Walkervale State School
Annual Implementation Plan 2023

Walkervale SS Strategic Plan 2020 - 2023 Key Improvement Strategies

* Collaboratively develop a whole-school inclusion framework to enhance outcomes for all students including Aboriginal & Torres Strait Islander students, students with disability & high achievers.

* Further develop structures & systems that enable all staff to engage in intentional collaboration within and across teams to strengthen the delivery of the agreed EIA.

* Strengthen instructional leadership & facilitate teacher engagement in systematic observation, feedback & coaching processes to improve curriculum delivery & school-wide teaching practice.

* Further develop staff knowledge and understanding of the AC and P-12 CARF to enhance systematic curriculum delivery to all students and quality assure its enactment.

* Collaboratively review the school's pedagogical framework; decide on signature high-yield teaching practices and quality assure school-wide implementation of the framework.

2023 IMPROVEMENT PRIORITY (EIA): Develop Walkervale State School's model of Inclusive Education.

Employ the **'Equity and Excellence'** strategy to build our inclusive education **capabilities.** Align and embed our **'Belief Statement'** to build our inclusive education **culture.**

Planning and Enacting the Intended Curriculum (Educational Achievement)
*Develop collective understanding of version 9 of the Australian Curriculum particularly English and maths.
*Refine the use of disaggregated data and collaborative assessment of student work (CASW) to inform teaching and increase the number of students achieving C, B and A in English and maths.
*Enact the four phases of moderation in a process with network schools where all teachers and leaders collaboratively assess student work.
*Further develop structures to ensure line of sight for leaders and teachers that the intended and planned curriculum is enacted in every classroom.

Driving Equity of Performance for all Sub-groups (Culture and Inclusion)
*Partner with Principal Advisor Inclusion, develop staff inclusive education capabilities and maximise access to learning by removing barriers, differentiating and making reasonable adjustments.
*Disaggregate data and ensure equity for all students including Aboriginal and Torres Strait Islander students, children in out of home care and students with disability.
*Work with regional support staff to develop staff cultural capabilities particularly in valuing First Nations cultures and voice.
*Further develop data-informed complex case management processes and the use of effective pedagogical practices to improve student learning.

Driving Successful Transitions and Meaningful Pathways (Wellbeing and Engagement)
*Know each student and understand what works best to engage each one is his/her learning.
*Further develop successful student transition and support processes in collaboration with early childhood education centres, support organisations and high schools.
*Co-design with all stakeholders tailored transition plans for vulnerable and at-risk students.
*Collaborate with schools and support organisations to foster cluster-based initiatives and sharing of knowledge and effective practices.
*Recognise the importance of engagement and wellbeing for both students and staff and seek out improvement opportunities.
*Explicitly teach PBL expectations and their link to 'Pause' functions of the brain program.

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24 Feb 2023

Ken Peacock (Principal Walkervale S.S.)

24 Feb 2023

Charise Sell (P&C President Walkervale S.S.)

David Hillhouse (Lead Principal NCR)

Endorsement: *This plan was developed in consultation with the school community and meets school needs and systemic requirements.*

