

SCHOOL PRIORITY: MATHEMATICS

AN EXPLICIT IMPROVEMENT AGENDA	ANALYSIS AND DISCUSSION OF DATA	A CULTURE THAT PROMOTES LEARNING
Strategy Embed consistent Numeracy Warm-Up protocols across P-6 - Interactive Whiteboard <i>Automaticity Warmups</i> - NCR <i>Proficiency Warmup</i> activity routines Action - Embedding Automaticity Warm ups across year levels Teams – 2021 - Finalisation of agreed Scope and Sequence of known additive and multiplication fast facts across P-6 for student automaticity HoC – T2 2021 - Implementation of NCR Warm Ups for application of skills and mathematical proficiencies Teams – T1 2021 - Resourcing of Warm Up pack for each classroom teacher HoC – T1 2021 - Embed practice through coaching of staff and support of implementation into classrooms Coaches /HoC – 2021 - Continue PD activities (internal & external) based on identified needs and program knowledge gaps P-6. Coaches / HoC – 2021	Strategy Development of school based data collection plan 'FOR, AS and OF' learning. Systematic diagnostic data collection. Action - A-E data - Interrogation of A-E data in teacher planning meetings Teams – T1 2021 - Mapping D & E students Teams – T1 2021 - Investigating class & cohort trends across year levels HoC – T2 2021 - Tracking A & B students longitudinally HoC – T2 2021 - Investigating comparability of Mathematics and Mathseeds progress data (against A-E data) HoC – T3 2021 - Teaching teams - Development of consistent data collection practices for portfolios of student work Teams – T3 2021 - Review pre- and post-tests against Australian Curriculum standards for alignment Teams – 2021 - Investigate and decide upon formative and diagnostic assessment (FOR/AS) options for consistency across P-6 HoC/ Teams – 2021 - Investigate using Booker Profiles as a whole school data collection approach Coach 2021 Strategy Pre and post testing for development of Maths Warm-ups focusing on fast, efficient recall of basic facts. Action - Continuation of year level fast fact test screeners and data collection HoC/ Teachers – 2021 - Embedding Automaticity Warm Ups with 30/40/30 model Teams – 2021	Strategy Build a shared belief that all students can be numerate – promoting a growth mindset around mathematical thinking and problem solving Action - Use of activities and newsletter items to promote numeracy engagement. DP – Pupil-Free Days – 2021 - Parent information sessions to share our school priority with strategies for parents to help their student with mathematics DP/HoC – T2 2021 - Develop a growth mindset culture around mathematical understanding, DP/Coaches/teams/Teachers – 2021 - with students seeing misconceptions as an opportunity for new discovery rather than 'mistakes' - aligned to <i>The Resilience Project</i> introduction
Strategy Build teacher awareness of the Australian Curriculum, content and proficiency strands. Action - Staff professional development of Australian Curriculum – pedagogical approaches aligned to each of the proficiencies. DP and HoC – Pupil-Free Days & 2021 - Staff professional development of Australian Curriculum – Proficiency stands and how to align to the Marking Guides HoC/Coach – 2021 - Curriculum and pedagogy support for teams to plan and assess contextualised learning experiences across all content areas HoC/Coach – 2021		Strategy Build positive relationships with parents/caregivers – that they are active partners in their child's numeracy journey Action - Newsletter items that promote how parents can use the Mathseeds and Mathematics subscriptions best to benefit their children's mathematics learning at home HoC – 2021 - Newsletter items that promote numeracy and engage parents as active partners in their child's learning. DP/HoC – 2021 - Information and strategy sessions to engage parents/caregivers in numeracy activities at school. DP/HoC – T2 2021

