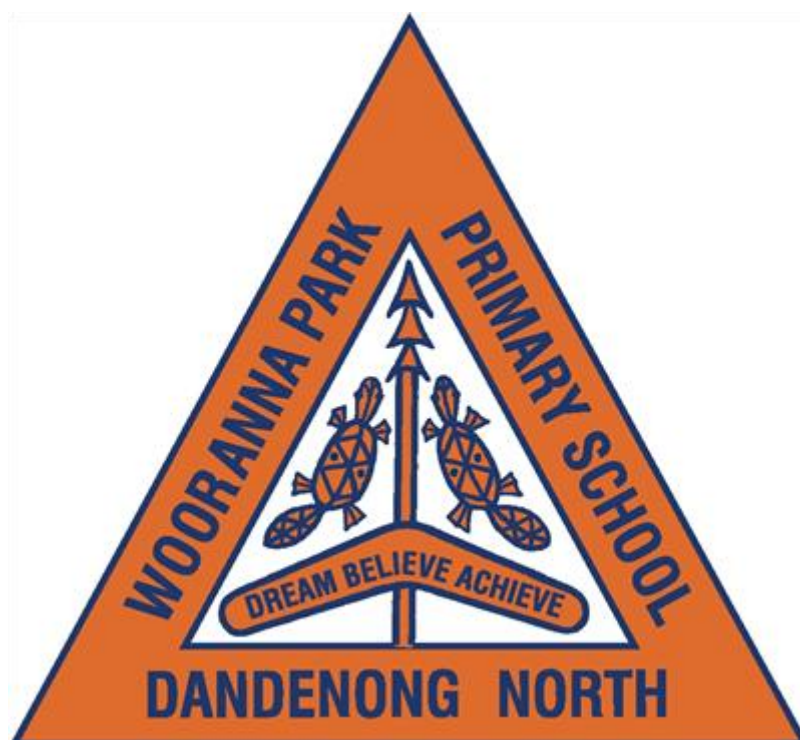


# 2025 Annual Implementation Plan

## for improving student outcomes

Wooranna Park Primary School (4989)



Submitted for review by Amanda Ellaby (School Principal) on 14 March, 2025 at 09:40 AM  
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 16 April, 2025 at 09:05 AM

