

2025 Annual Implementation Plan

for improving student outcomes

Lalor North Primary School (5035)



Submitted for review by Elizabeth Bryan (School Principal) on 06 January, 2025 at 08:00 PM
Endorsed by Anthony Simone (Senior Education Improvement Leader) on 14 January, 2025 at 02:45 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Maximise the learning growth of every student.</p>	<p>Yes</p>	<p>NAPLAN Proficiency Levels (2023 Interim report) By 2027, decrease the percentage of students achieving low relative growth from Years 3 to 5 for:</p> <ul style="list-style-type: none"> • Reading from 52 per cent in 2023 to 25 per cent • Numeracy from 35 per cent in 2023 to 25 per cent. <p>Targets to be modified according to future NAPLAN growth data information, if required.</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading By the end of the year (2025), decrease the percentage of students achieving low relative growth from Years 3 to 5 for Reading to 35%. Numeracy By the end of the year (2025), decrease the percentage of students achieving low relative growth from Years 3 to 5 for Numeracy to 30%.</p>
		<p>NAPLAN Proficiency Levels By 2027, increase the percentage of equity funded students achieving in the Exceeding, Strong and Developing proficiency levels in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Reading from 77 per cent in 2023 to 97 per cent • Numeracy from 62 per cent in 2023 to 82 per cent. <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 60 per cent in 2023 to 90 per cent • Numeracy from 50 per cent in 2023 to 90 per cent. 	<p>Year 3 By the end of the year (2025), increase the percentage of equity funded students achieving in the Exceeding, Strong and Developing proficiency levels in Year 3 Reading to 90% and in Numeracy to 80%. Year 5 By the end of the year (2025), increase the percentage of equity funded students achieving in the Exceeding, Strong and Developing proficiency levels in Year 5 Reading to 80% and in Numeracy to 80%.</p>
		<p>School Staff Survey By 2027, increase the positive endorsement by staff for the factors of:</p>	<p>By the end of the year (2025), increase the positive endorsement by staff for the factors:-Instructional</p>

		<ul style="list-style-type: none"> • Instructional Leadership from 78 per cent in 2023 to 83 per cent • Guaranteed and viable curriculum from 81 per cent in 2023 to 86 per cent • Moderate assessment tasks together from 71 per cent in 2023 to 76 per cent. 	Leadership to 80%-Guaranteed & Viable Curriculum to 84%-Moderated Assessment Tasks to 78%
Maximise student agency to improve learning engagement.	Yes	<p>Attitudes to Schools Survey</p> <p>By 2027, increase the positive endorsement by students for the factors of:</p> <ul style="list-style-type: none"> • Motivation and interest from 73 per cent in 2023 to 80 per cent • Self-regulation and goal setting from 82 per cent in 2023 to 87 per cent • Student voice and agency from 58 per cent in 2023 to 66 per cent • Sense of connectedness from 71 per cent in 2023 to 76 per cent. 	By the end of the year (2025), increase the positive endorsement by students for the factors:-Motivation and interest to 80%-Self-regulation and goal setting to 87%-Student voice and agency to 65%-Sense of connectedness to 75%
		<p>School Staff Survey</p> <p>By 2027, increase the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 71 per cent in 2023 to 76 per cent • Understand formative assessment from 82 per cent in 2023 to 87 per cent. • Promote student ownership of learning from 76 per cent in 2023 to 81 per cent. 	By the end of the year (2025), increase the positive endorsement by staff for the factors:-Use student feedback to improve practice to 75%-Understand formative assessment to 85%-Promote student ownership of learning to 80%
		<p>NAPLAN Proficiency Levels</p> <p>By 2027, increase the percentage of students achieving in the Exceeding or Strong proficiency levels for:</p>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared

		<p>Year 3:</p> <ul style="list-style-type: none"> • Reading from 41 per cent in 2023 to 46 per cent • Numeracy from 26 per cent in 2023 to 46 per cent. <p>Year 5:</p> <ul style="list-style-type: none"> • Reading from 47 per cent in 2023 to 60 per cent • Numeracy from 30 per cent in 2023 to 50 per cent. 	<p>to the number of NAS students in 2024. Year 3. By the end of the year (2025), increase the percentage of students achieving in the Exceeding or Strong in Year 3 Reading and Numeracy to 45%. Year 5 By the end of the year (2025), increase the percentage of students achieving in the Exceeding or Strong in Year 3 Reading to 58% and in Numeracy to 50%.</p>
Maximise wellbeing outcomes for every student.	Yes	<p>Attitudes to Schools Survey</p> <p>By 2027, increase the positive endorsement by students for the factors of:</p> <ul style="list-style-type: none"> • Attitudes to attendance from 82 per cent in 2023 to 87 per cent • Respect for diversity from 75 per cent in 2023 to 80 per cent • Managing bullying from 68 per cent in 2023 to 73 per cent. 	<p>By the end of the year (2025), increase the positive endorsement by students for the factors:-Attitudes to attendance to 85%-Respect for diversity to 78%-Managing bullying to 75%</p>
		<p>Student Attendance</p> <p>By 2027, decrease the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> • all Prep to Year 6 students from 57 per cent in 2022 to 20 per cent. • equity funded students from 71 per cent in 2022 to 35 per cent. 	<p>By the end of the year (2025), decrease the percentage of students with 20 or more absent days:-all Prep to Year 6 students to 40%-equity funded students to 50%.</p>
		<p>Parent Opinion Survey</p> <p>By 2027, increase the percentage of positive endorsement for the factors of:</p>	<p>By the end of the year (2025), increase the positive endorsement by parents for the factors:-Student</p>

		<ul style="list-style-type: none"> • Student motivation and support from 74 per cent 2023 to 83 per cent • Confidence and resiliency skills from 79 per cent in 2023 to 87 per cent. 	motivation and support to 80%- Confidence and resiliency skills to 85%.
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Goal 1	Maximise the learning growth of every student.
12-month target 1.1	<p>Reading</p> <p>By the end of the year (2025), decrease the percentage of students achieving low relative growth from Years 3 to 5 for Reading to 35%.</p> <p>Numeracy</p> <p>By the end of the year (2025), decrease the percentage of students achieving low relative growth from Years 3 to 5 for Numeracy to 30%.</p>
12-month target 1.2	<p>Year 3</p> <p>By the end of the year (2025), increase the percentage of equity funded students achieving in the Exceeding, Strong and Developing proficiency levels in Year 3 Reading to 90% and in Numeracy to 80%.</p> <p>Year 5</p> <p>By the end of the year (2025), increase the percentage of equity funded students achieving in the Exceeding, Strong and Developing proficiency levels in Year 5 Reading to 80% and in Numeracy to 80%.</p>
12-month target 1.3	<p>By the end of the year (2025), increase the positive endorsement by staff for the factors:</p> <ul style="list-style-type: none"> -Instructional Leadership to 80% -Guaranteed & Viable Curriculum to 84%

	-Moderated Assessment Tasks to 78%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.	Yes
KIS 1.b Leadership	Review and refine the elements of the school's instructional models to enable improved pedagogical practice.	No
KIS 1.c Leadership	Build assessment practices to inform differentiated teaching.	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 decision to prioritise maximising student learning growth this year is informed by our own self-evaluation, NAPLAN and Teacher Judgement data analysis, and alignment with our SSP goals and targets. By focusing on continuing to build teacher knowledge around the Victorian Curriculum 2.0 and enhancing our new and improved documented assessment practices, we aim to create a plan that continues to support our work in differentiated instruction and fostering an environment where all students can thrive in our learning spaces. This targeted approach will not only address current issues but will also lay the groundwork for sustained improvement in student outcomes in our commitment to educational excellence.</p> <p>1. Student Achievement & School Data Our recent self-evaluation highlighted several critical insights. While we have made strides in student engagement and curriculum planning and delivery in numeracy, data analysis reveals a need to continue to enhance student learning growth, particularly for our equity students and students requiring extension and challenge in the standard and bilingual programs. Our evidence of impact in the form of data (NAPLAN and Teacher Judgement), including our formative assessments, indicate that while many students are showing increased knowledge and skills, there still exists a significant portion of students who require additional support. Staff feedback reflects that reading requires a fresh new look and consistent approach.</p> <p>2. Unit and Weekly Planning Our SSP reflects high-quality teaching and learning as fundamental to improving student outcomes. In reviewing</p>	

