Kingsford Smith School

Network: Belconnen

Special Purpose Review: Implementation Plan Phase One 2023

The purpose of this document

Recommendations from the special purpose review informs school improvement planning with a focus on supporting the principal to shift the school onto a sustainable path of performance and improvement. The special purpose review enables appropriate intervention and support for schools requiring targeted assistance.

Reporting requirements

- Progress against Phase One Implementation plan – End of Term 2
- Monitoring of data on positive and negative behaviours, climate survey data (where and when applicable) and qualitative feedback from school – Ongoing

Assumptions and Considerations

- High school site is currently adequate at the start of 2023, inclusive of stability in senior leadership positions and executive staff.
- The primary school are currently looking for 2 FTE due to long term un-expected leave.
- This is the first draft for consideration by the principle of KSS.

ESO Supports

- Ensure the school has the resources and models available to establish and maintain processes and ongoing staff development.
- Routinely monitor the school's staffing resourcing allocation.
- Ensure stability of executive staff to achieve continuity of educational and management philosophy, communication pathways, and workload delivery.
- Provide examples of highly successful PLT practice in ACT government schools to enable staff visits and documentation sharing
- Provide clarity to the school's leaders about purpose and access to Tier 3 student options beyond and within KSS including, but not limited to, long term work experience, work placement and Australian School-based Apprenticeships (ASBA).
- Support the school's development of tools to monitor progress of individual student behaviour, students at risk and whole school data sets for practices and initiatives. These tools should include regular surveys of students, staff and families.
- Identify schools that have successfully articulated, and are monitoring success of, evidence based preferred pedagogies.
- Provide consultation to inform the best use of the school's physical learning spaces with an emphasis on improving outcomes for students in a safe and inclusive school setting.
- Provide school leaders specialist advice about resourcing, location and physical requirements of the student HUB.
- Allocate resources to support the school's planned physical improvements.

Completed, *On Track*, *Delayed*, *At Risk*

Recommendation 1: Strengthen the integrity of school processes to inform consistent staff expectations and practice

Action	Implementation strategies	Who will Lead this action?	Action Officer	Support required	Timeframe	Evidence	Date Completed
	Complete pre-professional practice survey	SLC pedagogical practice and Deputy Principal		Internal	Term 1, 2023	• Self-reflection pre-survey completed and initial assumptions concluded. • Routines of classroom observations established. • Feedback, monitoring and review of progress built into formal meeting schedules.	Completed Week 4, Term 1
	Complete post-professional practice survey	SLC pedagogical practice and Deputy Principal		Internal	Term 3, 2023	• Self-reflection post-survey completed • Reflection of initial implementation strategies. • Further considerations to be considered or framework embedded. • Walk through observations to follow surveys	On Track Primary to complete pre survey Secondary to complete post survey
Establish routines to monitor and review actioning of these core policies and practices including student and staff data and surveys; student performance monitoring and evaluation of in-school and external assessment data.	Guiding principles - Re-frame thinking around the writing purpose. IM's to flesh out with school.	SLC Pedagogy		School Improvement - Instructional Mentors	Semester 2	• Deliver professional learning on high impact teaching strategies	On Track Bec has provided a plan for Primary

	Improve recording and monitoring of student performance data
	  - Where will the data be stored?
	Working progress.
	  - How will the data be quality assured?
		DP and principal		Internal	Check in 4 weeks (mid June)
					
					Markbook to be implemented
						• Use of data during PLT/faculties based on cycles of inquiry
						• Quality assurance process
						• Deadlines
						• Data plan
						
						- Only one faculty has a common data monitoring process
							Ongoing
							
							Creating assessment and reporting process

	Reflection of climate survey data	DP and principal		2022:
				Wellbeing PLC
				  - Social and emotional learning, focus group of students.
				  - Focus groups show difference to climate survey
				  - Improvement in social/emotional learning program
					Semester 2	• Use of data during PLT/faculties based on cycles of inquiry	Ongoing

Build whole school consistency to KSS's key student expectation and management policies including PBL approach. This strategy should ensure that all teachers and support staff have the required knowledge and skills with particular emphasis on new staff	Engagement with external coach on a regular and ongoing basis to support implementation and embedding on PBL practices in school	Internal coach Sam D		External PBL coach and Director School Operations PBL Team and external coach working regularly.	Ongoing	• Clear, consistent and aligned responses from staff to positive and negative behaviours • Clear understanding of outcomes of positive and negative behaviour	On track Trend analysis