Planning and Enacting the Intended Curriculum (Educational Achievement)	Baseline	6 Month	12 Month
IMPROVEMENT PRIORITY: Develop Walkervale's model of **Inclusive Education.** Employ the **'Equity and Excellence'** strategy to build our inclusive education **capabilities.** Align and embed our **'Belief Statement'** to build our inclusive education **culture. (Walkervale EIA)**	**How do we know?** **Dec 2022**	**How will we know?** **July 2023**	**How will we know?** **December 2023**
Every school has a systematic approach to lead, monitor & review curriculum, teaching, & learning from the intended through to the planned curriculum (NCR Operational Plan)	(All Students) **English Achievement** P-6 – 83.1% A-C; 40.1% A-B	(All Students) **English Achievement** P-6 – 85% A-C; 42% A-B	(All Students) **English Achievement** P-6 – 87% A-C; 45% A-B
*Develop collective understanding of version 9 of the Australian Curriculum particularly English and maths. (Walkervale EIA) *Be knowledgeable and ready for the updated Version 9 of the phased implementation of the Australian Curriculum, starting in 2024 within the key learning areas of English and Mathematics. (NCR Operational Plan)*	P-2 – 74.7% A-C; 42.4% A-B 3-6 – 89.4% A-C; 38.9% A-B	P-2 – 77% A-C; 43% A-B 3-6 – 92% A-C; 43% A-B	P-2 – 80% A-C; 45% A-B 3-6 – 95% A-C; 45% A-B
*Refine the use of disaggregated data and collaborative assessment of student work (CASW) to inform teaching and increase the number of students achieving C, B and A in English and maths. (Walkervale EIA) *Enable teachers to use data and collaborative assessment of student work to inform learning and teaching, inclusive of case management and effective pedagogical practice.* and *Support teachers to develop assessment literate learners through visible learning strategies, for example data walls, learning walls, bump it up walls, annotated work samples, and through student and teacher feedback processes. (NCR Operational Plan)*	(All Students) **Mathematics Achievement** P-6 – 84.5% A-C; 47.7% A-B P-2 – 82.1% A-C; 48.7% A-B 3-6 – 89.0% A-C; 48.1% A-B	(All Students) **Mathematics Achievement** P-6 – 86% A-C; 48% A-B P-2 – 84% A-C; 49% A-B 3-6 – 90% A-C; 49% A-B	(All Students) **Mathematics Achievement** P-6 – 87% A-C; 50% A-B P-2 – 87% A-C; 50% A-B 3-6 – 92% A-C; 50% A-B
*Enact the four phases of moderation in a process with network schools where all teachers and leaders collaboratively assess student work. (Walkervale EIA) *Embed the four phases of moderation (including external moderation) to review and inform next steps for learning and teaching. (NCR Operational Plan)*			
*Further develop structures to ensure line of sight for leaders and teachers that the intended and planned curriculum is enacted in every classroom. (Walkervale EIA) *Implement processes to review and refine marking guides to ensure alignment to the year level achievement standard and provide opportunities for every student to access the A & B standard and demonstrate their achievement at the A and B level.* *and* *Develop a clear line of sight for leaders to quality assure the intended, planned and enacted curriculum using strategies such as learning walks and talks, data review and the Sharratt five questions for students, teachers and school leaders. (NCR Operational Plan)*		How is every student **improving** in his/her learning? What **adjustments** are we making to ensure every student is **improving?** Every student achieves at least one year of learning growth in 2023 Differentiate support so that every student realises their potential.	

Planning and Enacting the Curriculum (Key Strategies)	Evidence of Impact	Resources financial, human, physical	Responsible officer/s	Artefacts
#Ensure every teacher understands the incoming V9 Australian curriculum (AC) and enacts the AC in classrooms using the 3 levels of planning within the whole school CARP. #Review the CARP and the enactment of planning. In every classroom and across every cohort #Provide professional learning to teachers and teacher aides to deepen knowledge of the 3 levels of planning. #Conduct collaborative whole school analysis of A – E data to identify the number of students achieving a C or better and B or better for English and maths. #Disaggregate A – E achievement data for English and maths (P – 6, P-2 and 3-6) for First Nations students, children in out of home care and students with a disability. #Engage every teacher in case management aligned to the teaching and learning in English. #Engage all teachers in CASW in both teacher meetings and Curriculum Collaboration meetings. #Continue research-based learning using 'Clarity' training and collaboration and moderation opportunities with Network 15 schools (Bundaberg East, Bargara, Woongarra, Agnes Water) #Use marker student '5 questions' and CASW feedback for leadership team to maintain line of site of student progress through classroom visits to ascertain learning progression of marker students, Aboriginal and Torres Strait Islander students, students with a disability and children in out of home care.	**Students can/will...** ..use classroom learning wall (including bump it up section) as third teacher and can articulate how they use the third teacher their learning ..answer five questions about their learning What am I learning and why? How am I doing? How do I know? How can I improve? Where do I go for help? **Teachers can/will...** ..use learning ladder and pedagogy wall to identify and monitor marker students to 'lift' collective achievement ..identify marker students and engage in effective opportunities (CASW) to improve their pedagogical practices ..employ learning walls with bump it up expectations and A, B, C samples of student work aligned to the GTMJ for the current term English unit ..engage in the 4 phases of moderation both within their cohort within the school and with colleagues from other network schools **Leaders can/will...** ..develop whole school disaggregated data wall to enhance CASW particularly around First Nations students, students, children in out of home care and students with disability ..conduct leadership team line of site visits in every classroom with provision of feedback to teachers through the 5 questions for students ..develop the school's moderation cycle in conjunction with other network schools	School funded HOD C position School funded 0.5 DP position Timetabled Curriculum Collaboration Time for class teachers, support and specialist teachers to engage in CASW. Additional support teacher and teacher aide resourcing to enable equitable provision of support within the school's inclusive education model. Align teacher DPPs to delivery of the Australian Curriculum with a focus on inclusive education, case management and moderation processes.	Leadership Team Principal Deputy HOSES HODC Teachers Network School Leaders and Teachers Teacher Aides	Curriculum Calendar Data Plan CARP Disaggregated Whole School Data Wall Cohort Learning Ladders and Pedagogy Walls Marker students 5Q feedback sheets Classroom Third Teacher Learning Walls with Bump it up. Collated end of term A-E indicative data in English and maths SORD 'Clarity' text Network 15 minutes Moderation feedback notes