	<p>our progress, we observed that while we have achieved some excellent progress towards our targets related to student attendance, AToSS and NAPLAN proficiency levels in reading and mathematics. However, we need to recalibrate our efforts to ensure that learning growth is at the forefront and planning rich and targeted learning experiences is evident in all planning documents. Our SSP outlines specific goals related to differentiated instruction and the effective implementation of the Victorian Curriculum 2.0, in numeracy planning, implementation has improved and with the support of leadership attending planning sessions this year we will be able to really drill down our efforts.</p> <p>3. Victorian Curriculum 2.0 An area of continued focus identified in our self-evaluation is the need for professional development focused on building teacher knowledge regarding the Victorian Curriculum 2.0 in Mathematics, which needs to continue and a renewed focus on Reading is required to align with the Department of Education initiative of a daily structured phonics instruction to be implemented. Staff have identified a need for clear direction in reading for consistent implementation and scope and sequence development, particularly in terms of aligning it with differentiated instruction and a whole school approach. By enhancing teacher understanding, we can ensure that our instructional practices are tailored to meet the diverse needs of our students, ultimately leading to improved learning outcomes.</p> <p>3. Building Assessment Practices Established in 2024 Our analysis indicated that while teachers are collecting data, there is a need for a more systematic approach to using this data to inform instruction and imbed the newly introduced assessment schedule, resources and moderation practices introduced in 2024. By strengthening our assessment practices, we can better identify student needs, track progress, and adjust teaching strategies accordingly. We have not yet embedded this are of our practice and we are looking to further deepen our level of expertise.</p>
Goal 2	Maximise student agency to improve learning engagement.
12-month target 2.1	<p>By the end of the year (2025), increase the positive endorsement by students for the factors:</p> <ul style="list-style-type: none"> -Motivation and interest to 80% -Self-regulation and goal setting to 87% -Student voice and agency to 65%

	-Sense of connectedness to 75%	
12-month target 2.2	By the end of the year (2025), increase the positive endorsement by staff for the factors: -Use student feedback to improve practice to 75% -Understand formative assessment to 85% -Promote student ownership of learning to 80%	
12-month target 2.3	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Year 3. By the end of the year (2025), increase the percentage of students achieving in the Exceeding or Strong in Year 3 Reading and Numeracy to 45%. Year 5 By the end of the year (2025), increase the percentage of students achieving in the Exceeding or Strong in Year 3 Reading to 58% and in Numeracy to 50%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Build a shared understanding of student agency across the school community.	No
KIS 2.b Leadership	Develop and implement a whole school approach that ensures students are active learners.	No
KIS 2.c Leadership	Build teacher capacity to co-design opportunities for students to exercise agency in their learning	Yes

<p>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>	<p>When considering the progress we have made in our learning environments to support student engagement, we have selected the goal of maximising student agency to improve learning engagement as a central focus for our school to continue the work we began. This decision stems from our feedback form our students in the Attitudes to School data set which highlights a dramatic increase in student motivation and interest, student agency, self regulation and attitude to attendance.</p> <p>We require a continued focus to build teacher capacity to understand the learner needs and create spaces that are clear and spacious to provide choice and flexibility.</p> <p>Implementing flexible seating arrangements and optimising classroom and breakout spaces are critical strategies that can enhance this aspect. Through professional learning in current best practice in teaching and engagement for learning and wellbeing, teachers can continue to create environments where students can exercise agency, such as choosing their seating and learning flexibly, and begin to create and promote greater ownership of learning.</p> <p>The need to enhance student engagement across all year levels remains to be a key focus for our school moving forward this year to build on what we have begun.</p>
<p>Goal 3</p>	<p>Maximise wellbeing outcomes for every student.</p>
<p>12-month target 3.1</p>	<p>By the end of the year (2025), increase the positive endorsement by students for the factors:</p> <ul style="list-style-type: none"> -Attitudes to attendance to 85% -Respect for diversity to 78% -Managing bullying to 75%
<p>12-month target 3.2</p>	<p>By the end of the year (2025), decrease the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> -all Prep to Year 6 students to 40% -equity funded students to 50%.
<p>12-month target 3.3</p>	<p>By the end of the year (2025), increase the positive endorsement by parents for the factors:</p> <ul style="list-style-type: none"> -Student motivation and support to 80% -Confidence and resiliency skills to 85%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Develop and implement a tiered response for wellbeing intervention.	Yes
KIS 3.b Leadership	Develop and implement whole school processes and protocols to improve student attendance and punctuality.	Yes
KIS 3.c Leadership	Strengthen inclusion practices to support student wellbeing.	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>Maximising wellbeing outcomes is a multifaceted goal that requires intentionality and collaboration across our school community. We believe that we have not prioritised the new reform of Disability Inclusion in an intentional manner as a school wide approach that has gained us the necessary progress required to align all of our wellbeing strategy here at Lalor North Primary School. There is a sense of urgency with the selection of this goal and key improvement strategies attached to create the structured framework of working collaboratively as a whole school by aligning a common purpose, the language required, established processes, and documentation to the approach in a seamless manner. Our focus must be the following;</p> <p>1. Understanding and Using the Disability Inclusion Process To effectively support our students, it is crucial that we fully understand and utilise the disability inclusion process for funding applications. This understanding will allow us to secure necessary resources and support systems for students with disabilities, enhancing their educational experience and wellbeing. By developing clear pathways for applying for support, we can ensure that students receive the accommodations they need to thrive academically and socially.</p> <p>2. Strengthening Inclusion Practices in the classroom We have been developing our knowledge of inclusion practices to supporting the wellbeing of all students. We also recognise that effective inclusion not only benefits students with disabilities but also enriches the learning environment for everyone. Strengthening these practices has begun and requires a continued whole-school approach, fostering a culture of acceptance and understanding. By enhancing staff professional learning in disability inclusion, and continuing to empower teachers and education support staff to better support students with diverse needs, we will continue to ensure all students feel valued and included.</p>	

