2025 Annual Implementation Plan

for improving student outcomes

Reservoir Views Primary School (5523)

Submitted for review by Stephen Stafford (School Principal) on 31 January, 2025 at 01:44 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 24 March, 2025 at 10:02 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

		Self-evaluation level
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	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 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Optimise learning growth for every student.	Yes	**NAPLAN** • To improve NAPLAN year 3 Reading from 56% exceeding and strong (ES) 2023 to 66% exceeding and strong 2028. • To improve NAPLAN year 3 Writing from 64% exceeding and strong (ES) 2023 to 70% exceeding and strong 2028. • To improve NAPLAN year 3 Numeracy from 44% exceeding and strong (ES) 2023 to 60% exceeding and strong 2028. Note: NAPLAN targets are interim pending further data from 2024 NAPLAN. Growth target suggested.	- To maintain NAPLAN year 3 Reading exceeding and strong (ES) 70% in 2025- To achieve NAPLAN year 3 Writing from exceeding and strong (ES) 75% in 2025- To maintain NAPLAN year 3 Numeracy exceeding and strong (ES) 60% in 2025- By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
		English online • To improve percentage of year 1 students approaching level 2 or above from 46% 2023 to 55% 2027.	- To improve percentage of year 1 students approaching level 2 or above to 48% in 2025
		Teacher Judgements: • To improve percentage of students at or above expected level in Writing P to 6 from 73% 2023 to 80% 2028.	- To improve percentage of students at or above expected level in Writing P to 6 to 75% in 2025- To improve the percentage of students above expected level in Number and Algebra to 23% 2025

		• To improve the percentage of students above expected level in Number and Algebra from 19% 2023 to 25% 2028. (note may need review with Number Algebra being split in Mathematic 2.0)	
		School Staff Survey: • Maintain or improve teacher efficacy at or above 90% 2023 positive endorsement across teachers and support staff during strategic plan period to 2028.	- To improve teacher efficacy to 85% 2025 positive endorsement across teachers and support staff
		Attitudes to School Survey To improve stimulating learning environment from 75% Positive Endorsement 2023 to 80% Positive Endorsement 2028	- To improve stimulating learning environment to 75% Positive Endorsement in 2025
Enhance the wellbeing of all students.	Yes	**School Staff Survey:** • Improve Use of Student Feedback to improve teaching practice from 50% PE in 2023 to 75% PE in 2028 • Improve Feedback from 69% Positive Endorsement 2023 to 80% 2028.	- Maintain Use of Student Feedback to improve teaching practice at 80% Positive Endorsement in 2025- Improve Feedback to 55% Positive Endorsement in 2025
		Attitudes to School Survey: Improve Teacher Concern percentage positive endorsement from 74% 2023 to 85% 2028. Improve Positive Endorsement for Effort for Males from 68% 2023 to 75% 2028. Maintain sense of connectedness at or above 86% 2023 through to 2028.	- Improve Teacher Concern percentage positive endorsement to 75% in 2025- Improve Positive Endorsement for Effort for Males to 73% in 2025.- Maintain sense of connectedness at or above 86% in 2025

| | | **Attendance** | - Reduce the number of students with more than 20 days absence to 32% in 2025 |
| | | • Reduce the number of students with more than 20 days absence from 36% 2023 to 25% or less absent 2028. | |

Goal 1	**Optimise learning growth for every student.**	
12-month target 1.1	- To maintain NAPLAN year 3 Reading exceeding and strong (ES) 70% in 2025 - To achieve NAPLAN year 3 Writing from exceeding and strong (ES) 75% in 2025 - To maintain NAPLAN year 3 Numeracy exceeding and strong (ES) 60% in 2025 - By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.	
12-month target 1.2	- To improve percentage of year 1 students approaching level 2 or above to 48% in 2025	
12-month target 1.3	- To improve percentage of students at or above expected level in Writing P to 6 to 75% in 2025 - To improve the percentage of students above expected level in Number and Algebra to 23% 2025	
12-month target 1.4	- To improve teacher efficacy to 85% 2025 positive endorsement across teachers and support staff	
12-month target 1.5	- To improve stimulating learning environment to 75% Positive Endorsement in 2025	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop a consistent and responsive teaching and learning approach for implementing the whole school Numeracy.	Yes
KIS 1.b Assessment	Strengthening the approach to diagnostic, formative, and summative assessment in Numeracy and Literacy.	No

