 83% - 2023 results decrease from 72% 2022 to 62% similar schools 61% network 61%.

Increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey to 85% - 2023 results decrease from 90% 2022 to 83% 2023 similar schools 73% network 69%.

KIS 3 b)

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs

To implement High Impact Teaching strategies that foster student agency.

Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey to 85%. In 2023 the overall score was 76%, however, a breakdown of the three questions are as follows:

This school provides opportunities for my child to make decisions and solve problems 94%.

This school provides opportunities for my child to develop a sense of responsibility 84%.

My child is taught organisational skills to help them with managing homework and/or schoolwork load 51% - this is an area for improvement in 2024.

KIS 3 c)

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school

To provide opportunities for authentic student leadership.

Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey to 85%. In 2023 the overall score was 76%, however, a breakdown of the three questions are as follows:

This school provides opportunities for my child to make decisions and solve problems 94%.

This school provides opportunities for my child to develop a sense of responsibility 84%.

My child is taught organisational skills to help them with managing homework and/or schoolwork load 51% - this is an area for improvement in 2024.

Increase the percentage of positive endorsement for the Student Agency and Voice factor on the Student Attitudes to School Survey to 83% - 2023 results decrease from 72% in 2022 to 62% similar schools 61% network 61%.

Provide opportunities for membership in the following working parties: - RAP - Buildings and Grounds Subcommittee - SWPB/RR Team - Friends and Sport - Friends of The Arts - Inclusion Working Party - Building Refurbishment Grant Working Party. This activity will be carried over to 2024. Discussions have also commenced with students to provide feedback on how future sporting events could be more inclusive such as novelty races etc.

Year 5 Girls results are significantly lower than the other cohorts. This is a pattern observed every year for the past 5 years. Therefore 2023 year 5 girls and 2024 Year 5 girls (currently in Year 4) were provided the opportunity to discuss the possible reasons why these results are so low. The data was shared with the students and discussed. **KIS 3 b)**

KIS 4 a)

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Consolidate the implementation of school-wide wellbeing programs.

Increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey to 85%. 2023 results 74% similar schools 67% network 68%.

Increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey to 80%. 2023 results 77% similar schools 71% network 71%.

RR/SWPBS Team to include parent and student membership, and embed opportunity for student voice in team processes. Parent membership has been achieved, student membership will be carried over for 2024.

Conduct a school baseline assessment to explore how gender equality and respectful relationships are currently promoted. To be carried over to 2024.

	<p>RR/SWPBS Team to review the Respectful Relationships Action Plan that maps the school's priorities over the 6 elements of the whole school approach. To be carried over to 2024.</p> <p>Build staff capacity to implement core SWPBS practices consistently across the school and understand basic behaviour principles including the foundations of SWPBS (Applied Behaviour Analysis). Team to lead PL sessions using Vic SWPBS resources, and find a way to reach all staff including ES. To be carried over to 2024. All staff have been instructed to make use of the Compass chronicle process to provide consistent data.</p> <p>SWPBS Implementation Team will use the SUBSIST Checklist to identify the top 3 priorities for SWPBS implementation sustainability. To be carried over to 2024.</p> <p>Complete UPB action plan and meet readiness indicators for Classroom Systems by Term 4 Week 4. To be carried over to 2024.</p> <p>Support the RR/SWPBS to facilitate termly student focus groups to gain feedback about the effectiveness of implementation and to guide future planning and actions. To be carried over to 2024.</p> <p>Review data collected regarding student incidents to ensure it is able to enable disaggregation by gender, year level and location, and also by the type of interpersonal violence (if any). To be carried over to 2024.</p> <p>Refine data collection and analysis systems to support problem-solving and long-term SWPBS implementation. To be carried over to 2024.</p> <p>KIS 4 b)</p> <p>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>Contribute to system leadership in wellbeing.</p> <p>This has been challenging to coordinate a time to meet between schools, however, this has been achieved.</p>
<p>Considerations for 2024</p>	<p>2024 Priorities:</p> <p>Year 3 Reading Goal 3 - To enhance student wellbeing</p> <p>KIS 3 a) To consolidate the implementation of SWPBS</p> <p>KIS 3 b) To contribute to system levels in wellbeing</p> <p>KIS 3 c) Investigate appropriate tools and data collection resources to further improve wellbeing practices.</p>

2023 Priorities Goal - In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

KIS 1 a) Learning

- Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.
- Leadership to attend SPA Professional Learning and conduct PL for staff.
- PLCs use SPA to track student learning growth and inform PLC cycles.

