

# 2025 Annual Implementation Plan

## for improving student outcomes

Hampton Park Primary School (4062)



Submitted for review by Sharne Winstone (School Principal) on 17 February, 2025 at 11:44 AM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve outcomes in Literacy and Numeracy.	Yes	<p>NAPLAN: Increase the percentage of students in <i>Strong</i> and <i>Exceeding</i> categories</p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• In Reading from 49% (2023) to 52% by 2027</li> <li>• In Writing from 61% (2023) to 66% by 2027</li> <li>• In Numeracy from 36% (2023) to 46% by 2027.</li> </ul> <p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>• In Reading from 57% (2023) to 62% by 2027</li> <li>• In Writing from 64% (2023) to 70% by 2027</li> <li>• In Numeracy from 33% (2023) to 52% by 2027.</li> </ul> <p><u>Year 5 EAL</u></p> <ul style="list-style-type: none"> <li>• In Reading from 41% (2023) to 62% by 2027</li> <li>• In Writing from 59% (2023) to 72% by 2027</li> <li>• In Numeracy from 28% (2023) to 55% in 2027.</li> </ul> <p><u>Year 3 Equity Funded students</u></p> <ul style="list-style-type: none"> <li>• In Reading from 42% (2023) to 45% by 2027</li> <li>• In Numeracy from 32% (2023) to 40% by 2027.</li> </ul> <p><u>Year 5 Equity Funded students</u></p> <ul style="list-style-type: none"> <li>• In Reading from 50% (2023) to 55% by 2027</li> <li>• In Writing from 58% (2023) to 65% by 2027</li> <li>• In Numeracy from 24% (2023) to 45% by 2027.</li> </ul> <p>And in any other underperforming cohorts (e.g. gender) as identified an on annual basis (e.g. gender).</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</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>Student Attitudes To School Survey (AToSS)</p> <ul style="list-style-type: none"> <li>• Increase the measure of Stimulating learning from 71% positive endorsement (2023) to at least 80% by 2027.</li> <li>• Increase the measure of Motivation and interest from 73% positive endorsement (2023) to at least 82% by 2027.</li> </ul>	<p>Increase the measure of Stimulating learning from 79% positive endorsement (2024) to at least 80% by 2025. Increase the measure of Motivation and interest from 79% positive endorsement (2024) to at least 82% by 2025.</p>
		<p>School Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>• Increase the measure of Academic emphasis from 58% positive endorsement (2023) to at least 63% by 2027.</li> <li>• Increase the measure of Instructional leadership from 80% positive endorsement (2023) to at least 85% by 2027.</li> <li>• Increase the measure of Teacher collaboration from 63% positive endorsement (2023) to at least 70% by 2027.</li> <li>• Increase the measure of Collective efficacy from 76% positive endorsement (2023) to at least 80% by 2027.</li> </ul>	<p>Increase the measure of Academic emphasis from 52% positive endorsement (2024) to at least 58% by 2025. Increase the measure of Instructional leadership from 77% positive endorsement (2024) to at least 80% by 2025. Increase the measure of Teacher collaboration from 62% positive endorsement (2024) to at least 65% by 2025. Increase the measure of Collective efficacy from 71% positive endorsement (2024) to at least 76% by 2025.</p>
To improve wellbeing.	Yes	<p>Student Attitudes To School Survey (AToSS)</p> <ul style="list-style-type: none"> <li>• Increase the measure of Respect for diversity from 76% positive endorsement (2023) to at least 80% by 2027.</li> <li>• Increase the measure of Advocate at school from 83% positive endorsement (2023) to at least 88% by 2027.</li> <li>• Increase the measure of Teacher concern from 71% positive endorsement (2023) to at least 77% by 2027</li> </ul>	<p>Increase the measure of Respect for diversity from 81% positive endorsement (2024) to at least 83% by 2025. Increase the measure of Advocate at school from 86% positive endorsement (2024) to at least 88% by 2025. Increase the measure of Teacher concern from 72% positive endorsement (2024) to at least 77% by 2025. Increase the measure of Student voice and agency from 64%</p>