TARGET USE OF RESOURCES	AN EXPERT TEACHING TEAM	SYSTEMATIC CURRICULUM DEVELOPMENT
Strategy Use <i>I4S</i> funds to utilise Teacher Aides for targeted work in nominated year levels – prioritising TA's working in classrooms with students Action - Continue to maximise hours to enable TA's to work across a single year level as part of the teaching and learning team Admin – 2021 - Provide targeted Numeracy PD to teacher aides enhance skills based on mathematical content as well as addressing misconceptions DP/HoC/Coaches – 2021	Strategy Development of a Maths Curriculum Team (mathematics leaders across the school), and provision of professional development for instructional leadership across the school. - Data informed maths moderation and planning (A-E + N) in weekly team planning time Teams – 2021 - Use Agile Leadership to build a Maths Curriculum Team with interested teachers identified through the 'Teacher Information' data collection HoC/DP/ Maths committee – T1 2021 - Develop and implement meeting schedules and agendas to support the implementation of new pedagogies in the teaching of numeracy HoC – T1 2021 - Provision of internal and external professional development and time for teachers to visit classes of peers with a focus on identified expertise in Warm-ups or Mathematical problem solving. Admin/HoC/Coaches – 2021 - Moderation: data-informed maths planning in weekly team planning release time. Teams – 2021	Strategy Development of a deep understanding of the Australian Curriculum – Mathematics. Action - Ongoing professional development to deepen awareness of the content and proficiency stands within Mathematics in addition to understanding Achievement Standards HoC/DP/Coaches – 2021 - Continue to support teachers in creating alignment planners to review Mathematics Marking Guides HoC/Coaches – 2021 - Opportunity for teams to plan contextualised Maths Term Plans using the Australian Curriculum Coach/HoC – 2021 - Opportunity for investigation and development of numeracy planning (supported by learning progressions) across all curriculum areas Admin – 2021 - Using Australian Curriculum to inform and develop agreed portfolios of work collected across each term (AS/OF) HoC/Teams – T3 2021 - Use of Marking guides and planned final assessment, aligned to Achievement Standards HoC/Coach/Teams – 2021
Strategy Distribute 2020 purchased resources for effective teaching and learning of mathematical understanding across all year levels. Action - Complete & distribute <i>proficiency warm-up pack</i> creation HoC/Coach– T1 2020 - Share unused resources during staff meetings to remind teachers of the resources available to them HoC 2021	Strategy Develop agreed diagnostic testing to identify misconceptions and respond at team and classroom teacher level through whole class, small group, individual or learning sprint planning. Action - Investigate Booker Profiles and NCR diagnostics Maths committee – 2021 - Investigate quality mathematics pedagogy DP – 2021 - Continue use of pre-post testing to identify sprint needs DP/HoC/Teams – 2021 - Year Level Teams to identify learning need from diagnostic numeracy data, and plan and implement a mathematics <i>Learning Sprint</i> from each data meeting. Admin – T2 2021	Strategy Developing deep understanding of Learning Progressions – Australian Curriculum, and mathematical learning sequence (Booker) Action - Introduction to staff of the A/C Learning Progressions for Mathematics https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-numeracy-learning-progression/ DP/HoC – T2 2021 - Provide TA and support staff with professional development around learning progressions to develop understanding of the developmental sequence of learning DP/STLaN/Coach – T3 2021 - Investigate Booker Profiles DP/HoC – T2 2021 - Use of Learning Progressions and Booker to provide differentiated instruction and identify student needs Coach/Teams – 2021