KIS 1b) Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

- Provide Professional Learning for all Staff on the positive impact of Therapy Dogs in Schools.
- Implement Respectful Relationships Curriculum to address perceptions of bullying at the school.
- Document the processes for addressing incidents of bullying and communicate schoolwide.
- Adapt and integrate Expect Respect materials to reduce bullying behaviour consistent with SWPBS logic.

Goal 3 - To empower students to have agency in their learning.

KIS 3 a) To develop and implement a common language, understanding and practice of student learner agency.

- Continue to identify trends and correlations between different data sets to identify persisting or emerging issues in student engagement and the use of student voice, agency and leadership. This analysis could include:
 - using data from the Attitudes to School Survey and the Staff Opinion Survey to understand current levels of engagement and confidence
 - drawing on the FISO Dimension, Empowering Students and Building School Pride, to develop a school self-evaluation and identify potential areas for improvement.

KIS 3 b) To implement High Impact Teaching strategies that foster student agency.

- School Improvement Team will review current practices across the school in conferencing and the development of Learning Goals.
- Teachers will work in collaboration with students to identify Learning Goals in Reading, Writing and Mathematics. - Continue to implement the FISO improvement cycle to embed conferencing with students to identify Learning Goals in collaboration to improve student agency in learning.

KIS 3 c) To provide opportunities for authentic student leadership.

- Provide opportunities for membership in the following working parties:

- RAP - Buildings and Grounds Subcommittee - SWPB/RR Team - Friends and Sport

- Friends of The Arts - Inclusion Working Party

- Building Refurbishment Grant Working Party - Relevant Fundraising Events.

- Provide opportunities for students to contribute to school policy development and review.

- Co-designing opportunities for students to initiate school events, and to engage in planning and facilitating them.

Goal 4 - To enhance student wellbeing.

KIS 4 a) Consolidate the implementation of school-wide wellbeing programs.

- RR/SWPBS Team to include parent and student membership, and embed opportunity for student voice in team processes.

- Conduct a school baseline assessment to explore how gender equality and respectful relationships are currently promoted.

- RR/SWPBS Team to review the Respectful Relationships Action Plan that maps the school's priorities over the 6 elements of the whole school approach.

- Review staff professional learning needs in Respectful Relationships and Schoolwide Positive Behaviour Support and develop strategies to address any gaps.

- Continue to develop the systems and practices to implement the 7 SWPBS Tier 1 Essential Features with fidelity.

- Build staff capacity to implement core SWPBS practices consistently across the school and understand basic behaviour principles including the foundations of SWPBS (Applied Behaviour Analysis). Team to lead PL sessions using Vic SWPBS resources, find a way to reach all staff including ES.

- SWPBS Implementation Team will use the SUBSIST Checklist to identify top 3 priorities for SWPBS implementation sustainability.

- Complete UPB action plan and meet readiness indicators for Classroom Systems by Term 4 Week 4.

- Identify tools for collecting data to assess and monitor progress and create mechanisms for ongoing feedback on experiences of gender equality across the school community.

- Support the RR/SWPBS to facilitate termly student focus groups to gain feedback about the effectiveness of implementation and to guide future planning and actions.

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| | <ul style="list-style-type: none">- Review data collected regarding student incidents to ensure it is able to enable disaggregation by gender, year level and location, and also by the type of inter-personal violence (if any).- Refine data collection and analysis systems to support problem-solving and long-term SWPBS implementation. |
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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.
To maximise learning growth in Literacy and Numeracy for all students.	Yes	By 2025 the percentage of students at or above benchmark growth in NAPLAN Reading to increase from 86% (2021) to 90%.	A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN.
		By 2025 the percentage of students at or above benchmark growth in NAPLAN Numeracy to increase from 64% (2021) to 90%.	A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN.
		By 2025 the percentage of students in the top two bands of NAPLAN Year 3 Writing will increase from 54% (2021) to 70%.	By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 3 Writing from 85% in 2023 to 87%.
		By 2025 the percentage of students in the top two bands of NAPLAN Year 5 Numeracy will increase from 40% (2021) to 50%.	By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 5 Numeracy from 83% in 2023 to 85%.
		By 2025 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 69% (2021) to 80%.	By 2024 to increase the percentage of positive endorsement for the Academic emphasis