3. Developing a Tiered Response for Wellbeing Intervention

Our analysis highlighted the necessity of implementing a tiered response model for wellbeing interventions. This approach allows us to systematically address varying levels of need among students. By providing differentiated support—ranging from universal strategies that promote overall wellbeing to targeted interventions for those facing specific challenges—we can ensure that every student receives the appropriate level of care and support. This structured framework will not only enhance our response to individual student needs but also foster a more proactive culture of wellbeing throughout the school community.

4. Embedding Attendance and Punctuality Approaches

Another critical area of focus is the embedding of our newly documented approach to student attendance and punctuality. By implementing our targeted strategies to encourage regular attendance and introduce other ways to celebrate and promote attendance and punctuality, we aim to reduce barriers that prevent students from fully participating in their education. We have seen a significant improvement in our attendance in our first year of implementation and with continued consistent efforts we can work towards embedding the process we have established. This will involve working closely with families to identify challenges and reinforce the importance of attendance as a foundation for both academic success and social connection.

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth of every student.
12-month target 1.1	<p>Reading</p> <p>By the end of the year (2025), decrease the percentage of students achieving low relative growth from Years 3 to 5 for Reading to 35%.</p> <p>Numeracy</p> <p>By the end of the year (2025), decrease the percentage of students achieving low relative growth from Years 3 to 5 for Numeracy to 30%.</p>
12-month target 1.2	<p>Year 3</p> <p>By the end of the year (2025), increase the percentage of equity funded students achieving in the Exceeding, Strong and Developing proficiency levels in Year 3 Reading to 90% and in Numeracy to 80%.</p> <p>Year 5</p> <p>By the end of the year (2025), increase the percentage of equity funded students achieving in the Exceeding, Strong and Developing proficiency levels in Year 5 Reading to 80% and in Numeracy to 80%.</p>
12-month target 1.3	<p>By the end of the year (2025), increase the positive endorsement by staff for the factors:</p> <ul style="list-style-type: none"> -Instructional Leadership to 80% -Guaranteed & Viable Curriculum to 84% -Moderated Assessment Tasks to 78%
KIS 1.a The strategic direction and deployment of resources to	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.

<p>create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Actions</p>	<p>Develop a Whole School Approach to Teaching Reading aligned with VTLM 2.0 Strengthen the knowledge of staff to implement the Victorian Curriculum 2.0 for Reading.</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • Students will feel a greater sense of enjoyment, engagement and motivation during reading lessons. • Students will report higher levels of confidence and explain how they learn best. • Students will engage in a daily structured phonics approach in their reading skills. • Education Support Staff provide high quality support to teachers and students in the classroom. • Teachers will build their knowledge of the Reading Victorian Curriculum 2.0 and engage in planning with greater confidence. • Teachers will know and use the key reading resources and use evidence based practices reflected in the VTLM 2.0 (Explicit Teaching) • Teachers will use a documented planning process to use planning time more productively. • Teachers will develop consistent weekly planners that reflect greater knowledge of how students learn using the elements of learning. • Teachers will develop a Reading Scope and Sequence using the Victorian Curriculum 2.0. • Leaders will monitor its effectiveness by attending planning. • Leaders will work collaboratively to develop documented whole school planning processes. • Leaders will support teachers in classrooms to implement best practice pedagogy and refer to the VTLM 2.0 elements of learning with confidence. • Leaders will document a whole school approach to teaching reading for Lalor North Primary School.
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> • Curriculum documentation will be aligned across the school for Reading. • Phonics Scope and Sequences will be developed for Standard, Greek and Macedonian Bilingual Curriculum

