



# Pine Rivers Special School

## Annual Implementation Plan 2022



**School Vision:** At Pine Rivers Special School, students will be actively engaged in learning which will enable them to develop the knowledge, skills and attitudes to participate successfully within their homes, the school and community.  
**Within a Safe and Supportive Environment,** it is expected that all members of the school community will demonstrate Relationships characterised by Personal Regard, Respect and Integrity.

### Based upon School Priorities 2022

#### IMPROVEMENT PRIORITY: Curriculum & Pedagogy

To build teachers' deep understanding of the Australian Curriculum & their capability to implement all elements of the CARP (including highly differentiated planning, assessment, moderation & reporting) to enable them to cater to, assess & report upon the complex & personalised learning needs of students.  
 To build teacher capability to implement all aspects of the Pedagogical Framework, including the use of the Effective Pedagogical Practices identified for use at Pine Rivers Special School.  
 Develop a culture of sharing resources aligned to specific KLA's with opportunities to immerse in tools that promote engagement in the learning through active learning, at a sector specific level.  
 To build teachers' deep understanding of the Positive Behaviours for Learning framework and their capability to work with & engage students who demonstrate complex behaviour.

#### SUCCESS CRITERIA:

- Teacher demonstrate their understanding of all aspects of the curriculum in their unit planning to confirm line of sight between planned & enacted, ensuring it is age appropriate and catering for learners' individual needs.
- Students demonstrate engagement in learning which is meaningful to them
- Students will be able to demonstrate improved learning across all areas of the Australian Curriculum
- Technology in the classroom would have been upgraded to facilitate all teachers use of Technology as a Teaching Tool
- Teachers/Aides will have developed their confidence in using technology/pedagogy through collegial engagement
- Planning and observations will reflect the use of specific pedagogy in each classroom.
- School wide opportunities to engage in pedagogical PD and collegial engagement.
- Full time release of a Behaviour coach to support staff and students.
- Complex case meetings would have been held for all students who exhibit complex/ challenging behaviour.
- IBSP plans for all students who exhibit challenging behaviours will be created/ updated.

ACTIONS TO ADDRESS IMPROVEMENT STRATEGY	RESOURCES (financial, human, physical)	RESPONSIBLE OFFICER (who will lead the strategy)	(Completion date, artefacts, evidence of targets achieved) Record as three, six, nine- and 12-month targets		
			Evidence of Impact (express in behavioural terms)	Artefacts	Timelines / Impact / Outcome Measures
<p>All teachers will be supported to develop a deep understanding of all aspects of the Australian Curriculum (including highly differentiated planning, assessment, moderation &amp; reporting) &amp; the pedagogical practices to support &amp; ensure that they are appropriately catering to the complex learning needs of students.</p>	<p><b>Financial:</b> <i>Curriculum Coach- 2 days per week to support Teachers plan/ implement curriculum. Budget for Teachers to receive additional Release time to engage in Collaborative Planning, &amp; Moderation Activities</i></p> <p><b>Human:</b> Curriculum Coach Pedagogical coaches</p> <p><b>Physical:</b> CARF Planning documents PRSS PFC Moderation proforma Resources to implement</p>	<p>Curriculum &amp; Pedagogical coaches</p>	<p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>actively engage in learning of the Australian Curriculum differentiated to their capability &amp; will be able to demonstrate understanding through a range of assessment resources &amp; processes.</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>have the opportunity to meet with the Curriculum &amp; Pedagogical Coaches to receive support to develop their understanding of the curriculum, how to plan, differentiate teaching, assess &amp; moderate.</li> <li>demonstrate their understanding of all aspects of the curriculum in their unit planning to ensure pedagogies are age appropriate &amp; catering for learners' individual needs.</li> </ul> <p><b>Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>receive pop up PD from the Curriculum &amp; Pedagogical Coaches to develop their understanding of access points to best support students in their learning &amp; within the classroom.</li> </ul> <p><b>The leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>Ensure release time is allocated to provide Teachers &amp; T/As with the support required from the</li> </ul>	<ul style="list-style-type: none"> <li>See Saw evidence of students' learning.</li> <li>Unit planning.</li> <li>Collegial engagement framework.</li> <li>Peer to Peer &amp; collegial engagement observation documentation</li> <li>Documented moderation – Before – After – After - End</li> <li>Classroom walkthrough feedback</li> <li>Pedagogy PLC minutes.</li> <li>Timetable evidencing release of Curriculum &amp; Pedagogical coaches.</li> </ul>	<ul style="list-style-type: none"> <li>By the end of each Term 100% students will demonstrate engagement in learning which is meaningful to them.</li> <li>By the end of each Semester 100% students will be able to demonstrate improved learning across all areas of the Australian Curriculum.</li> <li>During planning days (Term 2/4) Teachers will demonstrate their understanding of all aspects of the curriculum in their unit planning to confirm line of sight &amp; ensure it is age &amp; developmentally appropriate &amp; catering for learners' individual needs &amp; interest base</li> </ul>

