

2025 Annual Implementation Plan

for improving student outcomes

Moonee Ponds West Primary School (2901)



Submitted for review by Jarrod Sutton (School Principal) on 24 February, 2025 at 04:37 PM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 24 February, 2025 at 05:01 PM

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

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	<p>In the second year of our SSP, the school has been able to continue and progress much of the work to support implementation of the KIS. NAPLAN data overall has been maintained or improved, with the exception of spelling. Which was lower than our targets, yet results were good in comparison to state, network and similar schools.</p> <p>Our student survey results showed a decline, in particular the year 6 male data was lower than expected. This is an area that will need focus in 2025.</p> <p>Continued focus on collaboration and consistency in practice, with a focus on structures for observations and learning walks to be further established and linked to PLT inquiry cycles in 2025.</p> <p>Work on the multi-tiered documentation of wellbeing practices and approaches has been implemented this year, and will be finalised in 2025.</p> <p>A key focus in 2025 will be the F-2 Reading approach, with a particular focus on the 25 mins of phonics. A review of reading practices has begun and will continue next year with support from external consultants on strong reading practices of the reading workshop.</p> <p>The VTLM 2.0 and Vic Curriculum 2.0 will continue to be unpacked and developed for implementation in line with current structures and approaches.</p>
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
Maximise the learning growth of every student.	Yes	By 2026, increase the percentage (%) positive endorsement in the SSS in: <ul style="list-style-type: none"> Academic emphasis from 60% in 2022 to 75% in 2026 Collective focus on student learning from 73% in 2022 to 80% in 2026 Teacher collaboration from 26% in 2022 to 50% in 2026 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Increase the percentage (%) positive endorsement in the SSS in: Academic emphasis from 69% (2024) to 72% (2025) Collective focus on student learning from 75% (2024) to 80% (2025) Teacher collaboration from 61% (2024) to 65% (2025)
		By 2026, increase the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in: <ul style="list-style-type: none"> Believe evaluating impact improves practices from 61% in 2022 to 70% in 2026 Understand how to analyse data from 44% in 2022 to 55% in 2026 Teaching and Learning—planning from 63% in 2022 to 75% in 2026 	Maintain the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in: Believe evaluating impact improves practices above 77% (77% in 2024) Understand how to analyse data above 57% (57% in 2024) Teaching and Learning—planning above 86% (86% in 2024)
		By 2026—increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in: <ul style="list-style-type: none"> Numeracy - Above from 31% in 2022 to 40% in 2026 	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.

		<ul style="list-style-type: none"> Numeracy - Below from 16% in 2022 to 10% in 2026 Spelling - Above from 31% in 2022 to 40% in 2026 Spelling - Below from 22% in 2022 to 15% in 2026 	
		<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> Differentiated learning challenge from 73% in 2022 to 80% in 2026 Effective teaching time from 69% in 2022 to 80% in 2026 	<p>Maintain the percentage (%) positive endorsement in AtoSS in: Differentiated learning challenge at or above 85% (2024) Effective teaching time above 78% (2024)</p>
Strengthen the engagement and wellbeing of all students.	Yes	<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> Student voice and agency from 55% in 2022 to 65% in 2026 Stimulating learning from 63% in 2022 to 70% in 2026 Student connectedness from 64% in 2022 to 75% in 2026 Advocate at school from 74% in 2022 to 85% in 2026 	<p>To improve the percentage of positive student responses in the following factors: Student voice and agency from 63% (2024) to 68% (2025) Stimulating learning from 77% (2024) to 80% Student connectedness from 65% (2024) to 69% (2025) Advocate at school from 82% (2024) to 85% (2025)</p>
		<p>By 2026, increase the percentage (%) positive endorsement in the POS in:</p> <ul style="list-style-type: none"> Parent participation and involvement from 60% in 2022 to 75% in 2026 High expectations for success from 74% in 2022 to 80% in 2026 	<p>To increase the percentage of positive parent responses in the following factors: Parent participation and involvement from 70% to 75% High expectations for success from 70% to 75%</p>
		<p>By 2026, increase the percentage (%) of students achieving top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> Writing in Year 5 from 22% in 2022 to 40% in 2026 	<p>Increase the percentage (%) of students achieving Exceeding or Strong in NAPLAN in: Writing in Year</p>