			factor on the School Staff Survey from 76% in 2023 to 78%.
		By 2025 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% (2021) to 85%.	By 2024 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% in 2023 to 80%.
To empower students to have agency in their learning.	No	2025 to increase the percentage of positive endorsement for the Student Agency and Voice factor on the Parent Opinion Survey from 79% (2021) to 90%.	
		By 2025 to increase the percentage of positive endorsement for the Student Voice and Agency factor on the Student Attitudes to School Survey from 83% (2021) to 90%.	
		By 2025 to increase the percentage of positive endorsement for the Use Student Feedback to Improve Practice factor in the Teaching and Learning Evaluation module on the Staff Opinion Survey from 77% (2021) to 90%	
To enhance student wellbeing.	Yes	By 2025 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 75% (2021) to 90%.	By 2024 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 74% in 2023 to 76%.
		By 2025 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 76% (2021) to 90%.	By 2024 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 77% in 2023 to 80%.

Goal 2	To maximise learning growth in Literacy and Numeracy for all students.	
12-month target 2.1-month target	A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN.	
12-month target 2.2-month target	A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN.	
12-month target 2.3-month target	By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 3 Writing from 85% in 2023 to 87%.	
12-month target 2.4-month target	By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 5 Numeracy from 83% in 2023 to 85%.	
12-month target 2.5-month target	By 2024 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 76% in 2023 to 78%.	
12-month target 2.6-month target	By 2024 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% in 2023 to 80%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need.	Yes
KIS 2.b Teaching and learning	To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning.	Yes
KIS 2.c Teaching and learning	To build teacher capacity to provide appropriate challenge and support for all students.	Yes

<p>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.</p>	<p>In 2022, the members of the School Improvement Team participated in the Professional Learning Communities (PLC) training with PLC Coach from Region. 2023 was the first year where the PLC process was introduced schoolwide. The introduction of this process was very successful. In 2024, Teaching Teams will continue to consolidate the PLC process to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need.</p> <p>Within the 2023 AIP end of cycle review, the School Improvement Team identified the need for schoolwide assessment rubrics for Writing. In 2024, a Research Action Team will be working to develop schoolwide assessment rubrics for Writing. Another Research Action Team will be looking into developing more timely and more regular reporting processes to further inform parents and carers of student progress.</p> <p>In 2024, teaching teams will continue to refine the conferencing process for Reading, Writing and Numeracy to allow for co-collaboration when developing student learning goals and to further empower student voice and agency.</p>	
<p>Goal 4</p>	<p>To enhance student wellbeing.</p>	
<p>12-month target 4.1-month target</p>	<p>By 2024 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 74% in 2023 to 76%.</p>	
<p>12-month target 4.2-month target</p>	<p>By 2024 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 77% in 2023 to 80%.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 4.a Support and resources</p>	<p>Consolidate the implementation of school-wide wellbeing programs.</p>	
<p>KIS 4.b Leadership</p>	<p>Contribute to system leadership in wellbeing.</p>	
<p>KIS 4.c Assessment</p>	<p>Investigate appropriate tools and data to evaluate and further improve wellbeing practices.</p>	

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.

In 2024 the Schoolwide Positive Behaviour Support and Respectful Relationships Team will continue to implement schoolwide wellbeing supports with a strong focus on identifying and responding to bullying.

In 2024, CNP)S will continue to be a Lead School in the Yarra Darebin Network in Schoolwide Positive Behaviour Support and Respectful Relationships.

In 2024 the Schoolwide Positive Behaviour Support and Respectful Relationships Team will continue to implement schoolwide processes to record and evaluate data to further improve wellbeing practices.

Define actions, outcomes, success indicators and activities

Goal 2	To maximise learning growth in Literacy and Numeracy for all students.
12-month target 2.1 target	A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN.
12-month target 2.2 target	A 12-month target cannot be developed for 2024 as there is no benchmark growth data for NAPLAN.
12-month target 2.3 target	By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 3 Writing from 85% in 2023 to 87%.
12-month target 2.4 target	By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 5 Numeracy from 83% in 2023 to 85%.
12-month target 2.5 target	By 2024 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 76% in 2023 to 78%.
12-month target 2.6 target	By 2024 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% in 2023 to 80%.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need.
Actions	Utilise Professional Learning Communities to further develop teacher knowledge and instructional practice to differentiate student learning to their point of need.
Outcomes	Professional Learning Teams utilise the Professional Learning Community (PLC) cycle to further differentiate to cater for individual student learning needs.