- programs.
- Documented planning processes will be used in term and weekly planning meetings.
 - Classroom Libraries and processes will be developed to engage student interest and support reading skills.
 - Data used to identify students for tailored supports.
 - New reading resources in classroom spaces will be used maximising student engagement.
 - Weekly planning documentation will show engaging reading lessons with evidence based learning.
 - Documentaion and data from formative assessment used for teaching and learning.
- Late Indicators:
- School based Teacher feedback indicates positive improvement in teacher confidence in using the Victorian Curriculum (reading) which includes explicit phonics instruction.
 - Evidence based units of work developed for reading for all year levels.
 - Whole School Reading Strategy will be documented.
 - Greater consistency in reading pedagogical practices being evident across the school.
 - Students, Staff and parent perception survey results
 - Post test results from assessments recorded on school based tracking documents.
 - Semester 2 teacher judgements.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule the professional learning for staff with a focus on VTLM 2.0, with a specific focus on Explicit Teaching.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop the Scope and Sequence for the Explicit Teaching of Phonics F-2 Develop the Scope and Sequence for the Explicit Teaching of Phonics for the Greek and Macedonian Bilingual Programs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Strengthen the capacity of PLC's to plan using the Victorian Curriculum 2.0, the VTLM 2.0 (Elements of Teaching) and the use data to target the needs of every student.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Strengthen curriculum resources to support the teaching and learning of Reading by auditing and investing in targeted instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.c 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 assessment practices to inform differentiated teaching.			
Actions	Build staff capacity of the evidence based practices in the VTLM 2.0 (Explicit Teaching) to meet students' individual learning needs.			
Outcomes	<ul style="list-style-type: none"> • Students in need of targeted support or intervention in reading and mathematics will be identified and supported. • Students will know what the next steps are to progress their learning. • Teachers will plan for differentiation based on student learning data. • Teachers will identify student learning needs in reading and mathematics based on formative and diagnostic assessment data. • Teachers will understand cognitive load, how to activate prior knowledge, scaffold student learning, model practice and provide feedback when working with students. • PLC's will meet weekly to engage in reflective practise, evaluate and plan curriculum, assessemnts and rich lessons. • Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning. 			

	<ul style="list-style-type: none"> Leaders will support teaching staff to use data more effectively to target the planning of explicit teaching and learning. 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> Curriculum documentation will show plans for differentiation in Reading. Explicit teaching and assessment of phonics demonstrated by all staff. Teacher records and observations of student progress. Documentation and data from formative assessment. Differentiated curriculum documents and evidence of student learning at different levels Differentiated resources used in tailored supports. Progress against individual education plans. Formative and summative reading assessment will show student learning growth. <p>Late indicators:</p> <ul style="list-style-type: none"> Victorian Curriculum teacher judgements will show increased learning growth. Student IEPs will demonstrate short term goals and progress achieved through adjustments and interventions implemented. SSS factors 'instructional leadership' and 'collective efficacy' will increase. Staff competency in delivering explicit phonics teaching across standard and bilingual curriculum programs. AtoSS factors 'stimulated learning' and 'advocate' at school will increase. Improved student outcomes in Naplan and PAT data. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a process for collecting and monitoring school wide and cohort data to support planning.	<ul style="list-style-type: none"> Leadership team School improvement team 	<ul style="list-style-type: none"> PLP Priority 	from: Term 1 to: Term 2	\$0.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<ul style="list-style-type: none"> Leadership team School improvement team 	<ul style="list-style-type: none"> PLP Priority 	from: Term 1 to: Term 4	\$0.00

<p>Embed processes and protocols for regular moderation of student work within teaching teams. Document the moderation of Languages in the Bilingual Program and create resources to support this work.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Goal 2</p>	<p>Maximise student agency to improve learning engagement.</p>			
<p>12-month target 2.1</p>	<p>By the end of the year (2025), increase the positive endorsement by students for the factors:</p> <ul style="list-style-type: none"> -Motivation and interest to 80% -Self-regulation and goal setting to 87% -Student voice and agency to 65% -Sense of connectedness to 75% 			
<p>12-month target 2.2</p>	<p>By the end of the year (2025), increase the positive endorsement by staff for the factors:</p> <ul style="list-style-type: none"> -Use student feedback to improve practice to 75% -Understand formative assessment to 85% -Promote student ownership of learning to 80% 			
<p>12-month target 2.3</p>	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Year 3.</p> <p>By the end of the year (2025), increase the percentage of students achieving in the Exceeding or Strong in Year 3 Reading and Numeracy to 45%.</p> <p>Year 5</p> <p>By the end of the year (2025), increase the percentage of students achieving in the Exceeding or Strong in Year 3 Reading to 58% and in Numeracy to 50%.</p>			