		<ul style="list-style-type: none"> <li>• Increase the measure of Student voice and agency from 59% positive endorsement (2023) to at least 70% by 2027</li> <li>• Increase the measure of Sense of confidence from 69% positive endorsement (2023) to at least 77% by 2027</li> </ul>	<p>positive endorsement (2024) to at least 66% by 2025. Increase the measure of Sense of confidence from 78% positive endorsement (2024) to at least 80% by 2025.</p>
		<p>School Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>• Increase the measure of Parent and student involvement from 66% positive endorsement (2023) to at least 72% by 2027.</li> <li>• Increase the measure of Staff trust in colleagues from 78% positive endorsement (2023) to at least 81% by 2027.</li> </ul>	<p>Increase the measure of Parent and student involvement from 61% positive endorsement (2024) to at least 66% by 2025. Increase the measure of Staff trust in colleagues from 73% positive endorsement (2024) to at least 75% by 2025.</p>
		<p>Attendance</p> <p>Reduce percentages of students with 30+ days of absence from 24% (2023YTD) to be below at least 22% by 2027.</p>	<p>Reduce percentages of students with 30+ days of absence from 24% (2024YTD) to be below at least 22% by 2025.</p>

<b>Goal 1</b>	<b>To improve outcomes in Literacy and Numeracy.</b>	
<b>12-month target 1.1</b>	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.	
<b>12-month target 1.2</b>	Increase the measure of Stimulating learning from 79% positive endorsement (2024) to at least 80% by 2025. Increase the measure of Motivation and interest from 79% positive endorsement (2024) to at least 82% by 2025.	
<b>12-month target 1.3</b>	Increase the measure of Academic emphasis from 52% positive endorsement (2024) to at least 58% by 2025. Increase the measure of Instructional leadership from 77% positive endorsement (2024) to at least 80% by 2025. Increase the measure of Teacher collaboration from 62% positive endorsement (2024) to at least 65% by 2025. Increase the measure of Collective efficacy from 71% positive endorsement (2024) to at least 76% by 2025.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Teaching and learning	Establish a culture of high expectations through shared accountability, consistency of practice and rigour.	Yes
<b>KIS 1.b</b> Teaching and learning	Develop instructional leadership capabilities to improve pedagogical practices and data literacy.	Yes
<b>KIS 1.c</b> Assessment	Build the curriculum and assessment capabilities of staff to effectively differentiate learning for all students.	No
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.	Focus on stability, leadership clarity, and a strong school culture. Leadership changes over the past two years created uncertainty, so we restructured leadership roles and meetings to build accountability and ownership while fostering a shared vision. In 2025 we will see if this meets the needs for the school. To strengthen teaching and learning, we prioritised early team planning, recruitment, and targeted professional learning, including structured mentoring for new teachers and leadership coaching for PLT leaders. A dedicated Learning Specialist and specialist teacher time will further support staff capacity in literacy, numeracy, and effective collaboration. We have also embedded structures to build relational trust, including staff Fireside Chats, transparent consultation processes, and shared agreements linked to our school values. Our focus now shifts from simply maintaining an orderly learning environment to cultivating a culture of respect, collaboration, and psychological safety. These	

strategies ensure a cohesive, well-supported school community where leadership is distributed, staff feel empowered, and students benefit from consistent, high-quality teaching.

While HPPS models are visible in classrooms, there is confusion around goal setting and expectations, and inconsistencies in curriculum planning, teaching practices, and student learning experiences. The implementation of PLCs has increased awareness of data and curriculum, but there is more work to be done to strengthen collaboration, ensure consistency in instructional practices, and embed High Impact Teaching Strategies (HITS). Common planning documentation and differentiation are evident in some areas but not consistently applied across all teams. Additionally, classroom observations revealed limited use of formative feedback, student goal setting, and responsive teaching. To address these gaps, we are prioritising structured professional learning, modeling, and coaching to build teacher capacity. PLCs will have a stronger focus on curriculum alignment, data use, and evidence-based teaching. We will also refine meeting structures and ensure all staff, including ES, have access to meaningful professional development. Our goal is to create a guaranteed and viable curriculum, improve student agency in learning, and strengthen the consistency and impact of teaching practices across the school.