## Select annual goals and KIS

| Four-year strategic goals                                            | Is this selected for focus this year? | Four-year strategic targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 12-month target                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Maximise the learning growth of every child in literacy and numeracy | Yes                                   | <p>By 2028 increase the 2024 percentage of students achieving NAPLAN exceeding or strong proficiency:</p> <ul style="list-style-type: none"> <li>• Year 3 reading from 63% to 70%</li> <li>• Year 3 writing from 72% to 78%</li> <li>• Year 3 numeracy from 58% to 65%</li> <li>• Year 3 equity funded students for reading from 20% to 50%</li> <li>• Year 5 reading from 48% to 60%</li> <li>• Year 5 writing from 64% to 70%</li> <li>• Year 5 numeracy from 54% to 60%</li> <li>• Year 5 equity funded students for reading from 40% to 52%</li> </ul> | <p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2025 increase:<br/>Percentage of students achieving exceeding or strong proficiency in NAPLAN:Year 3 (all students):-reading from 63% (2024) to 65%-writing from 72% (2024) to 74%-numeracy from 58% (2024) to 60%-equity funded students for reading from 20% (2024) to 40%Year 5 (all students):-reading from 48% (2024) to 50%-writing from 64% (2024) to 66%-numeracy from 54% (2024) to 56%-equity funded students for reading from 40% (2024) to 45%.</p> |
|                                                                      |                                       | <p>*Placeholder target TBC when data available (anticipated 2025)<br/>By 2028, increase the *2025 percentage of Year 5 students achieving medium or high NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> <li>• · reading from xx% to xx%</li> <li>• · writing from xx% to xx%</li> <li>• · numeracy from xx% to xx%</li> </ul>                                                                                                                                                                                                             | <p>Reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5, compared to the number of 'needs additional support' students in 2024.</p>                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                     |     |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                         |
|-------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     |     | <p>By 2028, increase the (2022-2023) percentage of Years 1 to 6 students achieving at or above expected for Teacher Judgement growth (Time series), semester 2:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 61% to 78%</li> <li>• writing from 66% to 75%</li> <li>• mathematics from xx% (*2025) to xx% (TBC when data available and aligned to Maths 2.0)</li> </ul> | <p>Percentage of Years 1 to 6 students achieving at or above expected growth using Teacher Judgement Growth (Time series) data semester 2 to semester 2 for:-reading and viewing from 61% (2023) to 64%-writing from 68% (2023) to 70%</p>                              |
|                                     |     | <p>By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 66% to 70%</li> <li>• Moderate assessment tasks together from 78% to 85%</li> <li>• Understand formative assessment from 78% to 85%</li> </ul>                                                                               | <p>Percentage positive endorsement on the School Staff Survey for:- Academic emphasis from 66% (2024) to 68%-Moderate assessment tasks together from 78% (2024) to 80%-Understand formative assessment from 78% (2024) to 80%</p>                                       |
| Optimise student wellbeing outcomes | Yes | <p>By 2028, increase the 2023 average attendance rate from 87.4% to 90%.</p>                                                                                                                                                                                                                                                                                                                     | <p>Attendance rate from 87.4% to 90%.</p>                                                                                                                                                                                                                               |
|                                     |     | <p>By 2028, maintain or increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation at 81%</li> <li>• Sense of connectedness at 81%</li> <li>• Stimulating learning from 82% to 84%</li> </ul>                                                                          | <p>Percentage positive endorsement on the Attitudes to School Survey for:- Emotional awareness and regulation will be maintained at 81% (2024)- Sense of connectedness will be maintained at 81% (2024) - Stimulating learning will increase from 82% (2024) to 84%</p> |
|                                     |     | <p>By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 87% to 90%</li> <li>• Trust in students and parents from 61% to 65%</li> </ul>                                                                                                                                             | <p>Percentage positive endorsement on the School Staff Survey for:-Collective efficacy from 87% (2024) to 90%-Trust in students and parents from 61% (2024) to 65%</p>                                                                                                  |

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| <b>Goal 1</b>              | Maximise the learning growth of every child in literacy and numeracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>12-month target 1.1</b> | <p>By the end of 2025 increase:</p> <p>Percentage of students achieving exceeding or strong proficiency in NAPLAN:</p> <p>Year 3 (all students):</p> <ul style="list-style-type: none"> <li>-reading from 63% (2024) to 65%</li> <li>-writing from 72% (2024) to 74%</li> <li>-numeracy from 58% (2024) to 60%</li> <li>-equity funded students for reading from 20% (2024) to 40%</li> </ul> <p>Year 5 (all students):</p> <ul style="list-style-type: none"> <li>-reading from 48% (2024) to 50%</li> <li>-writing from 64% (2024) to 66%</li> <li>-numeracy from 54% (2024) to 56%</li> <li>-equity funded students for reading from 40% (2024) to 45%.</li> </ul> |
| <b>12-month target 1.2</b> | Reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5, compared to the number of 'needs additional support' students in 2024.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>12-month target 1.3</b> | <p>Percentage of Years 1 to 6 students achieving at or above expected growth using Teacher Judgement Growth (Time series) data semester 2 to semester 2 for:</p> <ul style="list-style-type: none"> <li>-reading and viewing from 61% (2023) to 64%</li> <li>-writing from 68% (2023) to 70%</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>12-month target 1.4</b> | <p>Percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>-Academic emphasis from 66% (2024) to 68%</li> <li>-Moderate assessment tasks together from 78% (2024) to 80%</li> <li>-Understand formative assessment from 78% (2024) to 80%</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |

| Key Improvement Strategies                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Is this KIS selected for focus this year? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>KIS 1.a</b><br>Leadership                                                                                                                                                                                                                                            | Strengthen the capability of all teachers to plan using the curriculum, data and evidence-based instructional practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Yes                                       |
| <b>KIS 1.b</b><br>Leadership                                                                                                                                                                                                                                            | Build a high functioning professional learning community through teams that use responsive teaching strategies and evaluate their impact on student learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Yes                                       |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | <p>The School Performance Report rating for literacy, numeracy and school climate moved from Transform in 2022 to Stretch in 2023. The percentage of students achieving strong or exceeding proficiency on NAPLAN was above similar schools for Year 3 in reading, writing and numeracy although below in Year 5. Teacher judgement growth data showed a lower percentage of students achieved at or above expected growth than similar schools. Equity funded students achieved below non-equity funded students in NAPLAN and teacher judgement data. Observations showed that teaching and learning was becoming more consistent with the introduction of whole school, evidence based instructional frameworks. The panel agreed that continuing to pursue high learning growth be a goal in the next SSP.</p> |                                           |
| <b>Goal 2</b>                                                                                                                                                                                                                                                           | Optimise student wellbeing outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                           |
| <b>12-month target 2.1</b>                                                                                                                                                                                                                                              | Attendance rate from 87.4% to 90%.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                           |
| <b>12-month target 2.2</b>                                                                                                                                                                                                                                              | <p>Percentage positive endorsement on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>-Emotional awareness and regulation will be maintained at 81% (2024)</li> <li>-Sense of connectedness will be maintained at 81% (2024)</li> <li>-Stimulating learning will increase from 82% (2024) to 84%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                           |
| <b>12-month target 2.3</b>                                                                                                                                                                                                                                              | <p>Percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>-Collective efficacy from 87% (2024) to 90%</li> <li>-Trust in students and parents from 61% (2024) to 65%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                           |
| Key Improvement Strategies                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Is this KIS selected for focus this year? |

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| <b>KIS 2.a</b><br>Leadership                                                                                                                                                                                                                                            | Strengthen staff understanding and document a school wide student social and emotional wellbeing approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Yes |
| <b>KIS 2.b</b><br>Teaching and learning                                                                                                                                                                                                                                 | Build staff capability to consistently document and implement reasonable adjustments to ensure student attendance, learning growth and wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Yes |
| <b>KIS 2.c</b><br>Leadership                                                                                                                                                                                                                                            | Build collaborative partnerships across the school community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The school's AtoSS data for the domains Learner characteristics and disposition, Safety and Teacher student relations remained stable between 2020 and 2024 and were generally comparable to, or above similar schools. The school began introducing Disability Inclusion (DI) approaches in 2024 and was continuing to upskill all staff on the DI processes and the importance of functional adjustments within the classroom. Observations showed that agreed positive behaviour approaches were being implemented although consistency was still developing. Leadership and the panel identified building strong partnerships with parents and community as an opportunity for the school. The panel agreed that improved student wellbeing be a priority in the next school strategic plan. |     |

## Define actions, outcomes, success indicators and activities

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| <b>Goal 1</b>              | Maximise the learning growth of every child in literacy and numeracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>12-month target 1.1</b> | <p>By the end of 2025 increase:</p> <p>Percentage of students achieving exceeding or strong proficiency in NAPLAN:</p> <p>Year 3 (all students):</p> <ul style="list-style-type: none"> <li>-reading from 63% (2024) to 65%</li> <li>-writing from 72% (2024) to 74%</li> <li>-numeracy from 58% (2024) to 60%</li> <li>-equity funded students for reading from 20% (2024) to 40%</li> </ul> <p>Year 5 (all students):</p> <ul style="list-style-type: none"> <li>-reading from 48% (2024) to 50%</li> <li>-writing from 64% (2024) to 66%</li> <li>-numeracy from 54% (2024) to 56%</li> <li>-equity funded students for reading from 40% (2024) to 45%.</li> </ul> |
| <b>12-month target 1.2</b> | Reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5, compared to the number of 'needs additional support' students in 2024.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>12-month target 1.3</b> | <p>Percentage of Years 1 to 6 students achieving at or above expected growth using Teacher Judgement Growth (Time series) data semester 2 to semester 2 for:</p> <ul style="list-style-type: none"> <li>-reading and viewing from 61% (2023) to 64%</li> <li>-writing from 68% (2023) to 70%</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>12-month target 1.4</b> | <p>Percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>-Academic emphasis from 66% (2024) to 68%</li> <li>-Moderate assessment tasks together from 78% (2024) to 80%</li> <li>-Understand formative assessment from 78% (2024) to 80%</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |

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| <b>KIS 1.a</b><br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen the capability of all teachers to plan using the curriculum, data and evidence-based instructional practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Actions</b>                                                                                                                                                                                | Establish a consistent approach to whole school planning, aligned to the Victorian Curriculum 2.0 and Victorian Teaching and Learning Model (VTLM) 2.0.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Outcomes</b>                                                                                                                                                                               | <p>Student will:</p> <ul style="list-style-type: none"> <li>*Articulate the purpose of learning in any lesson and what they need to be able to do if they are successful.</li> <li>*Achieve 12 months or more learning growth, for a year of teaching, in Reading, Writing and Mathematics.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>*Plan according to the Whole School Instructional Playbook, aligned to the Victorian Curriculum (2.0), to develop unit planners that inform weekly planners, ensuring all non negotiables are documented.</li> <li>*Assess students progress against the Achievement Standards detailed in Victorian Curriculum 2.0.</li> <li>*Engage in a lesson structure, aligned to VTLM 2.0 and Our Learning Process.</li> </ul> <p>School leaders will:</p> <ul style="list-style-type: none"> <li>*Build the capacity of teacher leaders to lead collaborative planning and monitor its implementation.</li> <li>*Support the continuous development, documentation and revision of whole school planning processes and lesson structure.</li> <li>*Engage in the Primary Maths Specialist initiative.</li> </ul> |
| <b>Success Indicators</b>                                                                                                                                                                     | <p>By the end of 2025 increase:</p> <p>Percentage of students achieving exceeding or strong proficiency in NAPLAN:</p> <p>Year 3 (all students):</p> <p>-reading from 63% (2024) to 65%</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                                                                                                                                                                       | <p>-writing from 72% (2024) to 74%</p> <p>-numeracy from 58% (2024) to 60%</p> <p>-equity funded students for reading from 20% (2024) to 40%.</p> <p>Year 5 (all students):</p> <p>-reading from 48% (2024) to 50%</p> <p>-writing from 64% (2024) to 66%</p> <p>-numeracy from 54% (2024) to 56%</p> <p>-equity funded students for reading from 40% (2024) to 45%.</p> <p>Reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5, compared to the number of 'needs additional support' students in 2024.</p> |                                                  |                            |                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------|------------------------------------------------------------------------------------|
| Activities                                                                                                                                                                            | People responsible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Is this a PL priority                            | When                       | Activity cost and funding streams                                                  |
| Align our whole school scope and sequences with the Victorian Curriculum 2.0 to ensure a guarantee and viable curriculum.                                                             | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Leading teacher(s)                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> PLP Priority            | from: Term 1<br>to: Term 4 | \$0.00                                                                             |
| Schedule regular collaborative planning sessions for teachers to align their units of learning with the curriculum, documenting agreed formative and summative assessment strategies. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Team leader(s)                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input checked="" type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 4 | \$0.00                                                                             |
| Plan professional learning on the Victorian Curriculum 2.0 and VTLM 2.0, with a focus on Mathematics.                                                                                 | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 4 | \$139,252.00<br><br><input checked="" type="checkbox"/> Other funding will be used |
| <b>KIS 1.b</b>                                                                                                                                                                        | Build a high functioning professional learning community through teams that use responsive teaching strategies and evaluate their impact on student learning                                                                                                                                                                                                                                                                                                                                                                                                     |                                                  |                            |                                                                                    |