<p>KIS 2.c 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>Build teacher capacity to co-design opportunities for students to exercise agency in their learning</p>
<p>Actions</p>	<p>Strengthen the whole school approach to establish a learning environment that is inclusive of the wellbeing needs of all students.</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • Students will report improved emotional awareness and resilience. • Students will know how they learn best and make personal adjustments to support the continuity of their learning. • Students will feel supported and engaged in their learning environment and contribute to a strong classroom culture. • At risk students will be identified and receive targeted support in a timely manner. • Teachers will create learning environments catered to the diverse learning needs of students. • Teachers will support the wellbeing needs of students by explicitly teaching how to maximise their learning. • Teachers and leaders will establish agreed feedback and monitoring processes. • Teachers, leaders and school community will share common understanding of evidence based research of designing classroom spaces to promote student engagement and regulation. • Leaders will support teachers to make informed adjustments to create an inclusive learning environment. • Leaders will support the planning of wellbeing interventions and referrals.
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> • Classroom and Peer observations. • Significant change in the appearance of all classroom spaces with break out spaces utilised. • Documentation of adjustments in planners. • Documentation of referrals and communication processes in a timely manner. • School specific resources identified, documented and displayed in all classrooms for consistency. • Students engaged in their learning and using their agency to self regulate.

	Late indicators <ul style="list-style-type: none"> • Student, Staff and Parent perception survey results . • Health and Wellbeing dashboard. • Evidence whole school monitoring of Attendance data at the Leadership Team and down to the individual student level. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and deliver a professional learning plan that supports staff to implement a research and evidence based learning environment to support all student wellbeing needs.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Create a language rich environment to support literacy engagement and learning in standard and bilingual programs.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Maximise wellbeing outcomes for every student.			
12-month target 3.1	By the end of the year (2025), increase the positive endorsement by students for the factors: <ul style="list-style-type: none"> -Attitudes to attendance to 85% -Respect for diversity to 78% -Managing bullying to 75% 			
12-month target 3.2	By the end of the year (2025), decrease the percentage of students with 20 or more absent days: <ul style="list-style-type: none"> -all Prep to Year 6 students to 40% -equity funded students to 50%. 			

12-month target 3.3	<p>By the end of the year (2025), increase the positive endorsement by parents for the factors:</p> <ul style="list-style-type: none"> -Student motivation and support to 80% -Confidence and resiliency skills to 85%.
KIS 3.a 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	Develop and implement a tiered response for wellbeing intervention.
Actions	Develop and document whole school processes for tiered response to wellbeing interventions.
Outcomes	<ul style="list-style-type: none"> • Students will feel supported throughout the day with quality adjustments and differentiated learning tasks. • Students will be supported to learn at point of need. • Education Supprt Staff provide high quality support to teachers and students in the classroom. • Teachers will understand Disability Inclusion and the language of adjustments. • Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers. • Leaders will establish a preventative mentoring program including a referral process, timetabling and staffing/resourcing.
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> • Classroom and peer observations • Observations of changes to classroom practice. • Documentation of improved IEP and SSG processes. • Professional learning of Disability Inclusion and adjustments <p>Late indicators</p> <ul style="list-style-type: none"> • Student, Staff and Parent perception survey results • Increase in successful Disability Inclusion funding

	<ul style="list-style-type: none"> Improved attendance data 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise Professional Learning of Disability Inclusion including adjustments	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop a whole school documented process for referring students at risk.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Strengthen planning by scheduling leaders to attend to support the implementation of adjustments in planning documents.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.b 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	Develop and implement whole school processes and protocols to improve student attendance and punctuality.			
Actions	Embed a whole school approach in monitoring and responding to student attendance.			

Outcomes	<ul style="list-style-type: none"> • Students at risk will be identified and receive targeted support early in the year. • Students will gain confidence and feel more positive in their peer relationships. • Staff will identify students at risk in their own classroom and strengthen their relationships with students and their families. • Staff will use the staged response to attendance and the role they play in supporting the process. • Leaders will monitor whole school student attendance data at twice a term in the leadership meeting. • Leaders will embed the processes for improved attendance and punctuality for the school community. • Leaders will use resources and supports to educate the school community to improve attendance and punctuality. • Leaders will engage student re engagement strategies. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> • Attendance data used to identify students at risk at the beginning of the year. • Engagement data from Compass and Panorama will be used to track and monitor student absences. • Monitoring the process and how its working and then make adjustments. <p>Late Indicators</p> <ul style="list-style-type: none"> • Health and wellbeing dashboards will show improved attendance. • Attendance data will demonstrate evidence of improvement. • Student perception data - positive endorsement • Whole school process for managing and responding to attendance is embedded 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The new Attendance Process is being implemented and monitored throughout the school.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Actively monitor attendance at the leadership team twice a term down to the individual child.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Proactively promote student attendance on all the school platforms and within the school community.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Employ a Speech Pathologist to work with Tier 3 students	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$34,778.05 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.c 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 inclusion practices to support student wellbeing.			
Actions	Strengthen staff understanding of the elements of learning aligned with the VTLM 2.0 to support all students at their point of need.			
Outcomes	<ul style="list-style-type: none"> Students will feel supported and engaged in their learning and develop stronger relationships with peers and staff. Students will have a great sense of choice and agency as they learn to regulate their own behaviours in the classroom. 			