In 2025, we will refine our assessment practices to align with FISO 2.0 by strengthening data validity, consistency, and application. PLTs will focus on structured data discussions, supported by Learning Specialists, to ensure assessment informs targeted teaching. The "Notice & Wonder" protocol will help deepen data analysis, while Daily Reviews will enhance formative assessment and multiple exposures. We will establish reciprocal feedback loops with staff, students, and parents to promote transparency and collaboration. By embedding these practices, we aim to create a data-informed culture that drives student progress through responsive teaching and timely interventions.

<b>Goal 2</b>	<b>To improve wellbeing.</b>	
<b>12-month target 2.1</b>	<p>Increase the measure of Respect for diversity from 81% positive endorsement (2024) to at least 83% by 2025.          Increase the measure of Advocate at school from 86% positive endorsement (2024) to at least 88% by 2025.          Increase the measure of Teacher concern from 72% positive endorsement (2024) to at least 77% by 2025.          Increase the measure of Student voice and agency from 64% positive endorsement (2024) to at least 66% by 2025.          Increase the measure of Sense of confidence from 78% positive endorsement (2024) to at least 80% by 2025.</p>	
<b>12-month target 2.2</b>	<p>Increase the measure of Parent and student involvement from 61% positive endorsement (2024) to at least 66% by 2025.          Increase the measure of Staff trust in colleagues from 73% positive endorsement (2024) to at least 75% by 2025.</p>	
<b>12-month target 2.3</b>	<p>Reduce percentages of students with 30+ days of absence from 24% (2024YTD) to be below at least 22% by 2025.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	Redefine and reestablish the whole school purpose, vision and values.	No
<b>KIS 2.b</b> Support and resources	Establish and embed a school-wide approach to social and emotional learning.	Yes
<b>KIS 2.c</b> Engagement	Enhance opportunities for agency, advocacy and ensure equity and inclusion.	Yes
<b>KIS 2.d</b> Teaching and learning	Build a school-wide approach to supporting students requiring reasonable adjustments.	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 will continue to ensure all students have equitable access to opportunities by funding camps, excursions, and extracurricular activities such as chess, lunchtime clubs, intra-school sports, and high-ability programs. Strengthening connections with families and the community remains a priority, with events such as the School Concert, Art Show, cultural celebrations, and sports carnivals providing meaningful engagement opportunities. Parent and student forums will be scheduled throughout the year, and student-led conferences will replace traditional parent-teacher meetings, supported by Multicultural Education Aides and translation services to ensure accessibility for all families.

Junior School Council and student leadership opportunities will be further developed, with an experienced teacher taking on a leadership role to guide students through the Gradual Release of Responsibility (GRR) model. The goal is to transition student leadership from being staff-led to student-driven, fostering authentic leadership experiences across the school.

Attendance will remain a key focus, with the Wellbeing Team, led by the Assistant Principal, continuing to monitor and support students with high absenteeism. The Education Support attendance officer will work closely with families to provide early intervention strategies, and the Senior Wellbeing and Engagement Officer will continue to support students requiring more intensive re-engagement plans. Strengthened communication with families and external agencies will support sustainable improvements in attendance and engagement.

The school will embed a whole-school approach to Social and Emotional Learning (SEL) by implementing the Respectful Relationships and Zones of Regulation programs. Following an SEL curriculum audit, a structured scope and sequence has been developed to align with student needs. Wellbeing data discussions will be introduced in grades 3-6, allowing students to engage in conversations about their social and emotional experiences. These insights will be shared with the School Improvement Team (SIT) to inform school-wide strategies, ensuring a reciprocal feedback loop between students and leadership.

The school will continue implementing a strengths-based, multi-tiered support system to address student needs. A Leading Teacher, supported by Education Support staff, will oversee Disability Inclusion Profile (DIP) applications and provide coaching to staff, students, and families. Early identification and intervention will remain a priority, ensuring timely and tailored adjustments that enhance student learning and engagement.

The implementation of School-Wide Positive Behaviour Support (SWPBS) will progress as staff continue to embed Multi-Tiered Systems of Support (MTSS) for behaviour management. Professional learning will equip staff with evidence-based strategies to create positive, inclusive, and safe learning environments. The behaviour management process will be refined, with improvements in incident tracking, parent communication, and



consistency in addressing behaviour expectations across the school.