						• Routine monitoring of PBL dashboard – reflecting on trends positive and negative. • Weekly check ins – case management.	
	Reinforce PBL messaging through school digital signage, school newsletters (staff and community) and setting of classroom expectations	Internal coach		External PBL coach	Ongoing	• Clear understanding of outcomes of positive and negative behaviour • Feedback to students and communities • Physical signage put up across the school	Completed
	Teacher-based support through the socialisation of PBL based scripts and peer support mechanisms	Internal coach		External PBL coach and Director School Operations	Ongoing	• Clear, consistent and aligned responses from staff to positive and negative behaviours • Clear understanding of outcomes of positive and negative behaviour • Ongoing training through sector meetings	On Track

Recommendation 2: Implement a robust induction and development program for all staff

Action	Implementation strategies	Who will Lead this action?	Action Officer	Support required	Timeframe	Evidence	Date Completed
Design and implement a differentiated approach to staff learning encompassing the developmental needs of new educators, teachers new to the school, new support staff, staff in new roles, continuing roles, and school executive	Deliver mentoring program within school for new educators.	DP		Internal	Semester 1	• Each new educator has an identified mentor and regular contact with that mentor. • Principal observations completed for all new educators	Week 5, Term 1 Ongoing
	Update Staff Handbook to reflect current KSS priorities and practice.	DP Primary		Internal	Term 1	• Updated Staff Handbook provided to staff.	On track, Ongoing
	Schedule KSS and Canberra High School executive coaching model network model.	Principal		Internal	Term 1 and ongoing	• Scheduled sessions. • Completed – implement findings	Completed Check in – benefits
	Teacher observation and feedback program conducted based on identified priorities in School Action plan. - What data sets can be used to monitor this? SSS, Negative incidents etc.	DP's		Internal	Semester 1	• 50% teachers received feedback based on observation. • Review completed of coaching and professional learning program based on needs identified in observations. • Spiral of inquiry work in PLCs Introduced, implementation phase.	Delayed – 2024 Curriculum roll out Introducing instructional model this week (baseline data to come in Semester 2)
Ensure an element of collaboration in design and reflection for all staff development programs	Review of school action plan to ensure to ensure focus of differentiation and inclusion (part of pedagogical framework)	Senior executive and SLC inclusion		External – Inclusion team	Semester 1	• Alignment with PDP's. • Action plan published and on portal. • Student plans uploaded to SAS • Input from inclusion • Included in pedagogical framework	Ongoing – instructional model
	Australian Curriculum focus for 2024 – PL strategies for all staff.	Senior executive		External – Curriculum coach	Semester 2	• Input from Curriculum coach and school	On track Directorate support to upskill curriculum team.

						Consistent template and scope and sequence
	Scope and implement PL plan.	Senior executive		Internal	Semester 1	• Yearly PL plan (with alignment to action plan priorities) published to staff.
						Completed, in place

Recommendation 3: Strengthen the communication loop for decisions and actions consistent with KSS's Positive Behaviour for Learning (PBL) and student management practices

Action	Implementation strategies	Who will Lead this action?	Action Officer	Support required	Timeframe	Evidence	Date Completed or reviewed?
Ensure that proactive and responsive student well-being and management practices are evidence informed and supported by real time student/school data Establish routines for analysis of student engagement data as a regular role of identified school leaders including student support leaders	Establish fortnightly reflection of PBL dashboard.	Student Wellbeing team and DP's		• External - PBL coach and School Operations • Internal – School Nurse and YSW	Term 1	• Routines established • Data trends feeding back into all staff meetings and consistency in approach • Clear correspondence around expectation to community • Minutes from PBL meetings and evidence around hitting targets.	Completed Wellbeing (SLC, YW, Senior Psych) meeting PBL dashboard reviewed every Monday afternoon as part of exec meeting – RTI?
	Establish further community agency support. Support around violence in schools.	SLC Student Wellbeing and School Operations		• School Operations to link SLC with Youth Support Worker lead – community services.	Semester 1	• Identified cohorts accessing internal school programs as well as external educational opportunities.	Completed
Create visual representations about PBL behavioural expectations and practices	Vandal proof signage to be installed	BSO		Internal	Term 1	• Visuals fixed on strategic locations around both junior and secondary sites.	Completed
Review current delivery of PBL explicit teaching of behavioural expectations in terms of who, how, when and where these teaching moments occur	Establish a timetable to clearly focus on 'who, how, when and where'.	Faculty executive		External – PBL coach	Semester 1	• Allocated to faculties. • Checklist for accountability.	Completed
Develop communication pathways specifically to the KSS broader community about the breadth of KSS approaches including "who to contact when for what"	• Refine the communication strategy and expectations. • Consider aligning (soft approach) with unreasonable behaviour and working together with your school brochure – system expectations and approach.	Principal		School Operations	Term 1	• Comm strategy to be published on the school website.	On track - Check in month
Ensure the KSS case management approach clearly identifies processes, roles, and responsibilities for successful engagement of individuals	Review current Response to Intervention model, highlighting explicit roles for case management	SLC Student Wellbeing, School Psych and DP		External – Targeted Support	Semester 1	• RTI plan reviewed • SAS used to document plans, interventions, and correspondence. • Focus on Universal strategies currently (Term 2)	On track Primary and High School process Live document link on SAS Meeting with Rebecca, triage process, supports,