		<ul style="list-style-type: none"> Numeracy in Year 5 from 21% in 2022 to 40% in 2026 	5 from 80% in 2024 to 83% in 2025 Numeracy in Year 5 from 82% in 2024 to 85% in 2025
		<p>By 2026, increase the % percentage of females in Year 3 achieving top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> Reading from 64% in 2022 to 70% in 2026 Writing from 52% in 2022 to 70% in 2026 Numeracy from 23% in 2022 to 40% in 2026 	<p>Increase the % percentage of females in Year 3 achieving Exceeding or Strong in NAPLAN in:</p> <p>Reading from 71% in 2024 to 75% in 2025 Spelling from 67% in 2024 to 70% in 2025 Numeracy from 71% in 2024 to 75% in 2025</p>

Goal 1	Maximise the learning growth of every student.
12-month target 1.1	<p>Increase the percentage (%) positive endorsement in the SSS in:</p> <p>Academic emphasis from 69% (2024) to 72% (2025) Collective focus on student learning from 75% (2024) to 80% (2025) Teacher collaboration from 61% (2024) to 65% (2025)</p>
12-month target 1.2	<p>Maintain the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in:</p> <p>Believe evaluating impact improves practices above 77% (77% in 2024) Understand how to analyse data above 57% (57% in 2024) Teaching and Learning—planning above 86% (86% in 2024)</p>
12-month target 1.3	<p>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.</p>
12-month target 1.4	<p>Maintain the percentage (%) positive endorsement in AtoSS in:</p> <p>Differentiated learning challenge at or above 85% (2024) Effective teaching time above 78% (2024)</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Build a whole school culture of high expectations, collaboration, and reflective practice/inquiry.	No
KIS 1.b Assessment	Strengthen the capacity of all staff to use evidence-based practices to effectively implement school wide frameworks.	Yes
KIS 1.c Assessment	Strengthen teacher capacity to analyse learning and wellbeing data to inform class, cohort, and individual point of need learning requirements.	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.	<p>Work will continue in 2025 to review and adjust the schools approach to Reading. A core focus will be the consistent implementation of evidence based reading practices in F-2 (big 6) and 3-6. This work will be supported by critical friend and consultant Sharon Cullen. This will include linking review to the new VTLM 2.0 and F-2 reading approach.</p> <p>Support for teachers to use evidence of student learning to inform planning will continue to be strengthened through the PLT Inquiry Cycle and Collaborative Planning Time. A focus on formative assessment to support this process will allow for teams to analyse data and evidence more critically and respond to learning at the point of need.</p>	
Goal 2	Strengthen the engagement and wellbeing of all students.	
12-month target 2.1	<p>To improve the percentage of positive student responses in the following factors:</p> <p>Student voice and agency from 63% (2024) to 68% (2025)</p> <p>Stimulating learning from 77% (2024) to 80%</p> <p>Student connectedness from 65%(2024) to 69% (2025)</p> <p>Advocate at school from 82% (2024) to 85% (2025)</p>	
12-month target 2.2	<p>To increase the percentage of positive parent responses in the following factors:</p> <p>Parent participation and involvement from 70% to 75%</p>	