Peer mediation will be further developed, with a structured training program and video modelling introduced to support student mediators in resolving minor conflicts effectively. Peer mediators will receive ongoing coaching to ensure they can confidently de-escalate issues and refer major concerns to staff when necessary.

Following the finalisation of the school's values—Responsible, Respectful, and Resilient—the school will formally launch these principles in 2025. The values will be embedded in school agreements, classroom expectations, and daily practices, fostering a shared culture of positive behaviour and community connection.

Ongoing professional learning will focus on improving data literacy, enhancing Individual Education Plans (IEPs), and strengthening inclusive teaching strategies. Training will support staff in using assessment data effectively to inform teaching and intervention strategies. Addressing staff turnover remains a priority, with leadership ensuring clear role expectations and professional support to maintain consistency and stability across the school.

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To improve outcomes in Literacy and Numeracy.
<b>12-month target 1.1</b>	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.
<b>12-month target 1.2</b>	Increase the measure of Stimulating learning from 79% positive endorsement (2024) to at least 80% by 2025. Increase the measure of Motivation and interest from 79% positive endorsement (2024) to at least 82% by 2025.
<b>12-month target 1.3</b>	Increase the measure of Academic emphasis from 52% positive endorsement (2024) to at least 58% by 2025. Increase the measure of Instructional leadership from 77% positive endorsement (2024) to at least 80% by 2025. Increase the measure of Teacher collaboration from 62% positive endorsement (2024) to at least 65% by 2025. Increase the measure of Collective efficacy from 71% positive endorsement (2024) to at least 76% by 2025.
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Establish a culture of high expectations through shared accountability, consistency of practice and rigour.
<b>Actions</b>	<p>Induction / Onboarding Process for New Staff</p> <ul style="list-style-type: none"> <li>- Develop and implement a comprehensive onboarding program for all new staff members, ensuring they are well-informed of school expectations, policies, and practices.</li> <li>- Provide ongoing mentorship and check-ins with leadership to ensure smooth integration and alignment with school culture.</li> </ul> <p>Reading Fluency Routine for Students</p> <ul style="list-style-type: none"> <li>- Integrate reading fluency routines into the weekly schedule for all students across year levels.</li> <li>- Provide professional learning for teachers on effective strategies for teaching and tracking reading fluency.</li> <li>- Establish systems to monitor student progress and adjust routines as needed for optimal growth.</li> </ul>

	<p>Pre/Post Assessments in Maths (Years 1-6)</p> <ul style="list-style-type: none"> <li>- Facilitate collaborative planning sessions for year-level teams to design and implement pre/post assessments for all Maths concepts.</li> <li>- Provide professional development for teachers on data analysis and using assessment results to inform future teaching practices.</li> <li>- Schedule regular team meetings to review student data and adjust instruction based on the assessment results.</li> </ul>
<p><b>Outcomes</b></p>	<p>Students</p> <ul style="list-style-type: none"> <li>- Students will demonstrate improved fluency in reading, showing increased confidence and comprehension through regular participation in reading routines.</li> <li>- Students will show a stronger grasp of mathematical concepts and improved problem-solving skills through consistent practice and feedback on pre/post-assessments.</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>- Teachers will have a clearer understanding of the onboarding process, which will result in faster integration and more effective teaching practices.</li> <li>- Teachers will engage in regular, evidence-based discussions regarding student progress, enhancing their ability to plan and differentiate instruction based on data.</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- Leaders will observe consistent implementation of school-wide practices that align with high expectations, ensuring students receive equitable support across all areas.</li> <li>- Leaders will be able to track progress in student performance, using data from pre/post-assessments to guide professional development and strategic decision-making.</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>- The community will see evidence of a shared commitment to high expectations, as students demonstrate academic growth and engagement.</li> <li>- Families and community members will feel more involved in the school's success as they see measurable improvements in student outcomes and teacher practices.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Staff Onboarding and Induction</p> <ul style="list-style-type: none"> <li>- Documented fortnightly induction meetings, including the Learn, Plan, Commit, Reflect cycle, to track progress in onboarding for new staff.</li> <li>- Evidence of completed induction checklists and feedback from new staff on their integration experience.</li> </ul>