KIS 1.c Teaching and learning	Build staff capacity to identify student needs and differentiate so that all students achieve their potential.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The KIS, 'Develop a consistent and responsive teaching and learning approach for implementing the whole school Numeracy' has been selected as this is the key teaching and learning focus of our SSP	
Goal 2	**Enhance the wellbeing of all students.**	
12-month target 2.1	- Maintain Use of Student Feedback to improve teaching practice at 80% Positive Endorsement in 2025 - Improve Feedback to 55% Positive Endorsement in 2025	
12-month target 2.2	- Improve Teacher Concern percentage positive endorsement to 75% in 2025 - Improve Positive Endorsement for Effort for Males to 73% in 2025. - Maintain sense of connectedness at or above 86% in 2025	
12-month target 2.3	- Reduce the number of students with more than 20 days absence to 32% in 2025	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Develop and embed a holistic approach to wellbeing, including curriculum, that supports students to thrive.	Yes
KIS 2.b Engagement	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.	No
KIS 2.c Engagement	Build teacher and student capacity to give and receive feedback to improve teaching and learning.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The KIS, 'Develop and embed a holistic approach to wellbeing, including curriculum, that supports students to thrive.' has been selected as a key focus for 2025 as we will commence our journey introducing School-wide Positive Behaviour Support (SWPBS).

Define actions, outcomes, success indicators and activities

Goal 1	Optimise learning growth for every student.
12-month target 1.1	- To maintain NAPLAN year 3 Reading exceeding and strong (ES) 70% in 2025 - To achieve NAPLAN year 3 Writing from exceeding and strong (ES) 75% in 2025 - To maintain NAPLAN year 3 Numeracy exceeding and strong (ES) 60% in 2025 - By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
12-month target 1.2	- To improve percentage of year 1 students approaching level 2 or above to 48% in 2025
12-month target 1.3	- To improve percentage of students at or above expected level in Writing P to 6 to 75% in 2025 - To improve the percentage of students above expected level in Number and Algebra to 23% 2025
12-month target 1.4	- To improve teacher efficacy to 85% 2025 positive endorsement across teachers and support staff
12-month target 1.5	- To improve stimulating learning environment to 75% Positive Endorsement in 2025
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent and responsive teaching and learning approach for implementing the whole school Numeracy.
Actions	- develop and embed an evidence-based instructional model linked to VTLM 2.0 - build staff capacity in assessment and differentiation in numeracy to identify and meet students' individual learning needs - continue to develop the schools approach to intervention and extension
Outcomes	- teachers will identify student learning needs in numeracy based on assessment data - teachers will understand and plan for the student learning progression through the six numeracy strands

	- teachers will plan numeracy lessons that include differentiation based on individual student needs - teachers will embed numeracy teaching practices that support students to maximise the consolidation and application of learning in different ways - students will demonstrate their understanding of the numeracy proficiencies consistently through varied practice - students' achievement will reflect higher levels of confidence, engagement and growth in numeracy - students in need of targeted academic support or intervention will be identified and supported through existing programs - leaders will support staff to develop knowledge of teaching practices, assessments, and use of data for differentiation through professional learning targeting consistent and clear processes
Success Indicators	- school instructional models will be aligned to VTLM 2.0 with teacher input and feedback - planning will reflect consistent use of data and differentiation to support student learning needs - student IEPs will demonstrate short-term goals and progress achieved through adjustments and interventions implemented

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
mathematics intervention and extension program to run for students identified	☑ Leadership team ☑ Numeracy support	☐ PLP Priority	from: Term 1 to: Term 4	$85,000.00 ☑ Other funding will be used
Employing a Numeracy Learning Specialist to drive strategic direction	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Other funding will be used
redesign of staff organisational structure, to allow for a Numeracy team to focus on the implementation of Numeracy Curriculum 2.0 and the development of a Numeracy instructional model	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

professional learning on VTLM 2.0, exploring elements of learning and teaching in depth. Using AERO resources/guides to support.	☑ All staff ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
school improvement team to focus on the Australian Education Research Organisiation (AERO) approach to implementation	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
planning for the use of explicit teaching, purposeful maths games, numeracy investigations and challenging open-ended tasks to address the four numeracy proficiencies	☑ Learning specialist(s) ☑ Numeracy improvement teacher	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
implement peer observations with a focus on the elements of VTLM 2.0	☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
allocate time in leadership meetings and with the mathematics curriculum team for engagement and discussion of the Numeracy Improvement Guide for School Leaders and Leading Improvement in Mathematics Teaching and Learning	☑ Leadership team ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Implement coaching and mentoring model across Mathematics with a continued focus on using student and staff data to identify focus areas and measure progress.	☑ Learning specialist(s) ☑ Numeracy leader	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Provide professional learning around the four proficiencies in maths (understanding, fluency, reasoning, problem solving) and how to incorporate these into maths lessons.	☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop a professional learning schedule that prioritises time for staff development to enable student growth in numeracy	☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 3	$1,000.00