	<p>engagement in the curriculum Proforma / checklist for anecdotes &amp; assessment -&gt; tick/flick/circle</p>		<p>Curriculum &amp; Pedagogical coaches.</p> <ul style="list-style-type: none"> <li>• Complete school-based documents for signature pedagogies</li> <li>• Provide staffing to support ongoing professional learning opportunities</li> <li>• Complete &amp; enact collegial engagement framework</li> </ul>		
<p>Create formal opportunities for staff to share ideas, resources, thoughts etc., to encourage opportunities to share</p>	<p><b>Financial:</b> <i>Budget for Teachers to receive additional Release time to engage in Collaborative Planning, &amp; Moderation Activities</i></p> <p><b>Human:</b> BM HOD/DP Teachers</p> <p><b>Physical:</b> Planning documents Checklist SharePoint resource folder</p>	<p>DPs  Teachers</p>	<p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>• Engage in differentiated learning tasks</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>• Checklist of look for opportunities to engage with colleague</li> <li>• Accountability for utilising the time effectively</li> <li>• Resource folder on SharePoint</li> <li>• ‘Teams’ message to colleagues when a resource is added</li> </ul> <p><b>Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>• Attend moderation</li> <li>• Access to resource folder on SharePoint</li> <li>• Teams alert for when something added</li> </ul> <p><b>The leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities to engage with colleagues in rooms</li> <li>• NCT catch up for these opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of differentiated resources &amp; learning tasks</li> <li>• Photo banks of evidence of practice / assessment -&gt; staff &amp; sector meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Collegial support</li> <li>• Semester 2</li> <li>• Teaching staff (Teachers &amp; Aides) create differentiated resources &amp; learning tasks, engaging in formal collegial engagement with colleagues twice per term.</li> </ul>