Driving Equity of Performance for all Sub-groups (Culture and Inclusion)	Baseline	6 Month	12 Month

IMPROVEMENT PRIORITY: Develop Walkervale's model of **Inclusive Education.**
Employ the **'Equity and Excellence'** strategy to build our inclusive education **capabilities.**
Align and embed our **'Belief Statement'** to build our inclusive education **culture. (Walkervale EIA)**

> *All leaders will build their understanding and skills to implement inclusive practices that ensure parity for all sub-groups, strengthen processes to remove barriers to success, and work together with communities to maximise student achievement, engagement and retention. (NCR Operational Plan)*

*Partner with Principal Advisor Inclusion, develop staff inclusive education capabilities and maximise access to learning by removing barriers, differentiating & making reasonable adjustments. (Walkervale EIA)

> *Engage in inclusive education practices using the Inclusive Education Scan & Assess, in schools and early childhood settings, to support the implementation of action plans that prioritise next steps towards equity for Indigenous children and young people, children and young people with disability and children in care. (NCR Operational Plan)*

*Disaggregate data and ensure equity for all students including Aboriginal and Torres Strait Islander students, children in out of home care and students with disability. (Walkervale EIA)

*Work with regional support staff to develop staff cultural capabilities particularly in valuing First Nations cultures and voice. (Walkervale EIA)

> *Be culturally competent and in partnership with regional resources, support school staff to expand their cultural capability in empowering Aboriginal and Torres Strait Islander students to achieve excellence in their learning. (NCR Operational Plan)*
> *and*
> *Identify and maximise opportunities to collaborate with Aboriginal and Torres Strait Island Communities and Interagency partners utilising co-design processes to build an inclusive school culture. (NCR Operational Plan)*

*Further develop data-informed complex case management processes and the use of effective pedagogical practices to improve student learning. (Walkervale EIA)

> *Embed data-informed complex case management processes, for individual students from across sub-groups, to maximise access to learning by removing barriers, differentiating and making reasonable adjustments. (NCR Operational Plan)*

How are **all** students engaged and improving in their learning? (No group outperforming another.)

What **adjustments** are we making to ensure **every student** is engaged and improving?

Embrace diversity by creating welcoming, inclusive and accessible settings

Value student, parent, community voice in our approach to teaching and learning

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Baseline — How do we know? Dec 2022

(Students with Disabilities)
English Achievement
P-6 – 58.5% A-C; 16.9% A-B
P-2 – 54.8% A-C; 21.4% A-B
3-6 – 67.7% A-C; 05.9% A-B

(First Nations Students)
English Achievement
P-6 – 83.0% A-C; 28.4% A-B
P-2 – 73.0% A-C; 35.1% A-B
3-6 – 90.2% A-C; 23.5% A-B

(Out of Home Care)
English Achievement
P-6 - 88.9% A-C; 33.3% A-B
P-2 - 75.0% A-C; 25.0% A-B
3-6 - 100.0% A-C; 40.0% A-B

(Students with Disabilities)
Mathematics Achievement
P-6 – 67.2% A-C; 21.8% A-B
P-2 – 68.3% A-C; 23.2% A-B
3-6 – 69.0% A-C; 20.7% A-B

(First Nations Students)
Mathematics Achievement
P-6 – 86.4% A-C; 34.1% A-B
P-2 – 89.2% A-C; 29.7% A-B
3-6 – 81.4% A-C; 34.9% A-B

(Out of Home Care)
Mathematics Achievement
P-6 - 77.8% A-C; 66.7% A-B
P-2 - 50.0% A-C; 50.0% A-B
3-6 - 100.0% A-C; 80.0% A-B