	High expectations for success from 70% to 75%	
12-month target 2.3	Increase the percentage (%) of students achieving Exceeding or Strong in NAPLAN in: Writing in Year 5 from 80% in 2024 to 83% in 2025 Numeracy in Year 5 from 82% in 2024 to 85% in 2025	
12-month target 2.4	Increase the % percentage of females in Year 3 achieving Exceeding or Strong in NAPLAN in: Reading from 71% in 2024 to 75% in 2025 Spelling from 67% in 2024 to 70% in 2025 Numeracy from 71% in 2024 to 75% in 2025	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Develop and document a multi-tiered whole school engagement and wellbeing framework that enhances student outcomes.	Yes
KIS 2.b Engagement	Strengthen school and family partnerships to improve student learning and wellbeing.	No
KIS 2.c Engagement	Develop a whole school approach to activate student voice and agency.	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.	Student Engagement and Wellbeing team will further develop whole school framework and documentation. Yard rights and responsibilities will be developed early 2025, and the development of behaviour matrix to support this work visually for staff, students and parents. The team will look at processes and documentation of wellbeing data to support students who may require additional support and adjustments in the classroom and/or in the yard. Work with Staff and Junior School Council to define and begin developing a whole school approach to how and what student voice and agency looks like at MPW. This will build off existing practices that promote voice and agency in order to strengthen understanding of what it is and is not. The Student Wellbeing leader will continue to support staff to plan for adjustments in their planning, develop ILP or BSPs through the Disability Inclusion frameworks and processes established in 2024.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth of every student.
12-month target 1.1	Increase the percentage (%) positive endorsement in the SSS in: Academic emphasis from 69% (2024) to 72% (2025) Collective focus on student learning from 75% (2024) to 80% (2025) Teacher collaboration from 61% (2024) to 65% (2025)
12-month target 1.2	Maintain the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in: Believe evaluating impact improves practices above 77% (77% in 2024) Understand how to analyse data above 57% (57% in 2024) Teaching and Learning—planning above 86% (86% in 2024)
12-month target 1.3	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 1.4	Maintain the percentage (%) positive endorsement in AtoSS in: Differentiated learning challenge at or above 85% (2024) Effective teaching time above 78% (2024)
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen the capacity of all staff to use evidence-based practices to effectively implement school wide frameworks.
Actions	To review current practices and begin implementation of the Victorian Teaching and Learning model 2.0 To review current practices and implement the Big 6 of Reading (Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension) in F-2 with a focus of exploring an effective systematic phonics approach

Outcomes	<p>Leaders will have shared understanding of the elements of learning of the VTLM 2.0 and know what the school is doing well, and what they need to strengthen</p> <p>Leaders will have a shared understanding of the element of the Big 6 of Reading and know what the school is doing well, and what they need to strengthen</p> <p>Teachers will have a deep understanding of how the school's instructional model supports the teaching of Reading</p> <p>Teachers will have a deep understanding of how the school's instructional model supports the 'elements of learning' from the VTLM 2.0, in particular for English and Mathematics</p> <p>Students will be able to understand and articulate the expectations of a Reading session (steps in the instructional model)</p> <p>Students will be able to articulate where they are at in relation to their reading and what they will be working on next</p>			
Success Indicators	<p>Feedback notes and documentation from SIT and staff PL sessions, indicating reflection and improvements undertaken to the school's instructional model and VTLM 2.0</p> <p>Documentation and plan for PL focused on the implementation of VTLM 2.0</p> <p>Documentation and plan for implementation of the Big 6 in F-2, developed in consultation of critical friend and Reading consultant</p> <p>Work programs and unit planners showing the use and application of the Big 6 of Reading in F-2 based on student evidence</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Strengthen the skills and pedagogical content knowledge of teachers through Professional Learning (PL) with Sharon Cullen, to review and strengthen F-2 Reading practices and Reading practices across the whole school. Including specific PL with SIT, after school PL session with staff and support in planning and delivery in the classroom.</p> <p>SIT and Foundation Team to explore approaches (assessments and teaching) to the implementation of systematic phonics. Implementation plan and timeline to be developed.</p> <p>Integrate the Victorian Curriculum 2.0 and focus on Big 6 into</p>	<ul style="list-style-type: none"> ✓ All staff ✓ Curriculum co-ordinator (s) ✓ Learning specialist(s) ✓ School improvement team 	<ul style="list-style-type: none"> ✓ PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$16,455.10</p> <ul style="list-style-type: none"> ✓ Equity funding will be used ✓ Other funding will be used