			<ul style="list-style-type: none"> <li>• Visiting rooms to identify curriculum being delivered - &amp; feedback provided</li> </ul>		
Develop the home & school partnership to inform about AAC, supported by parent info sessions & regular sharing of functional tools		<p>Communication coach</p> <p>Communication PLC</p>	<p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>• actively engage in learning that is differentiated to their capability &amp; will be able to demonstrate understanding through a range of assessment processes.</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>• ISP meetings</li> <li>• ICP meetings</li> <li>• Info gathering template</li> </ul> <p><b>Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>• PD specifically from coach</li> <li>• ICP/ISP meetings</li> </ul> <p><b>The leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>• ICP/ISP meetings timetable support</li> <li>• Send resource home fortnightly</li> </ul>	<ul style="list-style-type: none"> <li>• Parent resource list sent home -&gt; (ASLAN book links, Apps)</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1</li> <li>• Pine Rivers Special School will enact AAC across the school &amp; share weekly AAC in action to all members of the school community, with 100% delivery.</li> </ul>
Purchase of engaging Curriculum materials & resources to facilitate engagement with the Australian Curriculum in meaningful ways.	<p><b>Financial:</b> Curriculum budget action plan <i>(Allocate a class budget so teachers can have some control regarding resources – 150 semester)</i></p> <p><b>Human:</b> BM HOD/DP Teachers</p> <p><b>Physical:</b></p>	Heads of Departments/DP	<p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>• actively engage in learning of the Australian Curriculum differentiated to their capability &amp; will be able to demonstrate understanding through a range of assessment processes.</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>• have the opportunity through consultation/ class budget to purchase appropriate resources to meet the learning needs of the students in their class.</li> </ul> <p><b>Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>• have the opportunity through consultation/ class budget to purchase appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>• Sector Action Plan</li> <li>• Sector Budget line</li> <li>• Curriculum budget action plan.</li> <li>• Feely bags</li> <li>• Animals &amp; games</li> <li>• Spinners</li> <li>• Matching / sorting</li> <li>• Letter find</li> <li>• Sensory trays</li> </ul>	<ul style="list-style-type: none"> <li>• During planning days in Term 2/4.</li> <li>• Ongoing throughout the school year as student need is presented.</li> <li>• Mid-term check-in -&gt; resources used / required</li> </ul>

	Requisition form Catalogues		to meet the learning needs of the students in their class. <b>The leadership team can/will:</b> <ul style="list-style-type: none"> <li>oversee the Curriculum budget &amp; purchasing of materials/resources to facilitate student engagement with the curriculum in meaningful ways.</li> </ul>		
Upgrade Technology to facilitate all teachers use of Technology as a Teaching Tool	<p><b>Financial:</b> Technology budget line</p> <p><b>Human:</b> Rahul CIT coach</p> <p><b>Physical:</b> CIT action plan Resources used as a teaching tool such as iPads, apple TV, switches etc</p>	Leadership Team in consultation with CIT committee/Rahul	<p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>demonstrate greater engagement with learning through teachers' creative use of technology</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>use technology effectively as a teaching tool &amp; request support if &amp; when required from the CIT coach</li> <li>engage in further PD opportunities</li> </ul> <p><b>Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>use technology effectively as a teaching tool &amp; request support if &amp; when required from the CIT coach.</li> </ul> <p><b>The leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>oversee the CIT budget &amp; purchasing of technology as a teaching tool.</li> </ul> <p>Release CIT coach for collegial engagement.</p>	<ul style="list-style-type: none"> <li>Requisition forms</li> <li>Invoices</li> <li>Quotes</li> <li>Asset register</li> <li>CIT action plan/ budget</li> <li>Collegial engagement framework</li> <li>Seesaw evidence</li> <li>Apps for Literacy &amp; Numeracy -&gt; on C4T &amp; TA access devices</li> </ul>	<ul style="list-style-type: none"> <li>By the end of Term 1, 100% teachers will demonstrate an understanding of what an Engaging Classroom Environment looks like &amp; how it operates.</li> <li>By the end of Term 1, 100% teachers will have ready access to the technology needed to engage their students.</li> <li>By the end of Sem 1, 100% teachers will demonstrate an understanding of the Pedagogies found to be effective in working with children with complex learning needs.</li> </ul>
Provide opportunities for Senior Teachers to model & coach	<b>Financial:</b> FTE	Leadership Pedagogical coaches, Senior	<p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate interest &amp; engagement in learning.</li> </ul> <p><b>Teachers can/will:</b></p>	<ul style="list-style-type: none"> <li>See Saw evidence of students' engagement with specific pedagogy.</li> </ul>	<p>By the end of term 1 ....</p> <ul style="list-style-type: none"> <li>Documented &amp; shared plans for</li> </ul>