	<ul style="list-style-type: none"> • Education Support Staff will incorporate trauma informed practices when working with individual students. • Education Support Staff will develop their knowledge of adjustments to better support students in the classroom and outside in the playground. • Teachers will have a more welcoming and inclusive classroom environment which supports student learning. • Teachers will share a common understanding of the whole school approach to flexible seating. • Teachers will document and make adjustments to support students at their individual point of need. • Teacher will feel greater confidence in managing and supporting student needs in the classroom. • Leaders will support staff to build their knowledge of disability inclusion and the planning of the necessary adjustments. • Leaders will actively work with staff to develop welcoming and inclusive classroom spaces which supports student learning. • Wellbeing team will meet weekly to support students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> • Observation of changes to classroom practices. • Enthusiasm to participate in internal and external professional learning opportunities and shared readings. • Teachers report students wellbeing concerns and plan adjustments to support them in the classroom. • New and improved planning documents will identify adjustments for students' individual point of need. • Student engagement and assessment data. • Feedback from teachers, students and families is positive. <p>Late Indicators</p> <ul style="list-style-type: none"> • Student, Staff and Parent perception survey results. • Attendance data has improved. • Documented processes, procedures and tracking of student at risk data is in place. • Classroom spaces reflect classroom non-negotiables and provide flexible learning opportunities. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Plan Curriculum Day Professional Learning on the VTLM 2.0 Elements of Learning.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and deliver professional learning to strengthen the inclusion of quality adjustments in planning documentation & then classroom practice.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop a whole school approach to support student agency when working flexibly in the classroom to supports regulation and inclusion pratices.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Complete Learning Walks with a focus on exlicit teaching and engagement.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Establish an English as an Additional Language role to support students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Schedule staff completion to complete Disability Inclusion Modules on ARC.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: 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	\$216,199.46	\$216,199.46	\$0.00
Disability Inclusion Tier 2 Funding	\$183,916.23	\$183,916.23	\$0.00
Schools Mental Health Fund and Menu	\$34,778.05	\$34,778.05	\$0.00
Total	\$434,893.74	\$434,893.74	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Develop the Scope and Sequence for the Explicit Teaching of Phonics F-2 Develop the Scope and Sequence for the Explicit Teaching of Phonics for the Greek and Macedonian Bilingual Programs.	\$10,000.00
Strengthen curriculum resources to support the teaching and learning of Reading by auditing and investing in targeted instruction.	\$5,000.00
Develop and deliver a professional learning plan that supports staff to implement a research and evidence based learning environment to support all student wellbeing needs.	\$20,000.00
Employ a Speech Pathologist to work with Tier 3 students	\$34,778.05
Totals	\$69,778.05

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop the Scope and Sequence for the Explicit Teaching of Phonics F-2 Develop the Scope and Sequence for the Explicit Teaching of Phonics for the Greek and Macedonian Bilingual Programs.	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Strengthen curriculum resources to support the teaching and learning of Reading by auditing and investing in targeted instruction.	from: Term 1 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop and deliver a professional learning plan that supports staff to implement a research and evidence based learning environment to support all student wellbeing needs.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Inclusive furniture and flexible seating for student engagement
Totals		\$35,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ a Speech Pathologist to work with Tier 3 students	from: Term 1 to: Term 2	\$34,778.05	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Totals		\$34,778.05	

Additional funding planner – Total Budget

Activities and milestones	Budget
Develop an Organisational Design to include Disability Inclusion to include a 1.2 Leadership Role AP 0.4 AP 0.4 EXpert 0.6	\$183,916.23
Device Leases	\$40,000.00
Curriculum Affiliations	\$24,850.00
Education Support Staff for Students at Risk Standard Program(\$16,530) includes additional day for Filiz. Bilingual Programs (\$11,232) plus addition Greek ES for 3 days \$31,987.46	\$19,762.00

PMP Program for Wellbeing and Coordination (Staffing for one day a week for the year)	\$23,600.00
Primary Welfare for Disadvantage	\$6,000.00
Kitchen Garden Program (Staff at 0.2 \$25540.00 and materials and equipment)	\$27,000.00
Totals	\$325,128.23

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop an Organisational Design to include Disability Inclusion to include a 1.2 Leadership Role AP 0.4 AP 0.4 EXpert 0.6	from: Term 1 to: Term 4	\$0.00	
Device Leases	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Curriculum Affiliations	from: Term 1 to: Term 4	\$24,850.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Education Support Staff for Students at Risk Standard Program(\$16,530) includes additional day for Filiz.	from: Term 1 to: Term 4	\$59,749.46	<input checked="" type="checkbox"/> School-based staffing

