










# Annual Implementation Plan 2024

Learning	Wellbeing
<p>Support both those who need extra support and those who have thrived and continue to extend their learning, especially in Numeracy.</p>	<p>Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.</p>
<p style="text-align: center;"><b>Action/s</b></p> <ul style="list-style-type: none"> <li>• Review the implementation of 'Little Learners Love Literacy' and 'Read Write Inc'/'Fresh Start' literacy intervention programs</li> <li>• Consolidate the delivery of Health &amp; Sexuality program 'Talking the Talk'</li> <li>• Introduce evidence based Maths program 'Maths-U-See'</li> <li>• Introduce ASDAN (Award Scheme Development and Accreditation Network) to all Secondary learners</li> </ul>	<p style="text-align: center;"><b>Action/s</b></p> <ul style="list-style-type: none"> <li>• Transitions - review and analyse transitions, with a focus on Middle School and Secondary school leavers.</li> <li>• Investigate Berry Street Educational Model</li> <li>• Continue to develop students' emotional awareness through structured teaching</li> <li>• Review Wellbeing team - roles, responsibilities</li> </ul>
<p style="text-align: center;"><b>Outcome/s</b></p> <ul style="list-style-type: none"> <li>• all classroom teachers using literacy assessment data to inform their teaching, case studies at Teacher Team meetings</li> <li>• regular H&amp;PE session covering sexuality education in all classes, PLCs</li> <li>• all teachers to become familiar with Maths-U-See</li> <li>• Secondary learners to complete 'My Independence' module (ASDAN)</li> </ul>	<p style="text-align: center;"><b>Outcome/s</b></p> <ul style="list-style-type: none"> <li>• improved intra-school transitions, parent/family knowledge of transitions improved (local survey)</li> <li>• key staff trained in BSEM, develop a plan for implementation</li> <li>• implement Kimochis to develop awareness of emotions in our complex learner cohort</li> <li>• Real Schools partnership - restorative practices</li> </ul>
<p style="text-align: center;"><b>Success Indicators</b></p> <p><b>90%</b> of students will make progress of at least 1 step on the Nepean 5 point scale in Reading &amp; Viewing</p> <p><b>60%</b> of students will make progress of 2+ steps on the Nepean 5 point scale in Reading &amp; Viewing</p>	<p style="text-align: center;"><b>Success Indicators</b></p> <p><b>Parent Opinion Survey</b> - positive transitions reduce neutral <b>5%</b> (7% 2023), not positive <b>8%</b> (10% 2023)</p>

<p><b>90%</b> of students will make progress of at least 1 step on the Nepean 5 point scale in Number</p>	
<p><b>AtoSS:</b></p> <ul style="list-style-type: none"> <li>my teacher expects me to do my best <b>90%</b> (83% 2023)</li> <li>I am learning things that really interest me <b>85%</b> (83% 2023)</li> <li>I have a say in the things I learn <b>75%</b> (67% 2023)</li> </ul>	<p><b>AtoSS:</b></p> <ul style="list-style-type: none"> <li>I know when my feelings are making it hard for me to focus <b>75%</b> (50% 2023)</li> <li>at school there is a teacher or another adult who cares about me <b>95%</b> (83% 2023)</li> </ul>
<p><b>Staff Survey:</b></p> <ul style="list-style-type: none"> <li>once we start up a program, we follow up to make sure it's working <b>90%</b> (69% 2023)</li> <li>staff were provided with adequate training when new school initiatives were introduced <b>85%</b> (74% 2023)</li> </ul>	<p><b>Staff Survey:</b></p> <ul style="list-style-type: none"> <li>staff are involved in informing the school's leadership of the important issues that affect workplace psychological health and wellbeing <b>70%</b> (60% 2022)</li> <li>in my school problems that may impact the psychological health and wellbeing of staff are acted upon quickly <b>60%</b> (56% 2022)</li> </ul>
<p><b>Feedback from teachers via local surveys:</b> increased teacher confidence and capacity</p>	
<p style="text-align: center;"><b>Activities</b></p> <ul style="list-style-type: none"> <li>PLC – Health &amp; Sexuality Education</li> <li>Maths-U-See Curriculum Day 15/4</li> <li>ASDAN Year 1 implementation</li> </ul>	<p style="text-align: center;"><b>Activities</b></p> <ul style="list-style-type: none"> <li>Investigate BSEM</li> <li>Refine transitions with a focus on Middle School</li> <li>School Leavers Expo, with past students/family panel</li> <li>Post school visits</li> <li>Staff mentors</li> </ul>

Literacy	Mathematics	Social & Emotional Learning	ES Education	PLCs	Transitions	Senior Secondary Education
 <p>Amber &amp; Lauren</p>	 <p>Steph</p>	 <p>Jade</p>	 <p>Janine &amp; Kylie</p>	 <p>Laurie</p>	 <p>Angie</p>	 <p>Sarah</p>