Recommendation 4: Design a KSS suite of preferred evidence-based pedagogies

Action	Implementation strategies	Who will Lead this action?	Action Officer	Support required	Timeframe	Evidence	Date Completed or reviewed?
Review pedagogical frameworks of schools that have successfully implemented and monitored the success of these approaches	School visits – best practice. Long term work with IM's • P-10 network – Wk 2 term 2 • Like schools networking	SLC Pedagogy		External - IM's	Semester 2	• Reflection of strategies in other settings. • Presented back to executive for consideration. • Writing focus • Planning from IM's - minutes • Examples from other schools – IM's to support	On track Implementation phase Tegan
Review the existing KSS PLT protocols to ensure they suit the contemporary needs of teachers What are PLT protocols? How are teams using data to inform planning? Baseline?	Schedule school improvement visit	School Operations		External – School Operations and IM's	Early Term 3	Input from IM's • SLC forums • Leadership planning • IM's Leading effective PLC's - IM's to deliver at KSS	TBA
Develop a suite of preferred pedagogies to inform teaching practice across the school	See recommendation 1	NA		NA	NA	NA	NA

Recommendation 5: Create a plan for the use, refurbish, and ongoing maintenance of the school's learning environments

Action	Implementation strategies	Who will Lead this action?	Action Officer	Support required	Timeframe	Evidence	Date Completed or reviewed?
Review the current learning areas and staff/student spaces with an eye to reducing known areas of issue	ICW walk around	School Operations		External – School Operations and ICW	Term 2	ICW report	TBA
Create a staged action plan emphasising student engagement and emphasising short term sustainable gains	Refurbishment of the library – **on track** Mounting of tamper proof PBL posters in required areas around the school. - **completed** Update/fix/mount notice boards in building 3. Update/fix display cabinets in building 4 Update/fix felt boards in building 3. Landscaping of ramp hillside near building 4.	Senior Execuitve, Executive and Teaching staff BSO?		Internal	End of year (Library) Mid year (for rest)	Library will be refurbished. Tamper proof PBL posters mounted in required areas around the school. Notice boards mounted in building 3 Display cabinets mounted in building 4 Felt boards repaired in building 3. Landscaping of ramp hillside near building 4.	On Track
Review the current timetable with an eye to facilitating time for student action and maximising engagement	Review link program to include more student voice Provide opportunity for student voice in semester 2 Continue with curriculum of giving program for year 9 & 10	DP and Executive		Internal	End of year	Link project plan for semester 1 and semester 2 program	On track – review late term 2
Review the impact of the current provisions for SEL, home room and LINK. Consider subsuming these important aspects into the planning and delivery of core curriculum	KSS has reviewed this action and the principal has confirmed that they will be maintaining existing structures in support social	DP		Internal	NA	DP to send documentation around review, consultation and outcome.	On track LINK – reviewed Keep homeroom

	emotional learning across the school.						<mark>Wellbeing team developing modules for year levels</mark>