	<ul style="list-style-type: none"> <li>- Records of discussions on shared expectations and consistent practices during team meetings.</li> </ul> <p><b>Student Reading Fluency Routine</b></p> <ul style="list-style-type: none"> <li>- Weekly logs of student participation in the reading fluency routine, documenting frequency and engagement.</li> <li>- Data from reading fluency assessments (pre and post) to track student improvement in fluency and comprehension.</li> <li>- Observations from classroom teachers on student confidence and performance in reading activities.</li> <li>- 80% of foundation students will score as proficient in stages 1-4 according to the LLLL sequence.</li> </ul> <p><b>Mathematics Pre/Post Assessments</b></p> <ul style="list-style-type: none"> <li>- Collection of pre/post-assessment data from Year 1–6 maths concepts, showing improvement in student understanding and skills.</li> <li>- Documentation of team discussions, including analysis of pre/post assessments and action plans based on results.</li> <li>- Teacher reflections and adjustments to practice, recorded in planning documentation and classroom observations.</li> </ul> <p><b>Classroom Observations and Teacher Practice</b></p> <ul style="list-style-type: none"> <li>- Classroom observation records capturing evidence of consistent practice and the application of high expectations in teaching.</li> <li>- Planning documentation that reflects collaboration, data-driven decision-making, and differentiated instruction.</li> <li>- Teacher self-reflection reports on progress with implementing consistent practices, as informed by the observations and planning cycles.</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
All new staff will complete the induction / onboarding process to ensure clarity on literacy expectations and consistency of practice based on Big 8+1 2024 Professional Learning.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy leader</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
All students will engage in a reading fluency routine at least three times per week to build literacy skills.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy leader</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Year-level teams will discuss pre- and post-assessments for all concept areas in Maths (Years 1-6) to track progress and inform instruction.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All Foundation to Grade 2 teachers will have completed an inquiry cycle with a focus on systematic synthetic phonics instruction.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All Foundation to Grade 2 teachers will plan for and teach at least 25 minutes of systematic synthetic phonics instruction each day	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p><b>KIS 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop instructional leadership capabilities to improve pedagogical practices and data literacy.</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- Principal to support Learning Specialists through action planning, prioritising distributive leadership across the school.</li> <li>- Gradual release of responsibility model implemented, allowing PLT leaders to progressively take ownership of leadership and decision-making in PLT cycles.</li> <li>- PLT leaders engage in weekly 1:1 meetings with the PLT Leader Coordinator to set goals, track progress, and refine practices.</li> <li>- PLT Leader Coordinator meets with all PLT leaders collectively to build leadership capabilities, ensuring alignment with professional knowledge and school priorities.</li> <li>- PLT Leader Coordinator attends grade-level PLT meetings to ensure cycles are being followed and aligned with school priorities.</li> </ul>
<p><b>Outcomes</b></p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>- Students experience a more consistent and aligned approach to teaching as teachers enhance their pedagogical practices through collaborative leadership and action planning.</li> <li>- Students benefit from improved data-driven instruction, where teachers adapt their practices based on continuous feedback and analysis of student data.</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>- Teachers develop greater ownership and leadership capabilities in their professional learning teams (PLTs), leading to increased confidence and responsibility in driving school priorities.</li> <li>- Teachers demonstrate enhanced pedagogical practices, applying the skills and knowledge gained from leadership support, collaborative planning, and professional development.</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>- School leaders (including the principal and PLT leaders) establish stronger instructional leadership practices, prioritising distributive leadership and fostering a more collaborative school culture.</li> <li>- Leaders implement a gradual release of responsibility model, empowering staff to take ownership of their professional growth and leadership within the school, creating a more self-sustaining leadership model.</li> </ul>