<p>the development of Effective Pedagogical Practices</p>	<p><b>Human:</b> Pedagogical coaches</p> <p><b>Physical:</b> Pedagogy specific resources</p>	<p>Teachers &amp; mentors</p>	<ul style="list-style-type: none"> <li>• Plan with specific pedagogies in mind, &amp; use a range of pedagogies to engage learners &amp; meet their needs.</li> <li>• engage with colleagues to develop their knowledge &amp; understanding of pedagogy &amp; trial this in the classroom.</li> <li>• Have the opportunity to engage in the pedagogy PLC &amp; participate in pop up PD's.</li> <li>• Participate in peer-peer observation &amp; feedback process</li> <li>• Complete their DPF &amp; meet with a leader to <b>discuss actions.</b></li> </ul> <p><b>Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>• engage with colleagues to develop their knowledge &amp; understanding of pedagogy &amp; trial this on the classroom.</li> <li>• Have the opportunity to engage in the pedagogy PLC &amp; participate in pop up PD's.</li> <li>• Complete their APR &amp; meet with a leader to discuss actions.</li> </ul> <p><b>The leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>• Update school-based documents for Signature Pedagogies</li> <li>• Update SharePoint with further resource &amp; information on specific pedagogies</li> <li>• Organise opportunities for ongoing professional learning from colleagues in specific pedagogies.</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogy PLC meeting minutes</li> <li>• Timetables – release time for Pedagogical coaches</li> <li>• Collegial engagement framework</li> <li>• Class observations (peer-peer feedback forms)</li> <li>• PD registers</li> <li>• Updated Pedagogical framework (SharePoint)</li> <li>• DPF documents for leaders &amp; teachers</li> <li>• APR documents for teacher aides</li> <li>•</li> </ul>	<p>Observation &amp; Feedback</p> <ul style="list-style-type: none"> <li>• Documentation of Collegial engagement includes identification of Knowledgeable Others</li> </ul> <p>By the end of term 2 ... ..</p> <ul style="list-style-type: none"> <li>• All teachers DPF have included goals in professional learning in at least one specific pedagogy</li> </ul> <p>Each term ....</p> <ul style="list-style-type: none"> <li>• Professional development workshops &amp; sessions scheduled, planned &amp; participated in by staff across the school</li> </ul>
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<p>Fund the release of a full-time teacher to act as Pedagogical Coach for PBL.</p>	<p><b>Financial:</b> Allocate FTE to enable release time to full time support.</p> <p><b>Human:</b> Leadership team PBL Coach Guidance Officer Teachers/Aides</p> <p><b>Physical:</b></p>	<p>Pedagogical Coach (PBL) &amp; members of the Leadership Team</p>	<p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>• will receive training in “Universals” of PBL, with at least 80% of students demonstrating an understanding of appropriate social behaviour.</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>• develop IBSP for all students who exhibit challenging behaviour with the support of the PBL Coach/ HOD/DP.</li> <li>• identify, discuss students requiring additional support in a Complex Case Management meeting &amp; an IPBS plan will be developed &amp; shared with relevant staff</li> </ul> <p><b>Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>• support Teachers to develop IBSP for all students who exhibit challenging behaviour with the support of the PBL Coach/ HOD/DP.</li> <li>• Support Teachers to identify, discuss students requiring additional support in a Complex Case Management meeting &amp; an IPBS plan will be developed.