DIFFERENTIATED TEACHING AND LEARNING	EFFECTIVE PEDAGOGICAL PRACTICES	SCHOOL COMMUNITY PARTNERSHIPS
Strategy Provide targeted intervention to meet student needs identified through diagnostic assessment tools. Action • Include differentiation notation in team and classroom planning documentation Teams – T1 2021 • Introduce NCR Diagnostics (assessment FOR Learning) to gather data of individual student needs with leading maths teachers Teams – T2 2021 • Use diagnostics and questioning to identify mathematical misconceptions and students' strengths for targeted intervention and teaching. Teams – 2021 • Year level teams analyse and use collected data to identify student needs and establish differentiated learning goals. Teams – 2021 • Build teachers' capacity to understand and cater for specific student needs through targeted PD and professional support. Coaches/HoC – 2021	Strategy Development of an agreed lesson structure. 'What does a quality maths lesson look like?' Action • Consultation and investigation of maths lesson structures to ensure lessons give opportunity for the development of mathematical proficiencies Coaches/HoC/DP – 2021 • Investigation into quality mathematics pedagogy DP – 2021 • Continue developing consistency of the gradual release process in Mathematics Coaches/HoC/DP (Anita Archer) – 2021 • Continue noting <i>Learning Intentions and Success Criteria</i> evident in Year Level Term Plans HoC/Teachers – 2021 • Development of an agreed 'Bald Hills Way' lesson structure; 'What does a quality maths lesson look like' HoC/Teachers – 2021	Strategy Provide opportunities for parent and para-professional helpers to be inducted in the use of effective strategies that can be used to support their child with mathematical understanding in the home Action • Ongoing use of Newsletter, website to provide information about Mathematics and Numeracy. HoC – 2021 • Provide Numeracy information and workshop sessions for parents. DP/HoC – T2 2021 • TA Workshops PD (STLaN/DP/HoC – T2 2021) • Parent volunteer PD (STLaN/DP/HoC – T2 2021)
Strategy Using Australian Curriculum Learning Progressions/Booker to identify and plan differentiated teaching and learning opportunities and Learning Sprints to meet student needs. Action • Introduction to staff of the Australian Curriculum Learning Progressions for Mathematics DP/HoC – T3 2021 • Use of Learning Progressions and Booker to identify and plan differentiated teaching and learning opportunities in planning and data meetings DP/HoC/Coaches/Teachers – T3 2021	Strategy Introduce an agreed Mathematics Bookwork Policy across P-6 Action • Research mathematical bookwork policies across other schools Admin/HoC – T1 2021 • Formulate agreed BHSS Mathematics Bookwork Policy Admin/HoC/Coaches – T2 2021 • Introduce and implement bookwork policy across P-6 Teams – 2021	Strategy Improve and embed the use of Mathematics across Years 2 – 6 to create a scaffolded home/school link Action • Teacher PD from 3P learning on ◦ Differentiating programs to match student need HoC – T1 2021 ◦ Responding to data HoC – T1 2021 • Continuation of Mathematics for all students in Years 2 through to 6 HoC/IT – 2021 • Teachers to use Mathematics as a part of class homework to scaffold learning and provide a home/school link for parents to understand numeracy strategies being taught Teams – 2021