	<p>Community</p> <ul style="list-style-type: none"> <li>- The community observes more consistent and high-quality teaching practices across the school as teachers benefit from structured leadership and collaboration.</li> <li>- Families and the broader community see an increase in school-wide accountability and improvement, with leadership that supports data-informed decision-making to enhance student outcomes.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Improved TJ Growth data from CASES surveys showing increased teacher self-efficacy and growth in areas related to instructional practices.</li> <li>- Increased scores in Collective Efficacy on the School Staff Survey (SSS), indicating stronger collaborative efforts and shared responsibility for student success.</li> <li>- Documentation of team meetings and collaborative planning efforts demonstrating shared ownership of student outcomes.</li> <li>- Improvement in Academic Emphasis scores from the SSS, reflecting increased focus on high academic standards and consistent implementation of school priorities.</li> <li>- Lesson plans and teaching strategies that demonstrate clear alignment with the school's academic goals and priorities.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
All PLT Leaders will engage in weekly 1:1 meetings with the PLT Leader Coordinator to enhance individual leadership capabilities and provide targeted support.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$142,000.00  <input checked="" type="checkbox"/> Equity funding will be used
The PLT Leader Coordinator will facilitate regular group meetings with all PLT leaders to build leadership skills, deepen professional knowledge, and promote collaboration across teams.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
The PLT Leader Coordinator will attend grade-level PLT meetings to ensure the consistent application of PLT cycles, aligned with school priorities and pedagogical focus.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<b>Goal 2</b>	To improve wellbeing.
<b>12-month target 2.1</b>	Increase the measure of Respect for diversity from 81% positive endorsement (2024) to at least 83% by 2025. Increase the measure of Advocate at school from 86% positive endorsement (2024) to at least 88% by 2025. Increase the measure of Teacher concern from 72% positive endorsement (2024) to at least 77% by 2025. Increase the measure of Student voice and agency from 64% positive endorsement (2024) to at least 66% by 2025. Increase the measure of Sense of confidence from 78% positive endorsement (2024) to at least 80% by 2025.
<b>12-month target 2.2</b>	Increase the measure of Parent and student involvement from 61% positive endorsement (2024) to at least 66% by 2025. Increase the measure of Staff trust in colleagues from 73% positive endorsement (2024) to at least 75% by 2025.
<b>12-month target 2.3</b>	Reduce percentages of students with 30+ days of absence from 24% (2024YTD) to be below at least 22% by 2025.
<b>KIS 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Establish and embed a school-wide approach to social and emotional learning.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- SWPB Implementation Team to complete training with the SWPBS Coach to strengthen their capacity in leading the school-wide approach to positive behaviour support.</li> <li>- Whole staff to participate in school-based professional learning, facilitated by the SWPB Implementation Team, to ensure a shared understanding and consistent application of the behaviour matrix.</li> <li>- Co-develop and implement the school-wide behaviour matrix through staff collaboration, ensuring alignment with the school's values and social-emotional learning priorities.</li> <li>- Provide ongoing coaching and support to staff in applying the behaviour matrix, reinforcing positive behaviour strategies and fostering a consistent school-wide approach.</li> <li>- Establish a review and feedback cycle to monitor the effectiveness of the behaviour matrix, incorporating input from staff, students, and families to refine practices and strengthen implementation.</li> </ul>
<b>Outcomes</b>	<p>Students</p> <ul style="list-style-type: none"> <li>- Demonstrate a clear understanding of the behaviour expectations outlined in the school-wide behaviour matrix and apply them consistently in various school settings.</li> </ul>



	<ul style="list-style-type: none"> <li>- Show improved self-regulation and social skills, leading to a positive, respectful, and inclusive school environment.</li> </ul> <p>Teachers &amp; ES Staff</p> <ul style="list-style-type: none"> <li>- Confidently implement and reinforce the behaviour matrix, using consistent language and strategies to support student behaviour and social-emotional development.</li> <li>- Engage in regular reflection and collaboration to refine behaviour support practices, ensuring alignment with the school's values and SEL priorities.</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- Effectively guide and support staff in embedding the behaviour matrix, providing professional learning, coaching, and feedback to strengthen implementation.</li> <li>- Use data-driven decision-making to monitor the impact of the behaviour matrix and make informed adjustments to enhance school-wide consistency.</li> </ul> <p>Community (Parents &amp; Carers)</p> <ul style="list-style-type: none"> <li>- Develop an understanding of the school-wide behaviour expectations, fostering a shared approach to supporting positive student behaviour at home and school.</li> <li>- Actively engage in conversations about social-emotional learning and behaviour expectations, contributing to a strong school-home partnership.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Classroom and Yard Behaviour Data – Reduction in recorded behaviour incidents through Compass Chronicles (amber minor and red major) and an increase in positive behaviour acknowledgments (green positive), indicating successful student adoption of the behaviour matrix.</p> <p>Staff Professional Learning Feedback – Surveys and reflections demonstrating increased confidence and consistency in implementing the behaviour matrix across classrooms and school settings.</p> <p>Student Voice &amp; Agency Data – Student surveys and focus group feedback highlighting improved understanding of behaviour expectations and their impact on the school climate.</p> <p>Observation and Walkthrough Data - Leadership team and SWPB implementation team observations showing consistent teacher practice in reinforcing behaviour expectations and strategies.</p> <p>Parent &amp; Community Engagement – Attendance and participation in parent information sessions, along with feedback from families about their understanding and reinforcement of school-wide behaviour expectations at home.</p>

