

# 2024 Annual Implementation Plan

## for improving student outcomes

Mount Beauty Primary School (4644)



Submitted for review by Carolyn Serpell (School Principal) on 28 November, 2023 at 07:49 AM  
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 16 January, 2024 at 12:11 PM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

<b>Assessment</b>	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	

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

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

<b>Future planning</b>	Although we cannot track our NAPLAN data, the strong performance of our Year 5 cohort suggests that we are making good progress towards our goals. While our ATOSS and staff data remains lower than expected, there have been some positive gains on previous data. Feedback has been sought from both students and staff, and this information, together with the rollout of the Mental Health in Primary Schools Program, will provide a clear direction for continuing to strengthen our approach to mental health and well-being, as well as student engagement.
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	In addition, in 2024, we will be using our NAPLAN data to target intervention and extension in Years 3-6. While building on the gains made in literacy, this will also focus on misconceptions and scaffolding students in Numeracy.
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improve Differentiated Learning Challenge from 76% to 82% Improve Sense of Confidence from 74% to 80% Improve Sense of Connectedness from 61% to 70% Improve Managing Bullying from 54% to 60% Improve Student Voice and Agency from 54% to 60% Increase the proportion of students in the 'strong' and 'exceeding' proficiency levels, for Numeracy, from 50% at Year 3 and 73% at Year 5 Improve Collective Efficacy from 65% to 75% Improve Collective Focus on Student Learning from 71% to 80% Improve Teacher Collaboration from 46% to 60% Improve Instructional Leadership from 27% to 50% Improve Teacher Judgements - students above expected level in Number and Algebra from 24% to 30% Improve Teacher Judgements - students above expected level in Writing from 8% to 25%</p>
<p>Improve learning growth every student in Literacy and Numeracy.</p>	No	<p>To improve NAPLAN year 3 to 5 Percentage of students above benchmark growth in Reading from 25% 2021 to 30% 2025 (two year moving average)</p>	
		<p>To improve NAPLAN year 3 to 5 Percentage of students above benchmark growth in Writing from 14% 2021 to 25% 2025 (two year moving average).</p>	

		To improve student growth NAPLAN year 3 to 5 above benchmark growth in Numeracy from 14% 2021 to 25% 2025 (two year moving average).	
		To improve Writing top 2 bands year 3 from 33% 2021 to 55% 2025.	
		To improve teacher judgements - students above expected level in Writing from 19% 2020 to 35% 2025 (P to 6).	
		To improve teacher judgements - students above expected level in Number and Algebra from 4% to 35% 2025.	
		To improve staff survey Guaranteed and Viable Curriculum positive Endorsement from 14% 2020 to 70% 2025.	
To strengthen student engagement in learning	No	SATSS Improve student Connectedness form 70% PE 2020 to 85% + PE by 2025.	
		To improve student Voice and Agency from 52% PE 2020 to 70% PE 2025.	
		Staff Survey: To improve Collective Focus on Student Learning from 42% PE 2020 to 80% PE 2025.	

<b>Goal 1</b>	<b>Priorities goal</b> 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.
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<b>12-month target 1.1-month target</b>	Improve Differentiated Learning Challenge from 76% to 82% Improve Sense of Confidence from 74% to 80% Improve Sense of Connectedness from 61% to 70% Improve Managing Bullying from 54% to 60% Improve Student Voice and Agency from 54% to 60% Increase the proportion of students in the 'strong' and 'exceeding' proficiency levels, for Numeracy, from 50% at Year 3 and 73% at Year 5 Improve Collective Efficacy from 65% to 75% Improve Collective Focus on Student Learning from 71% to 80% Improve Teacher Collaboration from 46% to 60% Improve Instructional Leadership from 27% to 50% Improve Teacher Judgements - students above expected level in Number and Algebra from 24% to 30% Improve Teacher Judgements - students above expected level in Writing from 8% to 25%	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	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 2024.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> 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.
<b>12-month target 1.1 target</b>	Improve Differentiated Learning Challenge from 76% to 82% Improve Sense of Confidence from 74% to 80% Improve Sense of Connectedness from 61% to 70% Improve Managing Bullying from 54% to 60% Improve Student Voice and Agency from 54% to 60% Increase the proportion of students in the 'strong' and 'exceeding' proficiency levels, for Numeracy, from 50% at Year 3 and 73% at Year 5 Improve Collective Efficacy from 65% to 75% Improve Collective Focus on Student Learning from 71% to 80% Improve Teacher Collaboration from 46% to 60% Improve Instructional Leadership from 27% to 50% Improve Teacher Judgements - students above expected level in Number and Algebra from 24% to 30% Improve Teacher Judgements - students above expected level in Writing from 8% to 25%
<b>KIS 1.a</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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop a whole school consistent approach to Numeracy assessment (formative & summative) Students will know where they are at with their learning and identify what their next steps will be Collaboratively build and implement a whole school consistent approach to the teaching and learning of Numeracy at MBPS
<b>Outcomes</b>	Leaders will build shared beliefs and understandings in the agreed assessment tools and build the data literacy skills of teachers Teachers will implement the whole school consistent approach to Numeracy assessment and utilise the data collected to inform teaching practice