Kingsford Smith School (KSS) - Years 6-10		Plan
Youth Health Nurse (2 days per week)	Students are referred to youth health nurse through the student wellbeing meetings. Majority of the work is currently individual. The position has only been filled for 2 weeks and discussions about the role will continue.	Student wellbeing executive will continue to collaborate with the youth health nurse to adjust the referral process and scope of work at KSS.
Youth Workers x 2 (full-time)	The youth workers run small group interventions, individual work and support teachers to engage students in class. The senior youth workers also support the youth workers and they are running a joint group next term together for the year 6 cohort.	Youth workers will continue to run small groups with support of the senior youth workers and provide individual support to students.
Senior Psychologist Support	The senior psychologist attends the student wellbeing meeting weekly and the school have access to the senior psychologist in between meetings for consultation if needed or for urgent matters.	Senior Psychologist to continue to work with the student wellbeing team to focus on addressing support for teachers managing risk in the classrooms and students leaving class. The student wellbeing team are already putting in place support plans to manage risk for individual students however this can be challenging for classroom teachers to manage. I have recommended ASIST training for student wellbeing staff at the start of the year and I will follow up with this at the next student wellbeing meeting.
Early Intervention team	Flexible Minds program will run in Term 3.	Planning will continue to prepare for the group.
Assessment Team	The school have access to the assessment team through the senior psychologist. Inclusive Education work being prioritised.	Continue to refer IE assessments to the assessment team.
Centralised Telehealth Team	The school have access to the centralised Telehealth team however there are challenges with the population at Kingsford smith accessing a self-referral phone service. Engagement with families at KSS can be a struggle and families can be reluctant to use the service.	Senior psychologist and executive team to continue to work with families to reduce barriers to accessing phone support.
Allied Health Team	Referrals to Allied Health can be made by the school.	A meeting was scheduled with Allied Health and KSS to discuss how we can create a more efficient and effective process for referrals however the meeting needed to be re-schedule due to staff absences and illness. Social work through the allied health team would be a valued addition as one of the challenges at KSS is the lack of engagement with external and community services for young people that require assessment or intervention.

Data Analysis

Data type	Support plan begins Week 6, Term 1	+5 weeks Week 1, Term 2	+5 weeks Week 6, Term 2	+5 weeks Week 1, Term 3	+5 weeks Week 6, Term 3	+5 weeks Week 1, Term 4	+5 weeks Week 6, Term 4
PBL							
Major Negative Incidents	195	+253 (448)	+247 (695)	+ 189 (884)	+261 (1145)		
Minor Negative Incidents	208	+306 (514)	+238 (752)	+198 (950)	+ 335 (1285)		
Suspensions	▮	▬	▬	▬ ▬	▬ (27)		
Safe and Engaging Environments (SEE)							
Occupational Violence	▮ ▬▬▬▬▬	▮ ▬▬▬▬▬	▮ ▬▬▬▬▬	▮ ▬▬▬▬▬	13 ▬▬▬▬		
Student Attendance				83%	83%		

Meeting Notes

Date and time of meeting	27 July 2023
Attendees	Kris Willis, Mallarie Parker, Paula Kinsman, Karen Murray, Lee Pietrukowski
Updates	
New actions identified	• SPR Report to be added to School website • Executive Summary to be added to school website and shared with community
Additional notes	• John Nakkan visit next KSS meeting - Staffroom needed in building 3, lower level to support behaviour management - Gym staffroom • Disability space complaints • See an increase in riskman – relating to ▬▬▬▬. Advice provided by inclusion • What are the milestones to reduce student funding..... Narrative • New EBA cheat sheet.... • Tegan (IM) to meet with Lee • Staff seeking faculty-based teams – discussion around options • Is there anyone in ESO that can set up markbook for KSS? who leads SAS? • School improvement visit • Send reports to Paula

Meeting Notes

Date and time of meeting	23 August 2023
Attendees	Sam Seton, Mallarie Parker, Paula Kinsman, John Nakkan, Sally VanAlst
Updates	• Walkthrough of school infrastructure • Media and Comms to work with school to develop a comms plan • ICW to work with school to develop a school maintenance plan and prioritise works

New actions identified	
Additional notes	

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Attendees	Sam Seton, Mallarie Parker, Paula Kinsman, John Nakkan, Sally VanAlst
Updates	- Walkthrough of school infrastructure - Media and Comms to work with school to develop a comms plan - ICW to work with school to develop a school maintenance plan and prioritise works
New actions identified	
Additional notes	

Margaret Hendry School

Network: North Canberra/ Gungahlin

Special Purpose Review: Implementation Plan 2023

Phase One

The purpose of this document

A phased implementation plan has been developed to deliver key recommendations identified in the Special Purpose Review. Margaret Hendry School continues to experience significant staffing pressures impacting the leadership team's capacity to gain traction in implementing key deliverables within this plan. The priority in phase one is a targeted focus on alleviating the impact of staffing pressures to ensure staff wellbeing and safety are maintained. Some aspects within Phase Two have commenced with immediate impact. However, continued implementation is dependent upon staffing levels. Progress against phase two can be tracked below.

Phase One is expected to continue for the remainder of Semester 2, 2023 with a complete transition to Phase Two pending stabilisation of staffing levels consistently at the school.