SOS (Staff)
Feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas 85.7%

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6 Month — How will we know? July 2023

(Students with Disabilities)
English Achievement
P-6 – 62% A-C; 20% A-B
P-2 – 60% A-C; 23% A-B
3-6 – 70% A-C; 15% A-B

(First Nations Students)
English Achievement
P-6 – 85% A-C; 35% A-B
P-2 – 75% A-C; 37% A-B
3-6 – 92% A-C; 30% A-B

(Out of Home Care)
English Achievement
P-6 - 100% A-C; 50% A-B
P-2 - 100% A-C; 50% A-B
3-6 - 100% A-C; 50% A-B

(Students with Disabilities)
Mathematics Achievement
P-6 – 72% A-C; 25% A-B
P-2 – 72% A-C; 25% A-B
3-6 – 72% A-C; 25% A-B

(First Nations Students)
Mathematics Achievement
P-6 – 88% A-C; 37% A-B
P-2 – 90% A-C; 35% A-B
3-6 – 84% A-C; 37% A-B

(Out of Home Care)
Mathematics Achievement
P-6 - 100% A-C; 75% A-B
P-2 - 100% A-C; 75% A-B
3-6 - 100% A-C; 85% A-B

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12 Month — How will we know? December 2023

(Students with Disabilities)
English Achievement
P-6 – 65% A-C; 25% A-B
P-2 – 65% A-C; 25% A-B
3-6 – 75% A-C; 20% A-B

(First Nations Students)
English Achievement
P-6 – 87% A-C; 40% A-B
P-2 – 80% A-C; 42% A-B
3-6 – 95% A-C; 35% A-B

(Out of Home Care)
English Achievement
P-6 - 100% A-C; 50% A-B
P-2 - 100% A-C; 50% A-B
3-6 - 100% A-C; 50% A-B

(Students with Disabilities)
Mathematics Achievement
P-6 – 75% A-C; 30% A-B
P-2 – 75% A-C; 30% A-B
3-6 – 75% A-C; 30% A-B

(First Nations Students)
Mathematics Achievement
P-6 – 90% A-C; 40% A-B
P-2 – 92% A-C; 40% A-B
3-6 – 87% A-C; 40% A-B

(Out of Home Care)
Mathematics Achievement
P-6 - 100% A-C; 75% A-B
P-2 - 100% A-C; 75% A-B
3-6 - 100% A-C; 85% A-B

SOS (Staff)
Feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas 95%

Driving Equity of Performance for all sub-groups (Key Strategies)	Evidence of Impact	Resources (financial, human, physical)	Responsible officer	Artefacts
#Partner with Principal Advisor- Inclusive Education to support staff in the development and embedding of the school's model of inclusive education. #Develop the precinct and collaboration model of inclusive education across all cohorts #Refine the current school belief statement using Equity and Excellence as the lens around educational achievement , wellbeing and engagement, culture and diversity. #Support teachers to adjust curriculum delivery for all students particularly Indigenous students, children in out of home care and students with disabilities. #Support vulnerable students (ECDP to Year 6) with complex engagement needs through case management partnerships #Ensure consistency of early, inclusive education practice to support early years students by employing additional teacher and teacher aide support . #Seek support to focus on Age Appropriate Pedagogies as part of the school pedagogical approach and case management and learning walls as part of the curriculum cycle #Provide case management that supports attendance, behaviour and English and maths achievement for Aboriginal and Torres Strait Islander students, children in out of home care and students with disabilities #Ensure education support plans are in place for all students living in out of home care situations #Join with other Bundaberg schools to gain professional learning around local First Nations cultures and develop ongoing partnerships	**Students can/will…** ..learn and achieve (at least 1 year of learning growth) along side similar age peers with equitably distributed support and within an accessible inclusive education setting ..see themselves in their learning particularly Aboriginal and Torres Strait Islander students, students with disabilities and children in out of home care ..have opportunity to voice their view on the beliefs of our school community **Teachers/staff can/will…** .. be involved in Crossing Cultures or similar Aboriginal and Torres Strait Islander cultures professional learning .. discuss ways they are making reasonable adjustments for students and ensure they are engaged and improving ..work collaboratively to improve inclusive education practices within precincts on 1 or 2 cohorts ..discuss and analyse disaggregated data sets with colleagues within the school and with other schools to identify potential barriers to learning for groups of students. **Leaders can/will…** ..employ strategies, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability. ..improve case management processes and the use of effective pedagogical practices to improve student learning ..use Equity and Excellence and the belief statement to develop the model of inclusive education (culture and capabilities)	Regional Indigenous Education support Principal Advisor- Inclusive Education support Additional support teacher and teacher aide Timetabled Curriculum Collaboration Time for class teachers, support and specialist teachers to engage in CASW. Additional support teacher and teacher aide resourcing to enable equitable provision of support within the school's inclusive education model. Crossing Cultures or similar PD	Leadership Team Principal Deputy HOSES HODC Teachers Teacher Aides SLaW committee GO GOSEW Teachers ECDP teacher Network School Leaders and Teachers	Case management records Oneschool personalised learning First Nations committee establishment and minutes Out of Home care stakeholder meeting minutes SLaW data and minutes Disaggregated English and maths achievement data and data wall School Opinion survey data Indigenous Education training CASW meeting minutes and learning ladders Classroom learning walls Belief Statement