	<p>Students will engage in Numeracy learning experiences at their point of need determined through the use of assessment tools</p> <p>Leaders will support teaching staff with developing their understanding of the Numeracy curriculum and sequence of learning in Numeracy</p> <p>Teachers will have a greater understanding and confidence to implement the updated Numeracy curriculum and sequence of learning in Numeracy</p> <p>Students will know where they are at with their learning and identify what their next steps will be</p> <p>Leaders will build shared beliefs and understandings of the Numeracy Instructional Model through enhancing understanding of the approaches and practices to the teaching and learning of Numeracy</p> <p>Teachers will enhance their skills and understandings of pedagogical approaches and practices to assist with the implementation of the agreed whole school approach to Numeracy</p> <p>Students will be independent and active learners who engage in meaningful and intentional learning experiences in Numeracy</p>			
<b>Success Indicators</b>	<p>Student Achievement Data (NAPLAN and Teacher Judgement Data)</p> <p>Student and Staff Survey Data</p> <p>PLC records</p> <p>Whole school agreed Numeracy Instructional Model</p> <p>Whole school agreed Numeracy Assessment tools aligned to the Assessment Schedule</p> <p>Delivery of PL related to Numeracy, Data Analysis and administration of Assessment tools</p> <p>Bank of shared resources</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Tutoring - Provide tutoring P-6 in Literacy and Numeracy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,947.48  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used
Develop a process for identifying 'at-risk' students	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Research, trial and select Numeracy assessment tools	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Professional Learning to support staff with the administering and data analysis from the assessment tools	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
PLCs - Re-establish and strengthen PLC structures to support teacher collaboration and strengthen student outcomes through the use of data and evidence.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Allocate meeting times after school for PLC cycles	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Release middle leaders to plan PL, analyse data and work alongside staff inside and outside the classroom	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,462.60 <input checked="" type="checkbox"/> Equity funding will be used
Complete whole school scope and sequence for learning areas	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Link Numeracy 2.0 and Big Ideas to whole school scope and sequence	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	
Professional learning to support staff with the building their understanding of the updated curriculum and approaches to Numeracy	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Allocation of meeting time to build staff understanding of curriculum and sequence of learning	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Creating spaces (both physical and digital) for resources, texts and supports for teachers	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Allocating funding for the purchasing of Maths Mentor texts	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,200.00  <input checked="" type="checkbox"/> Other funding will be used
Provide opportunities for collaboration between staff and leaders	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLCs to focus on developing understanding of the sequence of learning and curriculum through analysis and planning from student data	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Review and reflect upon as a staff, the practices and resources we are currently utilising in Numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Collaborate with staff to review the Instructional Model for Numeracy	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Professional Learning for staff to enhance understanding of the different components and practices outlined within the agreed Numeracy Instructional Model	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Support teachers to access and utilise departmental resources (i.e. Numeracy Toolkit) to support teaching practices	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop shared understandings of how to cater for the different abilities within the learning environment	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Opportunities to learn from each other (i.e. learning walks, lesson studies, filming lessons, teacher shadowing and peer observations)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