</li> </ul> <p><b>The leadership team can/will:</b> Support processes to enable all Tier 3 students will have an FBA completed, they will be the subject of full Stake-holder meetings scheduled at least once / term.</p>	<ul style="list-style-type: none"> <li>• Zones of regulation</li> <li>• IBSP</li> <li>• Minutes from complex case meetings</li> <li>• FBA paperwork</li> <li>• Behaviour data (one school)</li> <li>• Resources to assist in regulating IBSP kids</li> <li>• Sensory tools</li> </ul>	<ul style="list-style-type: none"> <li>• By the end of Term 1, Individual Positive Behaviour Support Plans will have been drafted for 100% students who exhibit challenging behaviours.</li> <li>• By the end of Semester 1, 100% students who exhibit complex or challenging behaviours will have been the subject of a Complex Case Management meeting &amp; an IPBS Plan will have been developed.</li> </ul>
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<p>All staff will receive appropriate training for working with children with Complex Learning needs, including ASD, Trauma, Mental Health &amp; complex medical needs.</p>	<p><b>Financial:</b>  PD budget  Engage Trent Savill to do Case Clinic &amp; 2Hr Staff PD (09 March)  Subscribe to Training Modules (\$3000)</p> <p><b>Human:</b>  Leadership team  PBL Coach  Guidance Officer  Teachers/Aides  Trent Savill</p> <p><b>Physical:</b></p>	<p>Leadership</p>	<p><b>Students can/will:</b></p> <ul style="list-style-type: none"> <li>• will receive support from staff who have received training &amp; are better equipped to support them in times of crisis.</li> <li>• demonstrate a developing awareness of appropriate Behaviours for Learning, as well as strategies to self-calm when distressed or anxious.</li> </ul> <p><b>Teachers can/will:</b></p> <ul style="list-style-type: none"> <li>• have developed their skills to better support students with complex learning needs (Including ASD, trauma, mental health &amp; complex medical needs) though planned PD, pop PD &amp; support from the PBL Coach, &amp; put their learning into action.</li> <li>• Use the training received to update IBSP strategies if necessary.</li> </ul> <p><b>Teacher aides can/will:</b></p> <ul style="list-style-type: none"> <li>• have developed their skills to better support students with complex learning needs (Including ASD, trauma, mental health &amp; complex medical needs) though planned PD, pop PD &amp; support from the PBL Coach, &amp; put their learning into action.</li> </ul> <p><b>The leadership team can/will:</b></p> <ul style="list-style-type: none"> <li>• have developed their skills to better support students who have experienced trauma, &amp; put their learning into action.</li> </ul>	<ul style="list-style-type: none"> <li>• PD register</li> <li>• Training resources</li> <li>• Online modules</li> <li>• Behaviour data (One school)</li> <li>• IBSP's</li> </ul>	<ul style="list-style-type: none"> <li>• 09 March 2022 all staff will attend the 2-hour PD &amp; case clinic focusing on "Trauma"</li> <li>• Updated O.S. documentation + regular checks re 'out of date' -&gt; (meds, diagnosis, allergies, health plans, etc)</li> </ul>
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			Review data alongside the PBL coach to measure the impact of the training - > use data to inform decisions – (eg; student / teacher supports / PD)		
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**IMPROVEMENT PRIORITY: Community of Well-being**  
 To support staff to build their well-being and resilience skills through targeted professional learning, coaching, mentoring and training.