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| <p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Actions</b></p>                                                                                                                                                              | <p>Strengthen PLCs for staff to use responsive teaching strategies and reflect on their impact on students' learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Outcomes</b></p>                                                                                                                                                             | <p>Student will:</p> <ul style="list-style-type: none"> <li>*Know their goal and the next steps they need to take to progress their learning, in Writing.</li> <li>*Provide feedback on how the classroom environment and teaching strategies that influence their engagement and lead to better learning experiences.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>*Engage in Professional Learning Community improvement cycles in the teaching and assessment of Writing, with a focus on formative assessment.</li> <li>*Embed responsive teaching strategies into their classroom routines while using whole school assessment data to monitor targets and understand their impact.</li> <li>*Monitor learning and obtain student feedback on learning and confidence, adjusting accordingly.</li> </ul> <p>School leaders will:</p> <ul style="list-style-type: none"> <li>*Support staff to enact responsive teaching techniques through mentoring instructional coaching and observations.</li> <li>*Facilitate the PLC cycles, utilising Elastik to promote responsive teaching.</li> <li>*Build staff capabilities to use formative and summative evidence to assess student learning, inform instructional decisions while monitoring whole school data throughout the year.</li> </ul> |
| <p><b>Success Indicators</b></p>                                                                                                                                                   | <p>Percentage of Years 1 to 6 students achieving at or above expected growth using Teacher Judgement Growth (Time series) data semester 2 to semester 2 for:</p> <ul style="list-style-type: none"> <li>-reading and viewing from 61% (2023) to 64%</li> <li>-writing from 68% (2023) to 70%.</li> </ul> <p>Percentage positive endorsement on the School Staff Survey for:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                                                                                                                          | <div>-Academic emphasis from 66% (2024) to 68%</div> <div>-Moderate assessment tasks together from 78% (2024) to 80%</div> <div>-Understand formative assessment from 78% (2024) to 80%</div> <div>-Collective efficacy from 87% (2024) to 90%.</div> <div>Percentage positive endorsement on the Attitudes to School Survey for:</div> <div>-Stimulating learning will increase from 82% (2024) to 84%.</div> |                                                             |                                  |                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------|-----------------------------------|
| Activities                                                                                                                                                               | People responsible                                                                                                                                                                                                                                                                                                                                                                                             | Is this a PL priority                                       | When                             | Activity cost and funding streams |
| Schedule PLCs cycle for staff to evaluate the effectiveness of their strategies on students' outcomes and progress, reviewing the success and revising for future units. | <div><input checked="" type="checkbox"/> Assistant principal</div> <div><input checked="" type="checkbox"/> Principal</div>                                                                                                                                                                                                                                                                                    | <div><input type="checkbox"/> PLP Priority</div>            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                            |
| Plan professional learning on responsive teaching strategies, aligned to our assessment tools.                                                                           | <div><input checked="" type="checkbox"/> Learning specialist(s)</div> <div><input checked="" type="checkbox"/> Principal</div>                                                                                                                                                                                                                                                                                 | <div><input checked="" type="checkbox"/> PLP Priority</div> | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                            |
| Engage teachers with instructional coaches and/or curriculum experts for co-planning opportunities and mentorship.                                                       | <div><input checked="" type="checkbox"/> Leading teacher(s)</div> <div><input checked="" type="checkbox"/> Literacy leader</div> <div><input checked="" type="checkbox"/> Principal</div>                                                                                                                                                                                                                      | <div><input type="checkbox"/> PLP Priority</div>            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                            |
| Goal 2                                                                                                                                                                   | Optimise student wellbeing outcomes                                                                                                                                                                                                                                                                                                                                                                            |                                                             |                                  |                                   |
| 12-month target 2.1                                                                                                                                                      | Attendance rate from 87.4% to 90%.                                                                                                                                                                                                                                                                                                                                                                             |                                                             |                                  |                                   |
| 12-month target 2.2                                                                                                                                                      | <div>Percentage positive endorsement on the Attitudes to School Survey for:</div> <div>-Emotional awareness and regulation will be maintained at 81% (2024)</div>                                                                                                                                                                                                                                              |                                                             |                                  |                                   |