	To develop a consistent understanding of the purpose of the PLC cycle to ensure sustainability. Improved student learning outcomes as identified in 12 month targets.			
Success Indicators	<p>By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 3 Writing from 85% in 2023 to 87%.</p> <p>By 2024 increase the percentage of students with Exceeding or Strong Proficiency Levels in Year 5 Numeracy from 83% in 2023 to 85%.</p> <p>By 2024 to increase the percentage of positive endorsement for the Academic emphasis factor on the School Staff Survey from 76% in 2023 to 78%.</p> <p>By 2024 increase the percentage of positive endorsement of the Teacher Collaboration factor on the Staff Opinion Survey from 76% in 2023 to 80%.</p> <p>Parent Opinion Survey Revised reporting processes. Revised Assessment Schedule. Data collection and tracking processes are consistent across the school. An agreed PLC process across the school.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning Teams utilise the Professional Learning Community (PLC) cycle to further differentiate to cater for individual student learning needs. To develop a consistent understanding of the purpose of the PLC cycle to ensure sustainability.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
IEP List developed and written for students requiring IEPs and required IEP's written using the DE IEP requirements.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,984.56

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To improve teacher data literacy and rigorous collaborative practices to plan, measure and evaluate the impact of teaching and learning.			
Actions	<p>To form Action Research Teams (ART) to work on the following key target areas to:</p> <ul style="list-style-type: none"> - Assessment and Reporting (ART) - Maths Curriculum 2.0 (Maths ART) <p>Build staff capacity in assessment and differentiation in Reading, Writing and Numeracy in order to identify and meet students' individual learning needs, with a focus on the schoolwide teaching and learning models.</p> <p>Provide staff professional learning in assessment and form an agreed Assessment Schedule that reflects the schools.</p>			
Outcomes	<p>Assessment and Reporting ART to revise the assessment schedule to ensure the use of data set to inform teaching and learning and reporting.</p> <p>Maths ART to refine the teaching and learning model to ensure data is being used to inform explicit teaching that differentiates appropriately.</p> <p>Staff to have established a schoolwide common understanding of formative and summative assessment.</p> <p>Established sustainable data collection processes and spreadsheets.</p>			
Success Indicators	<p>Assessment Schedule</p> <p>Schoolwide data spreadsheets</p>			

Professional learning Teaching and learning models for Reading, Writing and Numeracy refined.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning in formative and summative assessment.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Assessment and Reporting ART to revise the assessment schedule and develop schoolwide data spreadsheets to track student progress.	<input checked="" type="checkbox"/> Assessment & reporting coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00 <input checked="" type="checkbox"/> Other funding will be used
Ongoing Report Writing trialled in Semester 2.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Research new Maths Curriculum 2.0 including instructional model, assessment and reporting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	To build teacher capacity to provide appropriate challenge and support for all students.			

incorporating extra-curricula programs				
Actions	<p>To continue to refine the pedagogy and instructional models in Reading, Writing and Numeracy through instructional coaches in Literacy and Numeracy and the Action Research Teams.</p> <p>Teaching teams to refine planning documentation to demonstrate adjustments being made for students with additional needs.</p>			
Outcomes	<p>Improved knowledge and recording of differentiated practice to challenge and support for all students.</p> <p>Students identified to participate in the MiniLit and MultiLit Literacy Intervention will demonstrate improved learning outcomes. This intervention is a tool (Response to Intervention) used to identify students requiring additional support or diagnosis if they are not showing improved learning outcomes.</p> <p>The appointment of an Assistant Principal to oversee Disability Inclusion and the extension of students with high abilities will result in the successful implementation of Disability Inclusion and Profiles across the school for those students with additional needs. This new role will also result in more students participating in extension programs including the Victorian High Ability Program (VHAP).</p>			
Success Indicators	<p>Evidence of refined instructional models for Reading, Writing and Numeracy.</p> <p>Planning documentation to demonstrate differentiated practice.</p> <p>Improved outcomes for students.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Continue to embed the schoolwide teaching and learning models for Reading and Writing. Engage Literacy Consultant, Lisa Keskinen to work with staff at the start of the year. Further embedding the teaching and learning model for Numeracy by engaging Numeracy Consultant Michael Minas. Further strengthening these teaching and learning models will ensure that learning is highly differentiated and caters for the learning needs of each student.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$26,025.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used