SCHOOL PRIORITY : Wellbeing

AN EXPLICIT IMPROVEMENT AGENDA		ANALYSIS AND DISCUSSION OF DATA	A CULTURE THAT PROMOTES LEARNING
Strategy Introduce and implement 'The Resilience Project' curriculum and GEM principles at a whole school level P-6 through becoming a partnership school with 'The Resilience Project'	Action - Utilise school funds for Partnership agreement to purchase curriculum, student workbooks, teacher PD and parent information (Ready for T1 2021 – DP) - Use of aligned Teacher Planners for teacher wellbeing focus (T1 – DP) - Whole school implementation of The Resilience Project P-6 language and curriculum (T1-T4)	Strategy Interrogate 'School Opinion Survey' and PBL data to recognise and plan in response to staff, parent and student behaviours and feelings about happiness at and with our school.	Strategy All staff to have a clear understanding of all DoE services that support staff (Staff Wellbeing Learning & Resources Portal). Continual focus on improving school culture & engagement with our BHSS PBL Framework.
Action - Utilise school funds for Partnership agreement to purchase curriculum, student workbooks, teacher PD and parent information (Ready for T1 2021 – DP) - Use of aligned Teacher Planners for teacher wellbeing focus (T1 – DP) - Whole school implementation of The Resilience Project P-6 language and curriculum (T1-T4)	Action - Track, interrogate and plan from School Opinion Survey Data (Annually – Leadership Team) - Monitor teacher absences and wellness - Plan and respond to data and observations (T1-4 Leadership Team) - Utilise PBL data to respond to student behaviour through a wellbeing lens (T1-4 DP /PBL Team)	Action - Regular progress updates at Staff Meetings from the BHSS Staff Wellbeing Framework Committee. (Terms 2-4, DP) - Continue to enhance our school culture (PBL – consistency of branding throughout the school). (Term 2, DP)	Action - Regular progress updates at Staff Meetings from the BHSS Staff Wellbeing Framework Committee. (Terms 2-4, DP) - Continue to enhance our school culture (PBL – consistency of branding throughout the school). (Term 2, DP)
Strategy Develop a BHSS Staff Wellbeing Framework based on 'The Resilience Project' including a sign off <i>BHSS Staff Wellbeing Commitment Statement</i> .	Strategy Audit current staff wellbeing practices at BHSS.	Strategy Audit current staff wellbeing practices at BHSS.	Strategy Encourage and support staff development of emotional intelligence through personal development learning opportunities.
Action - Form a BHSS Staff Wellbeing Framework Committee. (Term 2, DP) - Regular progress updates at Staff Meetings (teaching & non-teaching). (Ongoing, DP) - Weekly Staff News updates via email (Ongoing, P) - Parent and community updates via newsletters (Ongoing, P & DPs)	Action - Utilise the DOE Staff Wellbeing Planning Guide & Staff Wellbeing Learning & Resources Portal to review current practices in operation at BHSS. (Term 2, DP) - Survey staff to gauge knowledge, understanding and future direction re: Staff Wellbeing support. (Term 2, DP)	Action - Development of Wellness Space Library – purchase and donation of health, wellbeing and mindfulness books for a staff to borrow, read and use at their discretion (T1) - Refurb of Wellness space to open out to staffroom to encourage use (T1) - Encourage sharing of resources, apps and 'good finds' across all staff at staff meetings, via email and through Staff News	Action - Development of Wellness Space Library – purchase and donation of health, wellbeing and mindfulness books for a staff to borrow, read and use at their discretion (T1) - Refurb of Wellness space to open out to staffroom to encourage use (T1) - Encourage sharing of resources, apps and 'good finds' across all staff at staff meetings, via email and through Staff News
TARGET USE OF RESOURCES		AN EXPERT TEACHING TEAM	SYSTEMATIC CURRICULUM DEVELOPMENT
Strategy Partnership with and implementation of 'The Resilience Project'	Strategy Development of a whole school, consistent approach and language towards wellbeing for students, staff and families using 'The Resilience Project' principles and curriculum	Strategy Development of a whole school, consistent approach and language towards wellbeing for students, staff and families using 'The Resilience Project' principles and curriculum	Strategy Implementation and alignment of 'The Resilience Project' P-6 curriculum incorporation GEM and Emotional Literacy
Action - Purchase of 'The Resilience Project' books for all staff to access - Precision of implementation through purchase of 'The Resilience Project' P-6 curriculum - Support implementation over first 12 months by fully funding all student resources - Support staff wellbeing through 'Wellness Space' – providing a set space for mindfulness, rest and wellness, including a 'Wellbeing Space Library'	Action - Whole staff 'The Resilience Project' professional development (Term1 – DP/TRP) - Sharing external data and research about mental health with staff to develop the 'Why' (T1 - Leadership Team) - Ongoing staff learning about wellbeing, mental health, GEM principles using The Resilience Project as our centrepiece (Leadership team) - Development of a Support services information sheet to provide information for staff to refer/assist both themselves and parents to access external support if needed (T2 - DP/GO)	Action - Purchase of whole school 'The Resilience Project' curriculum - Whole school implementation of TRP 30 lessons across the year based on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy - Alignment of curriculum to the Australian curriculum (T2 – DP/Hoc/Coach) - Updating 3 levels of planning to reflect alignment and support consistency of practice (T2 – DP/Hoc/Coach)	Action - Purchase of whole school 'The Resilience Project' curriculum - Whole school implementation of TRP 30 lessons across the year based on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy - Alignment of curriculum to the Australian curriculum (T2 – DP/Hoc/Coach) - Updating 3 levels of planning to reflect alignment and support consistency of practice (T2 – DP/Hoc/Coach)