School priority focus for Phase 1

1. Stabilisation of staffing levels
2. Improve reading outcomes for all students

Key Actions for implementation

ESO:

- DG Approval to enact level 3 staffing strategies in accordance with the Staffing Availability Matrix
- Short term support from other schools
- Short term support from ESO Staff
- Targeted recruitment campaigns with support from P&P Recruitment Team
- Youth Worker induction supported by ESO staff.
- BM Front Door team support
- Executive Assistant Support
- Bus Driver to support Aqua Tots program.

MHS:

- Targeted actions at the student learning, teacher practice, leadership practice and organisational practice levels to improve reading outcomes as outlined in the agreed school developed evidence gathering and monitoring tool
- Ongoing focus on strategies from Phase Two, with a focus on organisational and structural change

Key Concerns/Delays

- Maintaining a growing staffing level to meet enrolment demand is a significant key implementation risk. The school is prioritised by EDU P&P for teacher recruitment.
- Ongoing stability of staff level and annual retention is a high risk.
- Ongoing staffing availability to cover unplanned staff absences, including inbuilt relief is a high risk.
- Impact of enrolment growth on staff wellbeing is a high risk.
- Consolidation of the executive structure including the approval to recruit two additional SLC positions has concluded with staff commencing in early Term 3. Further recruitment of a & temporary SLB position to support implementation actions is being determined.
- Coordination of ESO (Educations Support Office) supports, ongoing.
- Opening of the MHS expansion building requires ongoing support regarding building occupancy related to the planned movement of staff and students in Term 3 & Term 4 from EDU I&CW with the view of full use and occupation in 2024
- Ongoing resource support for a highly diverse EALD community is a high risk.

Recommendation 1:

Action	Implementation strategies	Who will Lead this action?	Supported by	Timeframe	Milestone	Evidence	Progress/Date Completed
Stabilisation of staffing	DG Approval to enact level 3 staffing strategies in accordance with the Staffing Availability Matrix	School Operations	People and Performance	Immediate	Ongoing	School has current approval for category 3 strategies	
	Short term support from other schools	School Operations		Underway 21/8/23	Ongoing	Staff support all week 6 with another email request to go out at the end of this week	
	Short term support from ESO Staff	School Operations		Underway	Ongoing	Process currently to be agreed – once agreed MHS will be a priority	
	Targeted recruitment campaigns with support from P&P Recruitment Team	People and Performance Recruitment	School Operations	Urgent	Term 3	Bec Nicholls to liaise directly with Kate around arrangements	
	Youth Worker induction supported by ESO staff	Clinical Practice		Urgent	Term 3	Clinical Practice have confirmed this will be supported	
	BM Front Door team support	Strategic Finance		Urgent	Ongoing	Peter Podnar aware and offering continued support	
	Executive Assistant Support	School Operations		Urgent	Term 3	Return to work option through other Directorates – COB tomorrow	
	Bus Driver to support Aqua Tots program	People and Performance	School Operations	Urgent	Term 3	Transport Canberra – Ian McGlynn next 48 hours	Completed 31/8/23
	On country /excursions to pay back release time	School Operations	People and Performance	Preferred	Term 3	School Operations to seek DG Approval	

Recommendation 2:

Action	Implementation strategies	Who will Lead this action?	Supported by	Timeframe	Milestone	Evidence	Progress/Date Completed
Improve reading outcomes for all students	Improve coordination of Education Support Office supports to guide improvement plan – SLB IM	School Improvement	School Planning and Review	Urgent	Ongoing	Weekly IM involvement in developing leadership capability and supporting Kate and Shannon to drive improvement agenda for reading.	
	Provision of SLB Instructional Mentor to support executive capability development in leading PLCs and early years literacy.	School Improvement	Instructional Mentors	Underway	Ongoing	IM working with SLB to develop united leadership of aligning beliefs about reading. Learner Pathways (PLC) leaders working with IM to develop professional knowledge and implementation of 10EIP for reading improvement agenda.	

School priority focus for Phase 2 – Strategies under this phase will be actioned as arrangements under the Staffing Stabilisation recommendation are progressed.

1. Improve communications with and between staff.
2. Improve wellbeing supports of students and staff.
3. Review organisational structure to support enrolment growth and implementation plan.