Goal 2	Enhance the wellbeing of all students.
12-month target 2.1	- Maintain Use of Student Feedback to improve teaching practice at 80% Positive Endorsement in 2025 - Improve Feedback to 55% Positive Endorsement in 2025
12-month target 2.2	- Improve Teacher Concern percentage positive endorsement to 75% in 2025 - Improve Positive Endorsement for Effort for Males to 73% in 2025. - Maintain sense of connectedness at or above 86% in 2025
12-month target 2.3	- Reduce the number of students with more than 20 days absence to 32% in 2025
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed a holistic approach to wellbeing, including curriculum, that supports students to thrive.
Actions	• Introduce School-wide Positive Behaviour Support (SWPBS) • Establish the SWPBS essential features of Tier 1 universal supports for student wellbeing • Implement SWPBS features with fidelity

Outcomes	• Leaders ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision. - Leaders to develop a model for a SWPBS Matrix and Tier 1 universal supports - Leaders to support the SWPBS team to develop the SWPBS Matrix content and link Tier 1 universal supports • Leaders monitor the implementation of Tier 1 universal supports - Leaders to implement a formal communication process with Parents/Carers/Kin through the student management system for recognising positive student behviours • Teachers embed Personal and Social Curriculum lessons such as RRRR to teach expected behaviours in alignment with SWPBS • Teachers unpack the High Impact Wellbeing Strategies and Positive Classroom Management Strategies to embed in practice • PLTs collaboratively analyse the successes and challenges of SWPBS Tier 1 universal supports to develop consistent approaches - Teachers understand major and minor behaviours and how to implement logical consequences - Teachers will communicate to Parents/Carers/Kin positive student behaviours through the student management system • Students articulate the expected behaviours and logical consequences that may follow in all school settings • Parents/Carers/Kin understand the desired school behaviours and the procedures for responding to major and minor behaviours, including implementing logical consequences • Parents/Carers/Kin will receive positive student behaviour notifications through the student management system
Success Indicators	Early indicators - At least 80% progress on SWPBS Universal Prevention Part A Action Plan. - SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place.' - Tiered Fidelity inventory score of at least 70% Late indicators - PLTs have a consistent practice in embedding the use of the SWPBS Tier 1 universal supports - Students can articulate their understanding of and demonstrate expected behaviours - A strengthening of student/teacher relationships as a direct result of embedding the HIWS - Increased ownership of student behaviour management practices at a teacher/classroom level - Reductions in exclusionary discipline as measured through: Staff behaviour referrals, Student suspensions

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Establish an SWPBS team comprising relevant leaders, well-being staff, other staff and parent representation	☑ Principal ☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS through unpacking HIWS and PCMS	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and logical consequences	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	☑ Leadership team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Review existing student management system to determine whether it is suitable for collecting and monitoring SWPBS data	☑ SWPBS leader/team	☐ PLP Priority	from: Term 2	$0.00

			to: Term 4	
Establish processes and procedures for recording SWPBS data in the student management system	☑ Data leader ☑ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Display the SWPBS (Matrix) expected behaviours and shared vision prominently in classroom and non-classroom settings	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Review curriculum structure/timetable to allocate specific time for the teaching of Personal & Social Curriculum	☑ School leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Plan for and document the teaching of the Personal & Social Curriculum each week in all classes	☑ All staff ☑ School leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Present information sessions to parents/carers/kin	☑ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 3	$1,500.00

Enable learning management system notifications for parents/ carers/kin	☑ Administration team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
SWPBS team and school leaders participate in evaluation activities	☑ Leadership team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
SWPBS team monitors staff practice through walk-through observations and other data collection, to embed reflecting practice and inform coaching	☑ All staff ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Releasing SWPBS leader for one day per week	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$22,000.00 ☑ Equity 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	$82,860.46	$75,000.00	$7,860.46
Disability Inclusion Tier 2 Funding	$158,849.53	$155,000.00	$3,849.53
Schools Mental Health Fund and Menu	$31,779.31	$31,000.00	$779.31
Total	**$273,489.30**	**$261,000.00**	**$12,489.30**