Strategy Targeted use human resources to support wellbeing and workload	Strategy Form a BHSS Staff Wellbeing Framework Committee.	Strategy Build awareness and knowledge of BHSS staff across the five wellbeing dimensions and consolidate wellbeing practices in operation. (DoE Staff Wellbeing Framework & Staff Wellbeing Learning & Resources Portal)
Action - I4S funds utilised to maximise Teacher Aides and provide consistency through 2-year cycle of Year Level Aides (Y1&2, Y3&4, Y5&6) - Provision of release time to teachers to support workload reduction - Access to support through school-based coaching, profiling and practices	Action - Expression of Interest from BHSS staff (teaching & non-teaching) to form a BHSS Staff Wellbeing Framework Committee to develop a BHSS Staff Wellbeing Framework (incubation stage) reflecting The Resilience Project principles for staff, students and parents. (Term 2, DP) - Liaise with DoE Support Services and The Resilience Project school program managers for guidance when required (DoE Staff Wellbeing Planning Guide). (Term 2-4, DP)	Action Utilise the DoE Staff Wellbeing Planning Guide and Staff Wellbeing Learning & Resources Portal to review and align current practices/programs in operation, and assist in the development of our BHSS Staff Wellbeing Framework (Terms 3, DP & Committee)
DIFFERENTIATED TEACHING AND LEARNING		
Strategy Enhance BHSS staff capacity to utilise NCCD and school-based data for focused differentiated teaching, learning and assessment utilising strategies to enhance wellbeing and connectedness.	Strategy Build BHSS staff capacity & professional development to access and implement The Resilience Project wellbeing program in addition to awareness and ability to access alternate external support.	Strategy Provision of parent information sessions and communications about The Resilience Project and wellbeing in general
Action - Utilise Sprints to focus on student behaviour and emotional health - Investigate and implement consistent approach to recording adjustments to learning and assessment (HOSES/STLaN) - Incorporate wellbeing and PBL information into weekly Team Planning meetings for precision of focus	Action - Provide regular professional development learning opportunities for staff to observe and share research-based wellbeing practices/programs across the five wellbeing dimensions. (Terms 2-4, DP) - Services Register - PBL stuff	Action 2x Parent Information Sessions (Term1 DP) - Sharing of The Resilience Project's 'Parent Hub' videos via newsletters and the school Facebook page (T1-4 DP) - Utilising newsletters to share information regarding support services, research and wellbeing strategies with parents and the wider community - Invitation to The Resilience Project events and information to feeder early education providers and high schools (DP/P)
SCHOOL COMMUNITY PARTNERSHIPS		
	Strategy Create a culture of sharing and communication in regards to wellbeing practices and information	Strategy Utilise regular communication channels to promote staff wellbeing The Resilience Project's GEM principles, supporting staff across all five wellbeing dimensions. (DoE Staff Wellbeing Framework & Staff Wellbeing Learning & Resources Portal)
	Action - Creation of a Wellbeing folder on SharePoint to enable teachers to freely share resources and successful pedagogical practices and teaching ideas. (HoC T1) - Creation of Wellness Space Library for continued learning (DP-T1)	- Publish items that promote Staff Wellbeing via our weekly Staff News items for staff awareness and understanding. (Terms 2-4, P) - Support planning and focus on wellbeing through 'The Resilience Project' Teacher Planning Diaries daily tasks - BHSS Staff Wellbeing Framework Committee to liaise with DoE Support Services to assist in the development of a BHSS Staff Wellbeing Framework. (Term 2, DP and Committee)