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|                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>-Sense of connectedness will be maintained at 81% (2024)</li> <li>-Stimulating learning will increase from 82% (2024) to 84%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>12-month target 2.3</b>                                                                                                                                                                    | <p>Percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>-Collective efficacy from 87% (2024) to 90%</li> <li>-Trust in students and parents from 61% (2024) to 65%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>KIS 2.a</b><br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen staff understanding and document a school wide student social and emotional wellbeing approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Actions</b>                                                                                                                                                                                | Enhance staff understandings and practices of our school wide approach to positive behaviour.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Outcomes</b>                                                                                                                                                                               | <p>Student will:</p> <ul style="list-style-type: none"> <li>*Articulate and act in accordance with our Matrix of Expectations, in line with the URStrong curriculum.</li> <li>*Explain what positive mental health means and where they can seek support at school.</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>*Enact the school wide approach to promoting positive behaviours, as per the SWPBS Handbook, employing Positive Classroom Management Strategies</li> <li>*Recognise, respond to and refer students' mental health needs.</li> </ul> <p>School leaders will:</p> <ul style="list-style-type: none"> <li>*Engage in Classroom Systems training and SWPBS coaching.</li> <li>*Lead the SWPBS action planning and accreditation process.</li> <li>*Support the continuous development, documentation and revision of whole school wellbeing approaches.</li> </ul> |

| <b>Success Indicators</b>                                                                                                                                                           | <p>Percentage positive endorsement on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>-Emotional awareness and regulation will be maintained at 81% (2024)</li> <li>-Sense of connectedness will be maintained at 81% (2024).</li> </ul> <p>Attain Silver accreditation level for School Wide Positive Behaviour implementation.</p> |                                                  |                                  |                                                                                                                                                                                                                         |
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| <b>Activities</b>                                                                                                                                                                   | <b>People responsible</b>                                                                                                                                                                                                                                                                                                                                           | <b>Is this a PL priority</b>                     | <b>When</b>                      | <b>Activity cost and funding streams</b>                                                                                                                                                                                |
| Embed Tier 1 practices, aligned to our SWPBS action plan.                                                                                                                           | <input checked="" type="checkbox"/> SWPBS leader/team                                                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$29,528.99<br><br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                                                                         |
| Build staff capabilities to recognise the social-emotional needs of students and integrate practices into school routines, including play breaks, aligned to the URStrong sequence. | <input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Mental health and wellbeing leader                                                                                                                                                                                                                      | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$193,076.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

| <b>KIS 2.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build staff capability to consistently document and implement reasonable adjustments to ensure student attendance, learning growth and wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                       |              |                                   |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------|-----------------------------------|--|
| <b>Actions</b>                                                                                                                                                     | Build staff capability to consistently document reasonable adjustments to ensure student attendance and learning growth.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                       |              |                                   |  |
| <b>Outcomes</b>                                                                                                                                                    | <p>Student will:</p> <ul style="list-style-type: none"> <li>*Learn at their point of need.</li> <li>*Enact their strategies as documented on their Learner Profile, to be ready for learning.</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>*Track and monitor student attendance data to ensure early and targeted interventions are implemented.</li> <li>*Define roles and responsibilities for documenting and implementing reasonable adjustments (e.g., teachers, education support staff, leadership) for the students they teach.</li> </ul> <p>School leaders will:</p> <ul style="list-style-type: none"> <li>*Monitor attendance, IEPs, BSPs and safety plans, in collaboration with teachers and families through SSGs, ensuring that reasonable adjustments are documented to a high standard.</li> <li>*Promote collaboration among staff through planning sessions, and peer sharing of best practices, helping to learn from each other and refine practices.</li> </ul> |                                       |              |                                   |  |
| <b>Success Indicators</b>                                                                                                                                          | Attendance rate from 87.4% to 90%.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                       |              |                                   |  |
| Activities                                                                                                                                                         | People responsible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Is this a PL priority                 | When         | Activity cost and funding streams |  |
| Document a referral process for students who are showing signs of disengagement, poor attendance and/ or learning                                                  | <input checked="" type="checkbox"/> Disability inclusion coordinator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> PLP Priority | from: Term 1 | \$123,106.00                      |  |