Activities and milestones – Total Budget

Activities and milestones	Budget
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS through unpacking HIWS and PCMS	$0.00
SWPBS team monitors staff practice through walk-through observations and other data collection, to embed reflecting practice and inform coaching	$5,000.00
Releasing SWPBS leader for one day per week	$22,000.00
Totals	**$27,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Releasing SWPBS leader for one day per week	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing
Totals		**$10,000.00**	

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
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS through unpacking HIWS and PCMS	from: Term 1 to: Term 4	$0.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
SWPBS team monitors staff practice through walk-through observations and other data collection, to embed reflecting practice and inform coaching	from: Term 1 to: Term 4	$5,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)

Releasing SWPBS leader for one day per week	from: Term 1 to: Term 4	$12,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Totals		**$17,000.00**	

Additional funding planner – Total Budget

Activities and milestones	Budget
Allied health staff	$140,000.00
visible wellbeing support	$5,000.00
subsidising camps / excursions / activities	$15,000.00
DI resources	$15,000.00
welfare officer	$50,000.00
SWPBS PL and observation	$9,000.00
Totals	**$234,000.00**

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Allied health staff	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing

visible wellbeing support	from: Term 1 to: Term 4	$0.00	
subsidising camps / excursions / activities	from: Term 1 to: Term 4	$15,000.00	☑ Other supporting families
DI resources	from: Term 1 to: Term 4	$0.00	
welfare officer	from: Term 1 to: Term 4	$0.00	
SWPBS PL and observation	from: Term 1 to: Term 4	$0.00	
Totals		**$65,000.00**	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Allied health staff	from: Term 1	$90,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Other

			three allied health staff
	to: Term 4		
visible wellbeing support	from: Term 1 to: Term 4	$0.00	
subsidising camps / excursions / activities	from: Term 1 to: Term 4	$0.00	
DI resources	from: Term 1 to: Term 4	$15,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Inclusive recreation equipment and resources
welfare officer	from: Term 1 to: Term 4	$50,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
SWPBS PL and observation	from: Term 1 to: Term 4	$0.00	
Totals		$155,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Allied health staff	from: Term 1 to: Term 4	$0.00	
visible wellbeing support	from: Term 1 to: Term 4	$5,000.00	☑ Employ staff to support Tier 1 activities
subsidising camps / excursions / activities	from: Term 1 to: Term 4	$0.00	
DI resources	from: Term 1 to: Term 4	$0.00	
welfare officer	from: Term 1 to: Term 4	$0.00	
SWPBS PL and observation	from: Term 1 to: Term 4	$9,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Totals		$14,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
professional learning on VTLM 2.0, exploring elements of learning and teaching in depth. Using AERO resources/guides to support.	☑ All staff ☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ SEIL ☑ Internal staff ☑ Departmental resources VTLM 2.0	☑ Off-site network meetings
planning for the use of explicit teaching, purposeful maths games, numeracy investigations and challenging open-ended tasks to address the four numeracy proficiencies	☑ Learning specialist(s) ☑ Numeracy improvement teacher	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Numeracy leader	☑ On-site
implement peer observations with a focus on the elements of VTLM 2.0	☑ Leadership team ☑ Learning specialist(s)	from: Term 2 to: Term 4	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Literacy leaders ☑ Numeracy leader	☑ On-site
allocate time in leadership meetings and with the mathematics curriculum team for engagement and	☑ Leadership team	from: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

discussion of the Numeracy Improvement Guide for School Leaders and Leading Improvement in Mathematics Teaching and Learning	☑ Numeracy leader	to: Term 4				
Provide professional learning around the four proficiencies in maths (understanding, fluency, reasoning, problem solving) and how to incorporate these into maths lessons.	☑ Numeracy leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Numeracy leader	☑ On-site
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course	☑ SWPBS leader/team	from: Term 1 to: Term 2	☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Departmental resources SWPBS	☑ On-site
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS through unpacking HIWS and PCMS	☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources SWPBS	☑ On-site
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	☑ Leadership team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

SWPBS team monitors staff practice through walk-through observations and other data collection, to embed reflecting practice and inform coaching	☑ All staff ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Releasing SWPBS leader for one day per week	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site