SCHOOL PRIORITY : Inclusion

AN EXPLICIT IMPROVEMENT AGENDA	ANALYSIS AND DISCUSSION OF DATA	A CULTURE THAT PROMOTES LEARNING
Strategy Collaboratively develop and communicate a shared vision of Inclusive Education.	Strategy Induct new staff and assist identified staff to enhance skills necessary to disaggregate student achievement and engagement data to intentionally plan for all students and continue to build data literacy of all teachers to use disaggregated student performance data when planning.	Strategy Build a shared vision of inclusive education in our whole school community which states that all students are welcomes and can access and fully participate in learning alongside their similar aged peers supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.
Action - Development of Inclusion Team T1 2021 - Staff professional development of Disability Discrimination Act, Disability Education Standards for Education and EQ Inclusion Policy Sem 1/HOSES, EQ Regional Support Staff - Collaborative discussion within teams around "Inclusion- the Bald Hills Way" Year Level Teams, Inclusion Staff/ Term 2	Action - Map whole school A- E data for English and Maths Inclusion Team Term 1 - Develop and implement processes to disseminate A-E data to teachers Inclusion Team Inclusion Team/Staff Meeting Term 1 - Working with teaching teams and supporting identified staff to interpret and analyse individual students' data to inform future planning of teaching strategies - Develop plans to address deficits in NCCD students learning in English and Maths and implement reasonable adjustments to promote academic progress HOSES, STLaN/ Term 2/3 - Finalise NCCD identification process HOSES, STLaN/ Term 2/3 - Map NCCD A-E HOSES , HOC, Inclusion Team/Term 1 - Identify NCCD students (HOSES / HOC), below standard, U2B - Flag NCCD students with each teacher before data meeting - Provide next term's unit Marking Guides (English, Maths) to year levels teams before Data Day meeting Team Leaders, HOC/Term 2 - Develop Adjustment Planner which lists of adjustments and support levels from NCCD descriptors and support teachers to record and implement HOSES,Coach,HOC/Term 1 - Teachers annotate Marking Guide for planned adjustments – student name & stated adjustment Class Teachers - Adjustments are collated for review at NCCD moderation HOSES, DP, Team Leader, Coach/Term 2,3 - Adjustments are integrated into year Level Team planning template DP / HOSES / Team Leader / Coach	Action - Admin and Inclusion team foster and model inclusive attitudes, behaviours and practices - Modify an existing GEM activity that staff can use to focus on recognising and valuing diversity HOC, SEP staff Term 2 - Use of activities and newsletter items to promote inclusion- HOSES throughout 2021 - Parent information sessions to promote a safe and supportive environment free from bullying, discrimination or harassment. Inclusion Team Term 1 - Promoting strategies for parents/carers to include all students in the school through providing resources and professional development - Provide resources for parents and staff to support inclusive practices.
Strategy Align a shared vision of Inclusive Education with an explicit improvement agenda.		Strategy Build positive relationships with parents and caregivers so that they are active partners in their child's social and academic education
Action - Staff professional development of School Improvement Agenda which inclusive of all students Term 1/HOSES, EQ Regional Support Staff - Staff professional development of supporting students with specific disabilities (Intellectual Disability, ASD, Hearing Impairment) Sem 1 2021/HOSES, Regional Staff- Behaviour Consultant - Support staff to embed inclusive practices through coaching of staff (teachers and TA's) and Teams and support implementation into classrooms Inclusion Team, HOSES/Throughout 2021		Action - Newsletter items that promote inclusion and engage parents as active partners in their child's learning HOSES throughout 2021 - Information and strategy sharing session with parents/ caregivers around inclusive practices - Information and strategy sharing session with parents/ caregivers around how <i>The Resilience Project</i> GEM activities can contribute to inclusive practices (T2 HOC / SEP staff)