<p>Reading unit planners for F-2.</p> <p>Targeted intervention support to address student needs. Providing support for staff to use data and evidence of learning to plan for purposeful learning activities related to students who may be at risk in their learning.</p> <p>Review and unpack Reading and Mathematics practices against the new Victorian Teaching Learning Model 2.0 (VTLM 2.0) and Victorian Curriculum 2.0</p>				
<p>KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen teacher capacity to analyse learning and wellbeing data to inform class, cohort, and individual point of need learning requirements.</p>			
<p>Actions</p>	<p>To strengthen collaborative team planning and the PLT Inquiry Cycle focus through purposeful analyse and use formative assessment of student learning To align summative and formative assessments undertaken with students against Reading approaches</p>			
<p>Outcomes</p>	<p>Leaders will be able to support teachers to collect, analyse and use formative assessment data and evidence of student learning to target student's learning needs Leaders will be able to support teachers to assess and report against the new Victorian Curriculum 2.0 Teachers will be able to describe how they use to summative and formative data/evidence of student learning to inform PLT Inquiry Cycle focus and inform collaborative planning for cohort learning needs Teachers will be able to differentiate their work program to respond to the needs of their students learning based on formative assessment Students will be able to better understand and articulate their goals and next steps in learning</p>			

Success Indicators	<p>Team planning and Learning Logs will outline discussions of formative assessments and this supported planning. Evidence of the analysis of student growth data in Reading to increase number of students making expected or high growth.</p> <p>Evidence of analysis of pre/post assessments undertaken during units of work, indicating growth of student achievements.</p> <p>Assessment schedule that includes the summative and specific formative assessments for learning across the Big 6 in Reading.</p> <p>Planning and documentation from PLT meetings to include the moderation and analysis of student learning data and evidence to inform future planning.</p> <p>Student reflection tool used to support 3-way conference discussions.</p> <p>Learning walks and observations of differentiation, use of data and students knowing their learning goals.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>School Improvement Team to review Assessment Schedule documentation and outline specific formative assessments, specific to Reading.</p> <p>Support for planning (workshop day) provided to PLT leaders by Sharon Callen regarding approaches to reading, including focus on formative assessments.</p> <p>Curriculum Teams to review assessment tasks for alignment against Victorian Curriculum 2.0</p> <p>PLTs to ensure Inquiry Cycles are driven by evidence and data of student learning.</p>	<p><input checked="" type="checkbox"/> All staff</p> <p><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</p> <p><input checked="" type="checkbox"/> School improvement team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
Goal 2	Strengthen the engagement and wellbeing of all students.			
12-month target 2.1	<p>To improve the percentage of positive student responses in the following factors:</p> <p>Student voice and agency from 63% (2024) to 68% (2025)</p> <p>Stimulating learning from 77% (2024) to 80%</p> <p>Student connectedness from 65%(2024) to 69% (2025)</p>			

	Advocate at school from 82% (2024) to 85% (2025)
12-month target 2.2	To increase the percentage of positive parent responses in the following factors: Parent participation and involvement from 70% to 75% High expectations for success from 70% to 75%
12-month target 2.3	Increase the percentage (%) of students achieving Exceeding or Strong in NAPLAN in: Writing in Year 5 from 80% in 2024 to 83% in 2025 Numeracy in Year 5 from 82% in 2024 to 85% in 2025
12-month target 2.4	Increase the % percentage of females in Year 3 achieving Exceeding or Strong in NAPLAN in: Reading from 71% in 2024 to 75% in 2025 Spelling from 67% in 2024 to 70% in 2025 Numeracy from 71% in 2024 to 75% 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 document a multi-tiered whole school engagement and wellbeing framework that enhances student outcomes.
Actions	To continue implementing wellbeing frameworks with a focus on strengthening Disability Inclusion. To implement school wide positive behaviour strategies and processes.
Outcomes	Leaders (Student engagement and wellbeing team) will be able to support staff to understand the whole school wellbeing approaches, through implementation of agreed processes and pathway documentation Leaders (Student engagement and wellbeing team) will be able to support students through referrals to Health and Wellbeing Key Contact and Allied Health professionals Teachers will continue to plan and implement social and emotional learning through established structures including Respectful Relationships and the Hall Program Teachers will be able to recognise and respond to student wellbeing and learning needs, through planning for