|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |                                  |                                                                                                         |
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| difficulties.                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       | to:<br>Term 4                    | <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used                    |
| Refine individualised learning plans for students who need targeted support, ensuring that reasonable adjustments are clearly documented and aligned with the student's goals.                | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$38,663.00<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| <b>KIS 2.c</b><br>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Build collaborative partnerships across the school community                                                                                                                                                                                                                                                                                                                                                                                                                                |                                       |                                  |                                                                                                         |
| <b>Actions</b>                                                                                                                                                                                | Build partnerships across the school community.                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                       |                                  |                                                                                                         |
| <b>Outcomes</b>                                                                                                                                                                               | <p>Student will:</p> <ul style="list-style-type: none"> <li>*Seek support from peer mentors and/or student leaders.</li> <li>*Have strong relationships with peers and a staff member.</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>*Engage with or host family engagement events.</li> <li>*Connect with school activities that promote healthy habits and positive relationships through peer mentors and student leaders.</li> </ul> <p>School leaders will:</p> |                                       |                                  |                                                                                                         |

|                                                                                                                                   | *Identify and empower student and parent leaders who can serve as liaisons within the school and the broader community.<br>*Identify and partner with local community organisations and services that can support the school's goals. |                                       |                                  |                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------|-------------------------------------------------------------------------------------|
| <b>Success Indicators</b>                                                                                                         | Percentage positive endorsement on the School Staff Survey for:<br>-Trust in students and parents from 61% (2024) to 65%.                                                                                                             |                                       |                                  |                                                                                     |
| <b>Activities</b>                                                                                                                 | <b>People responsible</b>                                                                                                                                                                                                             | <b>Is this a PL priority</b>          | <b>When</b>                      | <b>Activity cost and funding streams</b>                                            |
| Engage with students and their families to identify current practices that promote positive partnerships between home and school. | <input checked="" type="checkbox"/> Mental health and wellbeing leader                                                                                                                                                                | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$165,167.43<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Communicate to families a positive XUNO acknowledgement, at least once a term.                                                    | <input checked="" type="checkbox"/> Teacher(s)                                                                                                                                                                                        | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                                                                              |

## Funding planner

### Summary of budget and allocated funding

| Summary of budget                   | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding                      | \$355,243.43                | \$355,243.43                         | \$0.00                    |
| Disability Inclusion Tier 2 Funding | \$171,436.68                | \$171,436.68                         | \$0.00                    |
| Schools Mental Health Fund and Menu | \$32,528.99                 | \$32,528.99                          | \$0.00                    |
| <b>Total</b>                        | <b>\$559,209.10</b>         | <b>\$559,209.10</b>                  | <b>\$0.00</b>             |

### Activities and milestones – Total Budget

| Activities and milestones                                                                                                                                                           | Budget       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Embed Tier 1 practices, aligned to our SWPBS action plan.                                                                                                                           | \$29,528.99  |
| Build staff capabilities to recognise the social-emotional needs of students and integrate practices into school routines, including play breaks, aligned to the URStrong sequence. | \$193,076.00 |
| Document a referral process for students who are showing signs of disengagement, poor attendance and/ or learning difficulties.                                                     | \$123,106.00 |
| Refine individualised learning plans for students who need targeted support, ensuring that reasonable adjustments are clearly documented and aligned with                           | \$38,663.00  |

|                                                                                                                                   |                     |
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| the student's goals.                                                                                                              |                     |
| Engage with students and their families to identify current practices that promote positive partnerships between home and school. | \$165,167.43        |
| <b>Totals</b>                                                                                                                     | <b>\$549,541.42</b> |

### Activities and milestones - Equity Funding

| Activities and milestones                                                                                                                                                           | When                             | Funding allocated (\$) | Category                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Build staff capabilities to recognise the social-emotional needs of students and integrate practices into school routines, including play breaks, aligned to the URStrong sequence. | from:<br>Term 1<br>to:<br>Term 4 | \$190,076.00           | <input checked="" type="checkbox"/> School-based staffing                                                                                                                                                                                  |
| Engage with students and their families to identify current practices that promote positive partnerships between home and school.                                                   | from:<br>Term 1<br>to:<br>Term 4 | \$165,167.43           | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> Support services |
| <b>Totals</b>                                                                                                                                                                       |                                  | <b>\$355,243.43</b>    |                                                                                                                                                                                                                                            |