Key Actions for implementation

- Improve strategic oversight and planning.
- Strong focus on building and developing a united leadership team with clearly defined structure and culture.
- Strengthen the links between curriculum, pedagogy, and assessment to improve teaching and learning across all learning cohorts.
- Strengthen school wide systems for improving student wellbeing.
- Review and adjust the organisational efficiencies and effectiveness of the current structures and processes.
- Strengthen processes to ensure clarity of expectations and increase staff retention with a view to enhance the overall wellbeing of staff.
- Communicate clear expectations to staff by strengthening processes, monitoring of staff wellbeing, and staff retention.
- Improve coordination of Education Support Office supports to guide improvement plan. Key emerging achievements Margaret Hendry School is currently entering Phase 1 of their implementation plan (Semester 2, 2023)
- Staff and parent/carers are committed to the philosophy of personalised learning for every student.
- Data informed planning to track student progress is emerging.
- Literacy program 'Booster Reading' is successful for the small groups accessing the program.
- Learning area collaboration and planning strengthened consistency in lesson planning.
- Embedding PBL (Positive Behaviours for Learning) is emerging.
- Response for Student Need (RSN) – a case management approach for students with complex and challenging needs.
- Inclusive universal practices focus on explicit teaching and student regulation.
- Small group programs indicate successful outcomes for students.
- Weekly WHS (Work Health and Safety) meetings effectively monitor staff wellbeing and WHS matters and provide staff with an opportunity to provide feedback to the leadership team.
- Implementation of Professional Learning Communities (PLCs) to drive school improvement.
- Family acknowledgement for staff dedication and commitment.
- Pillars of connect, collaborate, grow and love are reflected within all stakeholder groups, including students.
- EAL/D program is valued and could provide a capacity building opportunity for staff.

Key ongoing activities from Phase 2

Recommendation 1: Improve strategic oversight, planning and expectations.

Action	Implementation strategies	Who will Lead this action?	Supported by	Timeframe	Evidence	Progress/Date Completed
Improve strategic oversight and planning	Ensure the implementation plan reviews and aligns values, beliefs, routines, and structures to support staff and students thrive.	Principal Kate Woods	DSI Stephen Gwilliam	End Term 3	Completed Implementation Plan	Complete
	Strategic organisational chart reflective of staff capability and dedicated SLC positions aligned to specific staff and student areas of need. • EALD • Literacy and numeracy • Complex and challenging behaviours • Students with a disability • Early childhood (K-2) • Preschool • ATSI education • Student wellbeing (AH, school psych, youth worker) • Staffing (meetings, topics, agendas, lead and actions) • Community	Principal Kate Woods	DSI Stephen Gwilliam	Week 4, Term 3	• Organisational Chart • One pager of all leadership roles and whole school responsibilities • Individual duty statements for each SLC	Complete
	In response to the gap analysis identified through the school review, work in partnership with ESO to identify areas requiring additional support by ESO. Focussed on Australian Curriculum knowledge and wellbeing.	Principal Kate Woods	Deputy Principal Shannon Birch/ HRBP Meghana Pachika	Week 10, Term 3	• Engagement of Christine Topfer • Working with Preschool Pathways team • EALD team supporting staff with universal. • Student Engagement supporting with UDL and environmental walkthroughs	Complete
	Strengthen the whole school approach to the systematic use of data and evidence in planning teaching and learning and monitoring student progress to ensure every child reaches their academic potential. Review of assessment schedule, monitoring and fidelity that data used in PLC's is aligned with whole of school data requirements.	SLC Data Integrity	Kate Woods	Week 5, Term 3	• Whole School Data plan • Data Tracker • Collaborative planning document example (PLC)	Share with School Board in Week 8
	Staff meetings. • Weekly agenda (detailed) mapped to a term-by-term overview – clarity of topics, identification of leads, purpose and expected outcomes and evaluations. • Team building • Capacity building	Deputy Principal Shannon Birch	School Executive	Week 1, Term 3	• Wednesday afternoon staff workshop overview Improve Reading outcomes for every student. • Learner Pathway PLCs • Tuesday afternoon staff workshop overview School Culture, Pedagogy and Practice	Complete. Responsive to weekly staff engagement, outcomes of meetings and feedback received in Week 5 staff satisfaction survey
	Review and strengthen the school communication plan which delivers timely, targeted, and ongoing information to the school community, students, and staff.	Principal Kate Woods	Community Liaison Officer	Week 6, Term 3	• Communication Guidelines 2023 • Event and Communication Flowchart In progress: • Review existing documentation.	End of term 4 (Possible community feedback)

					Communications Schedule (sharing school-based docs regularly throughout the year) • Engagement of external communication strategist • Onboarding to Parent Portal underway	