Goal 4	To enhance student wellbeing.
12-month target 4.1 target	By 2024 to increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Student Attitudes to School Survey from 74% in 2023 to 76%.
12-month target 4.2 target	By 2024 to increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing domain in the Student Attitudes to School Survey from 77% in 2023 to 80%.
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Consolidate the implementation of school-wide wellbeing programs.
Actions	<p>To form a Schoolwide Positive Behaviour Support Systems/ Respectful Relationships Action Research Teams (ART) to work on the following key target areas to:SWP</p> <ul style="list-style-type: none"> - Consolidate the implementation of schoolwide wellbeing programs. - Continue to develop a succession plan for the School Therapy Dog Program. - Address the perspective of bullying within the school and clearly articulate the school's stance and sequential response to any reported bullying. - Strengthen implementation of the whole school approach to Respectful Relationships and Schoolwide Positive Behaviour Supports through data analysis, feedback and surveys.
Outcomes	<p>Improved schoolwide practice of wellbeing programs.</p> <p>Improved and clearly communicated processes for managing bullying. Succession plan developed for Therapy Dog program.</p> <p>Improved student connectedness to school.</p> <p>Continue to be a Lead School in Respectful Relationships and implement with fidelity.</p>

	Continue to work towards Silver Award in Schoolwide Positive Behaviour Supports.			
Success Indicators	<p>Attitude to School Survey Data: Increase the percentage of positive endorsement for Advocate at School to 88%. Increase the percentage of positive endorsement for Managing Bullying to 86%. Increase the percentage of positive endorsement for Respect for Diversity to 86%. Increase the percentage of positive endorsement for Teacher Concern to 78%. Increase the percentage of positive endorsement for Attitudes to Attendance to 88%. Increase the percentage of positive endorsement for Sense of Connectedness to 86%.</p> <p>Respectful Relationships: Documented Respectful Relationships Action Plan.</p> <p>Schoolwide Positive Behaviour Support: Increase the percentage of positive endorsement of Classroom Behaviour to 88%. SWPBS Annual Evaluation Report (looking at fidelity assessment and evaluating the impact on student outcomes). Develop, monitor and report on the implementation of the 2024 CNPS SWPBS Action Plan.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SWPBS/RR ART to oversee the implementation of Schoolwide Positive Behaviour Support Systems and Respectful Relationships.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used

Staff to attend Therapy Dog Training through Lead the Way.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,970.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Wellbeing comment data base implemented for Semester 1 Reports.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 4.b 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	Contribute to system leadership in wellbeing.			
Actions	Work in collaboration with Cluster Schools and support other schools within NEMA implementing RR across NEMA.			
Outcomes	Supported cluster schools with the implementation of Respectful Relationships (RR) within their schools. Connect with cluster schools to engage with cross-school support in Respectful Relationships (RR).			

Success Indicators	<p>Carlton North Primary School identified as a Lead School for respectful Relationships.</p> <p>Evidence of collaboration with cluster schools.</p> <p>Evidence of regularly scheduled meetings with cluster schools.</p> <p>Activities: To work within a community of practice with Cluster Schools and support other schools with NEMA to implement RR.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
To work within a community of practice with Cluster Schools and support other schools within North East Melbourne Area (NEMA) implementing Respectful Relationships	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,652.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 4.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Investigate appropriate tools and data to evaluate and further improve wellbeing practices.			
Actions	Teaching Staff to implement PIVOT Survey across all Year Levels including Specialist Teachers to improve teacher practice. Appoint an Assistant Principal to oversee the implementation of the Disability Inclusion Profile and Tier 2 School Level Funding.			
Outcomes	Improved teacher practice based on student feedback through the implementation of the PIVOT Survey. Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs.			
Success Indicators	<p>To increase the percentage of positive endorsement for Teacher Concern factor in the Teacher Student Relations domain on the Attitudes to School Survey from 77% in 2023 to 80% in 2024.</p> <p>To increase the percentage of students with Normal to High Resilience in the Individual Social and Emotional Wellbeing Domain in</p>			

	the Student Attitudes to School Survey from 77% in 2023 to 80% in 2024. Disability Inclusion Profiles. Evidence of reasonable adjustments made to support students with additional needs.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement the PIVOT Survey twice yearly.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,100.00 <input checked="" type="checkbox"/> Other funding will be used
Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$104,595.20 <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	\$16,237.00	\$16,237.00	\$0.00
Disability Inclusion Tier 2 Funding	\$115,518.99	\$171,691.25	-\$56,172.26
Schools Mental Health Fund and Menu	\$36,743.98	\$36,743.98	\$0.00
Total	\$168,499.97	\$224,672.23	-\$56,172.26