	adjustments or making referrals following referral pathway processes Students will be able to articulate a deeper sense and understanding of social and emotional awareness and resilience Students will be able to explain where they can seek support at school			
Success Indicators	Display and use of Classroom Behaviour Flowchart in all learning spaces Documentation of students being nominated for referral to supports through the Referrals Pathway Flowchart Evidence of student learning and wellbeing adjustments in work programs, IEPs and/or Behaviour Support Plans Evidence of student wellbeing discussions at PLT meetings, including supports for student needing adjustments Improvement in AToSS results relating to Advocate at School, School Connectedness and Student voice and agency Evidence and facilitation of Disability Inclusion Profile meetings for students requiring Tier 3 supports			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Student Engagement and Wellbeing Team and PLT leaders will support implementation of whole school approaches to positive behaviours.</p> <p>Unpack and launch updated School Values with school and community.</p> <p>Continue to identify students, through the newly developed referrals pathways, who may require significant adjustments utilising the Disability Inclusion Frameworks and DI Profile meetings</p> <p>Liaise with the Health and Wellbeing Key Contact and explore DI Outreach Inclusion Officers to continue supporting and developing Student Wellbeing Officer's implementation of DI reforms.</p> <p>Education Support staff and Educational Trainees to support DI funded students at their point of need.</p> <p>Professional learning will be undertaken and shared with</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$164,433.00 <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

<p>staff to build capacity in positive behaviour and inclusion strategies and student engagement through student voice and agency.</p> <p>The SEW team will work with students to define and develop matrices for our newly re-identified school values. The team will ensure the rollout of these values across the updated SEW framework and processes.</p>				
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Strengthen the skills and pedagogical content knowledge of teachers through Professional Learning (PL) with Sharon Cullen, to review and strengthen F-2 Reading practices and Reading practices across the whole school. Including specific PL with SIT, after school PL session with staff and support in planning and delivery in the classroom.</p> <p>SIT and Foundation Team to explore approaches (assessments and teaching) to the implementation of systematic phonics. Implementation plan and timeline to be developed.</p> <p>Integrate the Victorian Curriculum 2.0 and focus on Big 6 into Reading unit planners for F-2.</p> <p>Targeted intervention</p>	<ul style="list-style-type: none"> ✓ All staff ✓ Curriculum co-ordinator (s) ✓ Learning specialist(s) ✓ School improvement team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ Network professional learning ✓ PLC/PLT meeting ✓ Area principal forums 	<ul style="list-style-type: none"> ✓ SEIL ✓ Literacy expertise ✓ Learning specialist ✓ External consultants <p>Sharon Cullen for Reading</p> <ul style="list-style-type: none"> ✓ Pedagogical Model 	<ul style="list-style-type: none"> ✓ On-site

<p>support to address student needs. Providing support for staff to use data and evidence of learning to plan for purposeful learning activities related to students who may be at risk in their learning.</p> <p>Review and unpack Reading and Mathematics practices against the new Victorian Teaching Learning Model 2.0 (VTLM 2.0) and Victorian Curriculum 2.0</p>						
<p>Student Engagement and Wellbeing Team and PLT leaders will support implementation of whole school approaches to positive behaviours.</p> <p>Unpack and launch updated School Values with school and community.</p> <p>Continue to identify students, through the newly developed referrals pathways, who may require significant</p>	<ul style="list-style-type: none"> ✔ All staff ✔ Disability inclusion coordinator ✔ Student wellbeing co-ordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✔ Planning ✔ Preparation ✔ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Network professional learning ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ Teaching partners ✔ Internal staff 	<ul style="list-style-type: none"> ✔ On-site

<p>adjustments utilising the Disability Inclusion Frameworks and DI Profile meetings</p> <p>Liaise with the Health and Wellbeing Key Contact and explore DI Outreach Inclusion Officers to continue supporting and developing Student Wellbeing Officer's implementation of DI reforms.</p> <p>Education Support staff and Educational Trainees to support DI funded students at their point of need.</p> <p>Professional learning will be undertaken and shared with staff to build capacity in positive behaviour and inclusion strategies and student engagement through student voice and agency.</p> <p>The SEW team will work with students to define and develop matrices for our newly re-identified school values. The team will</p>						
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ensure the rollout of these values across the updated SEW framework and processes.						
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