### Activities and milestones - Disability Inclusion Funding

| Activities and milestones                                                                                                                                                      | When                             | Funding allocated (\$) | Category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Document a referral process for students who are showing signs of disengagement, poor attendance and/ or learning difficulties.                                                | from:<br>Term 1<br>to:<br>Term 4 | \$123,106.00           | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                                                                                                        |
| Refine individualised learning plans for students who need targeted support, ensuring that reasonable adjustments are clearly documented and aligned with the student's goals. | from:<br>Term 1<br>to:<br>Term 2 | \$48,330.68            | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul> |
| <b>Totals</b>                                                                                                                                                                  |                                  | \$171,436.68           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

### Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones                                  | When                             | Funding allocated (\$) | Category                                                                                                                                                                                                                                                |
|------------------------------------------------------------|----------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Embed Tier 1 practices, aligned to our SWPBS action plan.  | from:<br>Term 1<br>to:<br>Term 4 | \$29,528.99            | <input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) <p><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> </ul> |
| Build staff capabilities to recognise the social-emotional | from:<br>Term 1                  | \$3,000.00             | <input checked="" type="checkbox"/> UR Strong Workshops                                                                                                                                                                                                 |

|                                                                                                                          |               |             |                                                                                                                                                                  |
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| needs of students and integrate practices into school routines, including play breaks, aligned to the URStrong sequence. | to:<br>Term 4 |             | <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>Activity-based non-consumables (equipment hire, etc)</li> </ul> |
| <b>Totals</b>                                                                                                            |               | \$32,528.99 |                                                                                                                                                                  |

### Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| <b>Totals</b>             | \$0.00 |

### Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| <b>Totals</b>             |      | \$0.00                 |          |

### Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| <b>Totals</b>             |      | \$0.00                 |          |

### Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

|        |  |        |  |
|--------|--|--------|--|
| Totals |  | \$0.00 |  |
|--------|--|--------|--|

## Professional learning plan

| Professional learning priority                                                                                                                                                        | Who                                                                                                                        | When                       | Key professional learning strategies                                                                                                                          | Organisational structure                                                                                                                                                 | Expertise accessed                                                                                                                         | Where                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Schedule regular collaborative planning sessions for teachers to align their units of learning with the curriculum, documenting agreed formative and summative assessment strategies. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Team leader(s)      | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Whole school pupil free day<br><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions   | <input checked="" type="checkbox"/> Leadership partners<br><input checked="" type="checkbox"/> Learning specialist                         | <input checked="" type="checkbox"/> On-site |
| Plan professional learning on the Victorian Curriculum 2.0 and VTLM 2.0, with a focus on Mathematics.                                                                                 | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Demonstration lessons  | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions<br><input checked="" type="checkbox"/> Network professional learning | <input checked="" type="checkbox"/> Primary Mathematics and Science specialists<br><input checked="" type="checkbox"/> Leadership partners | <input checked="" type="checkbox"/> On-site |
| Plan professional learning on responsive teaching strategies, aligned to our assessment tools.                                                                                        | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Principal                | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning           | <input checked="" type="checkbox"/> Whole school pupil free day<br><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions   | <input checked="" type="checkbox"/> Leadership partners<br><input checked="" type="checkbox"/> Learning specialist                         | <input checked="" type="checkbox"/> On-site |
| Embed Tier 1 practices, aligned to our SWPBS action plan.                                                                                                                             | <input checked="" type="checkbox"/> SWPBS leader/team                                                                      | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Collaborative inquiry/action research team                                                                                | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions                                                                      | <input checked="" type="checkbox"/> Academy program/course<br><input checked="" type="checkbox"/> Departmental resources                   | <input checked="" type="checkbox"/> On-site |

|  |  |  |                                                                                        |                                                             |             |  |
|--|--|--|----------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------|--|
|  |  |  | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Timetabled planning day | SWPBS Coach |  |
|--|--|--|----------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------|--|