Driving Successful Transitions and Meaningful Pathways (Wellbeing and Engagement)	Baseline	6 Months	12 Months
IMPROVEMENT PRIORITY: Develop Walkervale's model of **Inclusive Education** Employ the **'Equity and Excellence'** strategy to build our inclusive education **capabilities.** Align and embed our **'Belief Statement'** to build our inclusive education **culture. (Walkervale EIA)** *All children and young people will successfully transition from any program/year level supported through focussed activities, events, intentional engagement, learning and wellbeing programs, case management practices and shared collaboration with students, parents and staff. (NCR Operational Plan)* ***Know each student and understand what works best to engage each one is his/her learning. (Walkervale EIA)** ***Further develop successful student transition and support processes in collaboration with early childhood education centres, support organisations and high schools. (Walkervale EIA)** *Recognise and value transitions as a whole-of-life journey to support all children and young people to successfully move to the next stage of their learning pathway.* *and* *Develop context-based transition plans that identify high-yield strategies to support children & young people to be enrolled & confidently engage in their next step. (NCR Operational Plan)* ***Co-design with all stakeholders tailored transition plans for vulnerable and at-risk students. (Walkervale EIA)** *Co-design and enact quality transitions based on shared knowledge and practice by engaging in collaborative partnerships and cluster-based initiatives.* *and* *Provide tailored transitions for all vulnerable and at-risk students through case-management and access to integrated supports based on need. (NCR Operational Plan)* ***Collaborate with schools and support organisations to foster cluster-based initiatives and sharing of knowledge and effective practices. (Walkervale EIA)** ***Recognise the importance of engagement and wellbeing for both students and staff and seek out improvement opportunities. (Walkervale EIA)** ***Explicitly teach PBL expectations and their link to 'Pause' functions of the brain program and 'Zones of Regulation'. (Walkervale EIA)** *How is every student **engaged** in his/her learning?* *What **adjustments** are we making to ensure every student is **engaged?***	**How do we know?** **Dec 2022** **Behaviour** P-6 SDAs- 25 (18 students) Follow up- 121 (61 students) Prep SDAs- 0 Follow up- 20 (3 students) Year 1 SDAs- 0 Follow up- 5 (5 students) Year 2 SDAs- 1 Follow up- 10 (6 students) **Attendance** (All Students) Attendance P- 6- 86.0% Attendance >85%- 34.8% (Students with Disabilities) Attendance P -6- 83.6% Attendance >85%- 39.4% (First Nations Students) Attendance P – 6- 80.4 % Attendance >85%- 59.7% **Wellbeing** SOS (Staff) Morale 81.8% SOS (Student) I like being at my school 72.4% SOS (Parent) Teachers are interested in my child's wellbeing 90.2% SOS This is a good school Staff 97% Student 80.2% Parent 92.5%	**How will we know?** **July 2023** **Behaviour** P-6 SDAs- 10 (10 students) Follow up- 40 (25 students) Prep SDAs 0 Follow up- 5 (2 student) Year 1 SDAs- 0 Follow up- 5 (2 students) Year 2 SDAs- 0 Follow up- 3 (3 students) **Attendance** (All Students) Attendance P- 6- 90% Attendance >85%- 25% (Students with Disabilities) Attendance P -6- 90% Attendance >85%- 25% (First Nations Students) Attendance P – 6- 90% Attendance >85%- 25%	**How will we know?** **December 2023** **Behaviour** P-6 SDAs- 18 (13 students) Follow up- 60 (40 students) Prep SDAs- 0 Follow up- 10 (2 students) Year 1 SDAs- 0 Follow up- 10 (2 students) Year 2 SDAs- 0 Follow up- 4 (3 students) **Attendance** (All Students) Attendance P- 6- 88% Attendance >85%- 30% (Students with Disabilities) Attendance P -6- 88% Attendance >85%- 30% (First Nations Students) Attendance P – 6- 88% Attendance >85%- 30% **Wellbeing** SOS (Staff) Morale 90% SOS (Student) I like being at my school 85% SOS (Parent) Teachers are interested in my child's wellbeing 95% SOS This is a good school Staff 98% Student 85% Parent 95%