Recommendation 2: Strong focus on building a united leadership team

Action	Implementation strategies	Who will Lead this action?	Supported by	Timeframe	Evidence	Progress/Date Completed
Strong focus on building and developing a united leadership team with clearly defined structure and culture	Systematise the following procedures into modules to be tracked for SLCs and new staff: • Explicit induction package and checklist for new executive staff as part of the building capacity framework. Portfolio areas & roles and responsibilities. • In-house procedures (systems, emergency management, medical response plans etc) • HR requirements • Mandatory PL • Facilities • Reporting lines • Expectations of behaviour (attendance at meetings, PL, working hours etc.) • Induction process documented in a staff manual available on SharePoint. • Establishing a comprehensive induction process for any newly appointed leader	Principal Kate Woods	Executive Team	Week 5, Term 3	Leadership Induction process organised into modules with key people assigned to lead modules and sign off upon completion and filed on staff file.	Week 10, Term 3
	Review the school leadership structure to effectively implement the SPR recommendations	Principal Kate Woods	Executive Team	Week 2, Term 3	Complete	Complete
	Review induction processes for new students and families, ensuring it includes: • Previous school's student file and history (if any) • Onboarding plan (staffing, student buddy system, behaviour plans, areas of need, school values and expectations etc.) • Family information package.	Principal Kate Woods	Wellbeing Officer	Week 5, Term 3	• New child one pager indicating trigger points for referral to people in specific roles. • Induction process for new families/children refined and delivered by Wellbeing Officer	Ongoing
	Designated time devoted to coaching, mentoring and feedback to all leaders.	Principal Kate Woods	Deputy Principal	TBD	TBD	Dependency on staffing and EA implementation • Leadership meeting reading focus Monday afternoon. • Leadership meeting BAU Wednesday morning
	Whole of school online platform for sharing of resources and lesson plans, to support cross-collaboration across learning communities. Review of the School Google Drive in line with the introduction of Learner Pathways with transition to a School SharePoint	SLC Curriculum	Administration Team	Week 2, Term 3	TBD	Google Drive in use In Action: • Elevate use of School Talk 3-6 • Leadership planning day Friday Week 7 with SchoolTalk lead

Recommendation 3: Strengthen the links between curriculum, pedagogy, and assessment to improve teaching and learning.

Action	Implementation strategies	Who will Lead this action?	Supported by	Timeframe	Evidence	Progress/Date Completed
Strengthen the links between curriculum, pedagogy, and assessment to improve teaching and learning across all learning cohorts	LSA training and support (Inclusion Education)	SLC Building Capacity	Student Engagement Danielle Hoogland	Week 1, Term 3	• All LSA staff have completed the Universal training with the Inclusion team. • All LSA staff have completed reading intervention training with the teacher librarian. • Weekly LSA meeting is in place	Ongoing
	Review documentation outlining curriculum coverage to align with learner pathway organisational structure • Structured timetable aligned across learning. • Pre and post assessment across all student's basic literacy and numeracy skills – whole school approach fidelity. • Inquiry approaches. Alignment scopes a sequence of lesson plans in line with the Australian Curriculum V9 requirements to support cross collaboration for consistency across learning communities with the Learner Pathways.	Principal Kate Woods	Student Engagement Danielle Hoogland	Week 1, Term 3	In Action: • Meeting with the Curriculum team from ESO • Whole school timetable is being built in collaboration with staff. School culture, key whole school anchor points and shared beliefs/agreements underpin the discussion on the structure of the week.	Ongoing

Recommendation 4: Strengthen school wide systems for improving student wellbeing

Action	Implementation strategies	Who will Lead this action?	Supported by	Timeframe	Evidence	Progress/Date Completed
Strengthen school wide systems for improving student wellbeing	Engage with PBL coach and annual evaluation of PBL implementation. • Build the capacity of staff with an initial focus on effective PBL Tier 1 strategies.	SLC School Culture	USS/PBL/Inclusive Education	Fortnightly meetings	Minutes of meeting with PBL coach, evidence of ongoing engagement with PBL coach. Progress through the stages of implementation. Currently at stage 5	Ongoing
	Leadership to continue to track and monitor student attendance and behaviour data to inform targeted resources appropriately.	SLC Children Engagement and Wellbeing	RSN Team	Weekly meetings	• Minutes of meeting • LSA timetable • Evidence of letters home to families	Ongoing – weekly
	Establish clear processes to develop, monitor, and understand the effectiveness of ILPs, PBSPs and OVRAs. These should be reviewed annually or post major incident	Deputy Principal	SLC Wellbeing and Engagement, DECO/GATLO	In place	Ongoing PBSP reviews following incidents	Ongoing
	Improve inclusion practices including structures and processes that cater for all students' needs.	SLC Wellbeing and Engagement	Student Engagement Danielle Hoogland	Week 1 Term 3	• Environmental walkthrough feedback • Zones of Regulation and sensory spaces are in place across the whole school	Ongoing
	Strategic planning for Universal Training Support Plan – all staff (TBC) documenting attendance and participation • SASSCO • Team Teach • Inquiry Learning	Executive Staff	School Improvement (SDD/USS)	Week 1 Term 3	Workforce plan in review	TBD