Activities and milestones – Total Budget

Activities and milestones	Budget
IEP List developed and written for students requiring IEPs and required IEP's written using the DE IEP requirements.	\$11,984.56
Continue to embed the schoolwide teaching and learning models for Reading and Writing. Engage Literacy Consultant, Lisa Keskinen to work with staff at the start of the year. Further embedding the teaching and learning model for Numeracy by engaging Numeracy Consultant Michael Minas. Further strengthening these teaching and learning models will ensure that learning is highly differentiated and caters for the learning needs of each student.	\$26,025.00
SWPBS/RR ART to oversee the implementation of Schoolwide Positive Behaviour Support Systems and Respectful Relationships.	\$25,500.00
Staff to attend Therapy Dog Training through Lead the Way.	\$15,970.00

Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs.	\$104,595.20
Totals	\$184,074.76

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue to embed the schoolwide teaching and learning models for Reading and Writing. Engage Literacy Consultant, Lisa Keskinen to work with staff at the start of the year. Further embedding the teaching and learning model for Numeracy by engaging Numeracy Consultant Michael Minas. Further strengthening these teaching and learning models will ensure that learning is highly differentiated and caters for the learning needs of each student.	from: Term 1 to: Term 4	\$16,237.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$16,237.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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IEP List developed and written for students requiring IEPs and required IEP's written using the DE IEP requirements.	from: Term 1 to: Term 4	\$11,984.56	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers • Education support <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 <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Other <ul style="list-style-type: none"> Sensory equipment, equipment to provide inclusive classroom and outdoor spaces.
Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs.	from: Term 1 to: Term 4	\$103,534.43	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$115,518.99	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
SWPBS/RR ART to oversee the implementation of Schoolwide	from: Term 1	\$20,773.98	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)

Positive Behaviour Support Systems and Respectful Relationships.	to: Term 4		This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Staff to attend Therapy Dog Training through Lead the Way.	from: Term 1 to: Term 4	\$15,970.00	<input checked="" type="checkbox"/> Lead the Way Therapy Dogs This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
Totals		\$36,743.98	

Additional funding planner – Total Budget

Activities and milestones	Budget
Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs.	\$56,172.26
Totals	\$56,172.26

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs.	from: Term 1 to: Term 4	\$0.00	

Totals		\$0.00	
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Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs.	from: Term 1 to: Term 4	\$56,172.26	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$56,172.26	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs.	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning Teams utilise the Professional Learning Community (PLC) cycle to further differentiate to cater for individual student learning needs. To develop a consistent understanding of the purpose of the PLC cycle to ensure sustainability.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Professional learning in formative and summative assessment.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Assessment and Reporting ART to revise the assessment schedule and develop schoolwide data spreadsheets to track student progress.	<input checked="" type="checkbox"/> Assessment & reporting coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Ongoing Report Writing trialled in Semester 2.	<input checked="" type="checkbox"/> Assistant principal	from: Term 3	<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"/> Learning specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team			
Research new Maths Curriculum 2.0 including instructional model, assessment and reporting.	<input checked="" type="checkbox"/> All staff <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"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> Off-site Network Initiative
Continue to embed the schoolwide teaching and learning models for Reading and Writing. Engage Literacy Consultant, Lisa Keskinen to work with staff at the start of the year. Further embedding the teaching and learning model for Numeracy by engaging Numeracy Consultant Michael Minas. Further strengthening these teaching and learning models will ensure that learning is highly differentiated and caters for the learning needs of each student.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <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"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Lisa Keskinen Michale Minas <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

<p>SWPBS/RR ART to oversee the implementation of Schoolwide Positive Behaviour Support Systems and Respectful Relationships.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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 <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>RR Staff - Region SWPBS Staff - Region</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Wellbeing comment data base implemented for Semester 1 Reports.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled planning day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Implement the PIVOT Survey twice yearly.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student voice, including input and feedback 	<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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4				
Appoint an Assistant Principal to assist staff with the development of the Disability Inclusion Profile for students and provide support to implement reasonable adjustments for students with additional needs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site