TARGET USE OF RESOURCES		AN EXPERT TEACHING TEAM		SYSTEMATIC CURRICULUM DEVELOPMENT	
Strategy Use of <i>I4S</i> to provide TRS to release teachers and Inclusion team to support teachers to record whole school differentiation/adjustments on One School (PLP) and complete class adjustment planners Additional TRS to support teachers planning assessments for students with substantial/extensive adjustments	Strategy Ensure all staff continue to take responsibility for the success of all students and continue to develop their knowledge and expertise to include and engage all students.	Strategy Scan current curriculum programs for existing inclusivity content.			
Action - Teachers to work on mapping whole class adjustments using adjustment planner <i>HOSES, STLaN, Coach Term 1</i> - Teachers to record adjustments on Personalised Learning for NCCD, D/E, extension students <i>HOSES, STLaN Semester 1</i> - Teachers/teams to work with <i>HOSES</i> and HOC on making adjustments to assessments for students with substantial adjustments <i>HOSES, STLaN, HOC throughout 2021</i>	Action - Release time for data analysis of adjustments and impact on lesson delivery, content and assessment for individual students needs and whole class individually and in team meetings <i>Inclusion Team/ Term 2</i> - Focused coaching/professional development in identifying gaps in student data and teaching strategies to improve specific student outcomes. <i>Inclusion Team, STLaN/Regional Support Staff/ Ad hoc throughout 2021</i>	Action - Identify existing inclusivity content in Bald Hills State School programs (<i>HOSES / SEP Teachers / HOC Term 2</i>) - Review <i>Australian Curriculum</i> for references to diversity and inclusive attitudes, behaviours and practices (<i>HOC Term 2</i>) - Release time for teachers to work with specialists to record adjustments for students in Personalised Learning in One School (<i>HOSES / SEP Teachers / HOC Term 2</i>)			
DIFFERENTIATED TEACHING AND LEARNING		EFFECTIVE PEDAGOGICAL PRACTICES		SCHOOL COMMUNITY PARTNERSHIPS	
Strategy School processes ensure that quality differentiation is occurring in every lesson for all students	Strategy Embedding expectations that with the right support, every student including those with a disability can succeed through building teacher's capacity to differentiate teaching using evidence-based data.	Strategy The school actively seeks engage with the local community and supports and pursues initiatives that celebrate diversity			
Action - Development of whole school differentiation/adjustment processes and procedures to record individual differentiation and adjustments on One School (PLP) and in teacher planning <i>Inclusion Team Term 1</i> - Embed practice through coaching of teams and individual staff and support of implementation into term and weekly planning <i>HOSES, STLaN, Coach Sem 1</i> - Regular "re-visiting" of inclusion the Bald Hills Way in staff meetings <i>Admin/On-going throughout 2021</i>	Action - Release time for teachers to work with specialists to record adjustments for students in Personalised Learning in One School (<i>HOSES / SEP Teachers / HOC Term 2</i>) - Develop plans to address deficits in NCCD students learning in English and Maths and implement reasonable adjustments to promote academic progress - Remind staff that many of <i>The Resilience Project</i> GEM activities can contribute to inclusive practices with adjustments in focus (<i>T2 HOC / SEP staff</i>) - Modify an existing GEM activity that staff can use to focus on recognising and valuing diversity (<i>T2 HOC / SEP staff</i>)	Action - Provide information sessions on Inclusive education and specific disabilities (<i>ASD, ID, HI, SLI</i>) for parents/carers <i>HOSES, SEP staff,STLaN/ Term 2</i> - Provide parents/carers with resources (digital, paper) on specific disabilities, NDIS, therapists, peak bodies (i.e. Autism QLD, Act for Kids) <i>HOSES/Inclusion team/ad hoc throughout 2021</i> - Information day for parents with NDIS providers in SEP to support parents with NDIS access, program planning <i>HOSES, SEP staff, regional NDIS staff/ Term 3</i> - Ongoing use of website, social media and newsletter to provide information on Inclusive practices and support for families <i>HOSES/Weekly ongoing 2021</i> - School host regular stakeholder meetings for students with diverse/complex needs <i>HOSES, SEP staff, STLaN class teachers, GO Ongoing throughout 2021</i>			

Strategy Assessment is planned collaboratively, in year level teams, to occur in multiple ways reflecting individual students' strengths and support needs		Strategy The school promotes formal arrangements with community organisations and agencies to supports students (therapists, NDIS providers, Child Safety, psychologists, paediatricians, support workers)
Action • Development of whole school assessment guidelines and procedures reflecting individual students' ability to demonstrate assessment/knowledge in multiple ways <i>Inclusion Team T/erm 2</i> • Professional development for teachers and teams around consistent assessment intent to ensure students are able to demonstrate their knowledge and understandings. <i>Inclusion Team Term 2</i> • Build teachers' capacity to understand and cater for specific student assessment through targeted PD and professional support. <i>Term 2 and continuing throughout 2021</i>		Action • Engage with private therapists (OT, Speech Therapists, Psychologists) and provide support (NDIS paper work, rooms) for therapists to provide therapy for targeted students in school during school hours <i>HOSSES, AAEP/ Ongoing 2021</i> • Liaise with medical specialists through reports, meetings (attending appointments with parents for support), phone calls for students with disabilities <i>SEP staff, STLaN/ Ongoing throughout 2021</i>

Endorsement

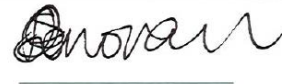
This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P and C / School Council



Assistant Regional Director