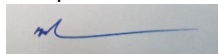
**SUCCESS CRITERIA:**  
 Future focused school-wide processes & strategies implemented to address staff well-being.

ACTIONS TO ADDRESS IMPROVEMENT STRATEGY	RESOURCES (financial, human, physical)	RESPONSIBLE OFFICER (who will lead the strategy)	(Completion date, artefacts, evidence of targets achieved) Record as three, six, nine- and 12-month targets		
			Evidence of Impact (express in behavioural terms)	Artefacts	Timelines / Impact / Outcome Measures
The school to develop & implement a consistent school-wide approach to the management & response to major incidences / assaultive behaviours	<b>Financial:</b> TRS funding Team Teach program <b>Human:</b> Identified staff to check in & 'tap out' for colleagues assaulted Wellbeing PLC <b>Physical:</b> <ul style="list-style-type: none"> <li>• Check-in stations</li> <li>• Wellbeing stations</li> <li>• PBL data &amp; charts</li> </ul>	The Principal Deputy Principals Administration staff Teachers & T/As Coaches	<b>Students can/will:</b> <ul style="list-style-type: none"> <li>• PBL, behaviour plans</li> </ul> <b>Teachers can/will:</b> <ul style="list-style-type: none"> <li>• PBL implementation – teach &amp; role model</li> <li>• Student wellbeing focus</li> </ul> <b>Teacher aides can/will:</b> <ul style="list-style-type: none"> <li>• Support PBL</li> <li>• Support wellbeing focus</li> </ul> <b>The leadership team can/will:</b> <ul style="list-style-type: none"> <li>• Ensure all staff are aware of correct processes</li> <li>• Follow up with staff</li> <li>• Keep teams informed of incidences</li> <li>• Consistency with processes</li> <li>• Assist, support &amp; role model</li> </ul>	<ul style="list-style-type: none"> <li>• School planning document for managing &amp; responding to major incidences / assaultive behaviours</li> <li>• Hot sheets</li> <li>• Major incident &amp; support flow chart – (inc 'What' &amp; 'Who')</li> <li>• Major incident &amp; support cards, sheets &amp; check-in stations</li> </ul>	<ul style="list-style-type: none"> <li>• Processes ongoing each term + throughout year</li> <li>• Staff feeling supported</li> <li>• Staff wellbeing survey results</li> <li>• Data observations – reduced incidences of major behaviours</li> <li>• 95 % staff experience consistent approaches to behaviours &amp; follow up support across the school</li> </ul>
The school to develop & implement a process to seek	<b>Financial:</b> PD & offline budget	The Principal Deputy Principals	<b>Students can/will:</b> <ul style="list-style-type: none"> <li>• Student Council – what do students need?</li> </ul> <b>Teachers can/will:</b>	School document outlining school-wide processes to seek feedback & co-design	<ul style="list-style-type: none"> <li>• Completed by the end of Term 1</li> </ul>

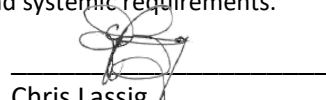
feedback & co-design	<b>Human:</b> <ul style="list-style-type: none"> <li>• Leadership team</li> <li>• Coaching positions</li> <li>• Wellbeing committee</li> <li>• Teachers &amp; TAs</li> </ul>	Administration staff Teachers & T/As	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Feedback sessions</li> <li>• School surveys</li> </ul> <b>Teacher aides can/will:</b> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Feedback sessions</li> <li>• School surveys</li> </ul> <b>The leadership team can/will:</b> <ul style="list-style-type: none"> <li>• Effective &amp; consistent communication</li> <li>• Transparency – focusing on the ‘WHY’</li> <li>• Data informed decisions</li> </ul>		<ul style="list-style-type: none"> <li>• Processes ongoing each term + throughout year</li> <li>• Clearer communication across school &amp; sectors</li> <li>• Feedback from teaching teams – (inc, major stresses, workloads, behaviours)</li> </ul>
Review roles & responsibilities of Leadership team & coaches to provide clarity & line of sight	<b>Financial:</b> FTE – coaching positions <b>Human:</b> Leadership team Coaches	The Principal Deputy Principals Administration staff Teachers & T/As	<b>Students can/will:</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Teachers can/will:</b> <ul style="list-style-type: none"> <li>• Feedback – cyclic/annual</li> <li>• Seek correct person</li> </ul> <b>Teacher aides can/will:</b> <ul style="list-style-type: none"> <li>• Feedback – cyclic/annual</li> <li>• Seek correct person</li> </ul> <b>The leadership team can/will:</b> <ul style="list-style-type: none"> <li>• Defined roles &amp; responsibilities</li> <li>• Consistent leadership processes &amp; accountabilities</li> </ul>	School document outlining school-wide roles & responsibilities of Leadership team & coaches, indicating clear line of sight	<ul style="list-style-type: none"> <li>• Completed by the end of Term 1</li> <li>• Processes ongoing throughout year, including induction</li> <li>• Clearer communication across school &amp; sectors</li> <li>• Staff feeling supported &amp; knowing what they have to do / who they have to see &amp; when</li> <li>• Staff wellbeing survey results</li> </ul>

### Endorsement

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



Murray Bowman  
(A/Principal)



Chris Lassig  
(Assistant Regional Director)