	• WHS/OV • Inclusive Education (available PL) • NeuEd Training (trauma informed education)					

Recommendation 5: Review and adjust the organisational efficiencies and effectiveness of the current structures and processes.

Action	Implementation strategies	Who will Lead this action?	Supported by	Timeframe	Evidence	Progress/Date Completed
Review and adjust the organisational efficiencies and effectiveness of the current structures and processes.	Organisational structure to reflect areas of need, dedicated executive positions to create a cohesive, whole school environment.	Principal	Deputy Principal	Week 1, Term 3	• Organisational chart • Leadership overview	TBD
	Review current whole school structures and routines to ensure consistency of teaching and learning to maximise student outcomes.	Principal	Deputy Principal	Week 1, Term 3	• Whole school timetable is being built in collaboration with staff	TBD
	Regular leadership meetings to discuss implementation of whole school expectations, structures, and processes. • A strategic approach for school leader C's to work in collaboration with their learning communities including coaching and mentoring.	Principal	Deputy Principal	Wednesday morning BAU and Implementation plans	• Weekly Agenda's	Ongoing
	Develop whole school practices for student learning and wellbeing for consistency across learning communities. Ensure a collective understanding of the structure of the day to focus on learning and wellbeing.	SLC Pedagogy and Practice Principal	Deputy Principal	Ongoing	• Induction processes • Review key school processes and approaches schedule	TBD
	In-house operational requirements to be shared and accessible to all staff via induction and shared system such as a SharePoint site	Principal	Deputy Principal	Week 1, Term 3	• Teacher handbook In Action: • Building Sharepoint handbook (request support)	TBD
	Provide opportunities for learning coaches to plan and collaborate with peers who are delivering lessons to the same year level in other learning communities.	Principal	Deputy Principal	Week 1, Term 3	• Staff meet weekly in learner pathway groups on a Wednesday afternoon	TBD
	Assess whether the use of different IT (software) systems can reduce school leader workload or improve the efficiency of current processes.	Deputy Principal	SLC Curriculum	TBD	• Increase use of SchoolTalk across LC's.	Ongoing

Recommendation 6: Improve the health and wellbeing of all staff.

Action	Implementation strategies	Who will Lead this action?	Supported by	Timeframe	Evidence	Progress/Date Completed
Strengthen processes to ensure clarity of expectations and increase staff retention with a view to	Clarity of expectations for teaching and learning, student wellbeing and student behaviour across the school.	Principal Kate Woods	Executive Team	Week 1, Term 3	• Review of existing Processes and frameworks In Action:	Ongoing

enhancing the overall wellbeing of staff.					• Building the articulation of the pedagogical framework in P-2 and 3-6	
	Fortnightly WHS meetings to share concerns, wellbeing and provide staff with an opportunity to discuss issues with the leadership team.	Principal Kate Woods	HSR	Week 1, Term 3	• Minutes of meeting • Enhancing Staff Satisfaction Survey	Ongoing fortnightly
	Professional Development Discussions within line areas to complete 100% of the document.	Principal Kate Woods	Executive Team	Week 5, Term 3	• PDD's completed for all staff as per scheduled.	Twice a year as scheduled
Improve coordination of Education Support Office supports to guide improvement plan	Provision of SLB Instructional Mentor to support executive capability development in leading PLCs and early years literacy.	IM Bec Smith	SLB Shannon Birch	Week 1, Term 3	Completion of IM Engagement Agreement	TBD
	Infrastructure and Capital Works to share planning and induction to support occupancy of new school expansion.	ICW Project Manager	ICW Projects, Benjamin Saunders	Week 1, Term 3	Determining meeting time with Ben Cleveland to discuss scope of staff workshops on form and function of spaces in new build	TBD
	Transition plan for primary students entering high school - collaborate with Mel Pinney and Caroline Knoke, EDU Transitions and Careers USS	Deputy Principal	Mel Pinney and Caroline Knoke	Week 1, Term 3		