and values; high expectations; and a positive, safe and orderly learning environment				
<b>Actions</b>	Build student voice and agency in learning, to promote participation and engagement Strengthen partnerships between students, staff and families around student health and well-being Embed evidence-based mental health strategies, interventions and programs			
<b>Outcomes</b>	Leaders will work with all staff to lead the design and implementation of teaching, learning and wellbeing practices that promote student voice and agency. Teachers will provide students with strategies and tools, to support their ability to have voice and agency in how they achieve learning and well-being outcomes Students will have opportunities to plan, monitor, evaluate their learning and solve problems independently Leaders will work with staff and families to ensure any identified student health and well-being concerns are effectively addressed Teachers will build student’s awareness of positive mental health through targeted activities and regular opportunities for students to report on their health and well-being Students will be able to explain how they look after their health and what tools they can use Leaders will collaborate with school staff to inform, influence and provide input into mental health and well-being Teachers will consistently plan for and deliver agreed health and well-being programs Students can articulate the tools in their mental health tool-box			
<b>Success Indicators</b>	Updated Health & Well-being Scope and Sequence Completed professional learning in identified well-being programs Improved student outcomes (ATOSS) and in-school student feedback Evidence of Bump it up Walls and other visual tools to promote student agency Established processes for monitoring and responding to student health and well-being			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Establish shared beliefs, language and practices that promote student voice and agency	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Establish a bank of resources, such as critical thinking tools, strategies and processes to provide students with feedback and scaffolding appropriate to their specific learning needs	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers consistently incorporate the use of Bump it up Walls and other visual aides, to show students what success looks like	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish an agreed, school-wide process for enabling regular student check-ins, such as using online surveys, pre and post feedback tools and visual tools for daily check-ins	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Display and use agreed student support resources as a means for regular check-ins. (eg. Mental Health Continuum)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Proactively work with regional staff, parents & carers, staff and external agencies to optimise student mental health and well-being	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Establish regular communication with families and promotion of Mental Health strategies (eg. through newsletters)	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop, promote and embed a whole school approach to mental health and wellbeing, including pre and post assessments to measure success	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	
Review, update and embed the whole school Health & Well-being scope and sequence to incorporate all health & well-being programs/strategies	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning in agreed programs, such as Grow Your Mind, to support teacher understanding and implementation	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Timetable regular time within the meeting schedule for PL and reflection of implemented strategies	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Employ Education Support staff to support Tier 2 students and help implement identified Individual Education and Behaviour Management strategies.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$113,849.05  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete Health and Well-being training (MHiPS)	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Embed a consistent approach to developing and implementing ILPs, BSPs and SSGs	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$8,760.20	\$8,760.20	\$0.00
Disability Inclusion Tier 2 Funding	\$83,095.80	\$83,095.80	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
<b>Total</b>	<b>\$122,609.25</b>	<b>\$122,609.25</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Tutoring - Provide tutoring P-6 in Literacy and Numeracy	\$50,947.48
Release middle leaders to plan PL, analyse data and work alongside staff inside and outside the classroom	\$4,462.60
Employ Education Support staff to support Tier 2 students and help implement identified Individual Education and Behaviour Management strategies.	\$113,849.05
<b>Totals</b>	<b>\$169,259.13</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Tutoring - Provide tutoring P-6 in Literacy and Numeracy	from: Term 1 to: Term 4	\$4,297.60	<input checked="" type="checkbox"/> School-based staffing
Release middle leaders to plan PL, analyse data and work alongside staff inside and outside the classroom	from: Term 1 to: Term 4	\$4,462.60	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$8,760.20	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ Education Support staff to support Tier 2 students and help implement identified Individual Education and Behaviour Management strategies.	from: Term 1 to: Term 4	\$83,095.80	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$83,095.80	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ Education Support staff to support Tier 2 students and help implement identified Individual	from: Term 1 to: Term 4	\$30,753.25	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives

Education and Behaviour Manangement strategies.			
<b>Totals</b>		\$30,753.25	

### Additional funding planner – Total Budget

<b>Activities and milestones</b>	<b>Budget</b>
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning to support staff with the administering and data analysis from the assessment tools	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional learning to support staff with the building their understanding of the updated curriculum and approaches to Numeracy	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional Learning for staff to enhance understanding of the different components and practices outlined within the agreed Numeracy Instructional Model	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provide professional learning in agreed programs, such as Grow Your Mind, to support teacher understanding and implementation	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site