Delivering Successful Transitions and meaningful Pathways (Key Strategies)	Evidence of Impact	Resources financial, human, physical	Responsible officer	Artefacts
#Analyse and identify trends in behaviour and attendance data at the whole school, class and individual student level. Disaggregate behaviour and attendance data for Indigenous students, children in out of home care and students with a disability.

#Communicate student achievement with parents through Three Way Reporting and regularly promote student attendance rates and opportunities to acknowledge / reward increased, regular attendance

#Implement 'Classroom PBL' and support PBL leadership team to participate in network professional development and school based planning of strategic skills to ensure PBL continues to develop.

#Implement 'Pause Process' strategies to enhance school as second home for students from a range of family circumstances and backgrounds.

#Embed complex case management structure to provide timely support for students, staff and families.

#Provide attendance and family support that narrows the focus on those students and families with consistent poor (<85%) attendance

#Further develop and embed wellbeing measures for students and staff.

#Monitor workload through LCC and look for efficiency measures

#Embed playgroup and pop up playgroup as links between school and pre prep families and strengthen partnership with C&K kindergarten, ECECs and NGOs

#Deepen individual transition processes into, within and out of school at all year levels to ensure continuity of student learning engagement and wellbeing. | <u>Students can/will…</u>

..attend school at higher rates than 2022

..use Pause functions of the brain to assist their wellbeing

..use PBL strategies to assist them in class and play areas

..have fewer days of lost learning due to poor behaviour

<u>Teachers/staff can/will…</u>

..explicitly teach PBL expectations and their link to 'Pause' functions of the brain program

..communicate with parents regarding curriculum, teaching, learning, behaviour and attendance

..be employing/trialling proactive wellbeing initiatives through positive measures tabled at LCC, WHS and social committee

<u>Leaders can/will…</u>

..be trialling/employing effective, positive attendance improvement strategies with Bundaberg schools and support organisations

..be trialling/employing effective prep and other year level transition and support for all children in collaboration with Bundaberg state schools and support organisations

..be trialling/employing opportunities to improve student and staff wellbeing. | Release time for coordinators and other staff to collaborate, view quality practice and develop 'Classroom PBL' practices.

Updated PBL and Pause (functions of the brain) signage and resources

Complex case support time and resources for students, staff and families in need.

Teacher release time

Extra GO and GOSEW allocation

ECDP staffing and extra support teacher time across P, 1 and 2, 3 and 4, 5 and 6 precincts

Release for PBL and WHS leaders

Pause resources

Regional support (ECEC, Wellbeing, Inclusive Education) | Leadership team

Principal

DP

HOSES

HODC

GO

GOSEW

Engaging Early Learners teacher

Teachers

SLaW committee

PBL coordinator

PBL committee

WHS committee

ECDP teacher and playgroup coordinator-*Churches of Christ*

Partnership Facilitator (Early Years) | Data Plan

Attendance data

Behaviour data

PBL data and minutes

SLaW data and minutes

WHS data and minutes

Complex case management data and minutes

Collegial Agreement and LCC minutes

Updated signage Three Way reporting

Playgroup data

Transition processes into prep and into high school.

Oneschool personalised learning records. |

Governance & Management	Term 1	Term 2	Term 3	Term 4
SAR				
AIP				
Budget				
Data Plan				
Annual Safety Assessment				
Evacuation Drill				
Lock Down Drill				
WHS Meeting Minutes				
Emergency Response Plan				
~~Enrolment Management Plan~~	N/A	N/A	N/A	N/A
P & C Executive				
P & C Financial				
Internal Audit	TBA	TBA	TBA	TBA
Mandatory Training				
Finance Actual/Planned				