Bilingual Programs (\$11,232) plus addition Greek ES for 3 days \$31,987.46			
PMP Program for Wellbeing and Coordination (Staffing for one day a week for the year)	from: Term 1 to: Term 4	\$23,600.00	<input checked="" type="checkbox"/> School-based staffing
Primary Welfare for Disadvantage	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Other (Washing Machine/dryer, Breakfast Club, consumables, Supports)
Kitchen Garden Program (Staff at 0.2 \$25540.00 and materials and equipment)	from: Term 1 to: Term 4	\$27,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$181,199.46	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop an Organisational Design to include Disability Inclusion to include a 1.2 Leadership Role AP 0.4 AP 0.4 EXpert 0.6	from: Term 1 to: Term 4	\$183,916.23	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Device Leases	from: Term 1	\$0.00	

	to: Term 4		
Curriculum Affiliations	from: Term 1 to: Term 4	\$0.00	
Education Support Staff for Students at Risk Standard Program(\$16,530) includes additional day for Filiz. Bilingual Programs (\$11,232) plus addition Greek ES for 3 days \$31,987.46	from: Term 1 to: Term 4	\$0.00	
PMP Program for Wellbeing and Coordination (Staffing for one day a week for the year)	from: Term 1 to: Term 4	\$0.00	
Primary Welfare for Disadvantage	from: Term 1 to: Term 4	\$0.00	
Kitchen Garden Program (Staff at 0.2 \$25540.00 and materials and equipment)	from: Term 1 to: Term 4	\$0.00	
Totals		\$183,916.23	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Develop an Organisational Design to include Disability Inclusion to include a 1.2 Leadership Role AP 0.4 AP 0.4 EXpert 0.6	from: Term 1 to: Term 4	\$0.00	
Device Leases	from: Term 1 to: Term 4	\$0.00	
Curriculum Affiliations	from: Term 1 to: Term 4	\$0.00	
Education Support Staff for Students at Risk Standard Program(\$16,530) includes additional day for Filiz. Bilingual Programs (\$11,232) plus addition Greek ES for 3 days \$31,987.46	from: Term 1 to: Term 4	\$0.00	
PMP Program for Wellbeing and Coordination (Staffing for one day a week for the year)	from: Term 1 to: Term 4	\$0.00	
Primary Welfare for Disadvantage	from: Term 1 to: Term 4	\$0.00	

Kitchen Garden Program (Staff at 0.2 \$25540.00 and materials and equipment)	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule the professional learning for staff with a focus on VTLM 2.0, with a specific focus on Explicit Teaching.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources VTLM 2.0 <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Develop the Scope and Sequence for the Explicit Teaching of Phonics F-2 Develop the Scope and Sequence for the Explicit Teaching of Phonics for the Greek and Macedonian Bilingual Programs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Strengthen the capacity of PLC's to plan using the Victorian Curriculum 2.0, the VTLM 2.0 (Elements of Teaching) and the use data to target the needs of every student.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Departmental resources Victorian Curriculum 2.0 VCAA	<input checked="" type="checkbox"/> On-site

Strengthen curriculum resources to support the teaching and learning of Reading by auditing and investing in targeted instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish a process for collecting and monitoring school wide and cohort data to support planning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DE Website for Assessment ARC modules	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed processes and protocols for regular moderation of student work within teaching teams. Document the moderation	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

of Languages in the Bilingual Program and create resources to support this work.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Curriculum development			
Develop and deliver a professional learning plan that supports staff to implement a research and evidence based learning environment to support all student wellbeing needs.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Disability Inclusion modules	<input checked="" type="checkbox"/> On-site
Create a language rich environment to support literacy engagement and learning in standard and bilingual programs.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Schedule and organise Professional Learning of Disability Inclusion including adjustments	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Departmental resources DI RTresources and PPT delivered to support schools.	<input checked="" type="checkbox"/> On-site
Develop a whole school documented process for referring students at risk.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal					
Strengthen planning by scheduling leaders to attend to support the implementation of adjustments in planning documents.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The new Attendance Process is being implemented and monitored throughout the school.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Actively monitor attendance at the leadership team twice a term down to the individual child.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan Curriculum Day Professional Learning on the VTLM 2.0 Elements of Learning.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Schedule and deliver professional learning to strengthen the inclusion of quality adjustments in planning documentation & then classroom practice.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a whole school approach to support student agency when working flexibly in the classroom to supports regulation and inclusion practices.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Complete Learning Walks with a focus on explicit teaching and engagement.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish an English as an Additional Language role to support students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site