Data Tracking and Reflection Logs – Evidence from Professional Learning Team (PLT) discussions, wellbeing team meetings, and school-wide data reviews showing trends, challenges, and adjustments made to refine implementation.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The SWPB Team will collaborate with all staff to implement a school-wide behaviour matrix.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$67,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Conduct learning walks to observe the implementation of SEL lessons and identify areas for support.	<input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$21,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide coaching and feedback to teachers to strengthen the delivery of SEL lessons.	<input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

<p><b>KIS 2.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance opportunities for agency, advocacy and ensure equity and inclusion.</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- Grades 3-6 teachers to unpack school wellbeing data with students each term, fostering student voice, agency, and a deeper understanding of their perspectives.</li> <li>- Grades 3-6 students to engage in reciprocal feedback loops with the SIT team, sharing insights from wellbeing data to inform schoolwide actions and improvements.</li> <li>- Wellbeing team to ensure school wellbeing data is collected and prepared for use in SEL sessions, supporting targeted discussions and responsive teaching.</li> <li>- Establish a structured process for collecting, analyzing, and responding to student feedback, ensuring ongoing dialogue and meaningful change.</li> </ul>
<p><b>Outcomes</b></p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>- Develop a stronger sense of voice and agency by actively engaging in discussions about wellbeing data and providing feedback on school initiatives.</li> <li>- Recognise their role in shaping a positive school environment by contributing to meaningful conversations and seeing their feedback lead to tangible actions.</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>- Confidently facilitate discussions with students about wellbeing data, fostering a culture of trust, openness, and shared responsibility.</li> <li>- Use student feedback to inform and adapt their SEL teaching practices, ensuring lessons are responsive to student needs.</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>- Establish a structured, data-informed approach to student voice and agency, ensuring student perspectives drive continuous school improvement.</li> <li>- Strengthen reciprocal feedback loops by actively responding to student insights and communicating resulting actions, reinforcing a culture of shared ownership.</li> </ul>

	<p>Community</p> <ul style="list-style-type: none"> <li>- Develop a greater awareness of how student wellbeing data informs school priorities, fostering trust and engagement between families and the school.</li> <li>- See improvements in student wellbeing and engagement, leading to a stronger, more connected school community.</li> </ul>			
<b>Success Indicators</b>	<p>Student Wellbeing Data Analysis – Termly collection and review of school wellbeing survey data, with trends tracked over time to measure student perceptions and experiences.</p> <p>Student Feedback Records – Documentation of student reflections, feedback, and suggested actions from classroom discussions and reciprocal feedback loops with the SIT team.</p> <p>Teacher Implementation Logs – Evidence of SEL lesson adjustments based on student feedback, demonstrating responsiveness to student needs and agency.</p> <p>Meeting Minutes &amp; Action Plans – Records from SIT and Wellbeing Team meetings showing analysis of wellbeing data, student input, and actions taken in response.</p> <p>Observation &amp; Learning Walk Notes – SEL leader’s documentation of how wellbeing discussions are facilitated in classrooms and the level of student engagement in reciprocal feedback processes.</p> <p>Community Engagement Data – Parent and caregiver feedback from forums, surveys, or discussions showing awareness and perceptions of student wellbeing and voice in school decision-making.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Grades 3-6 teachers to unpack school wellbeing data with students each term to elevate student voice, foster agency, and deepen understanding of their perspectives.	<input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Grade 3-6 students to engage in reciprocal feedback loops with the SIT team, sharing their insights from unpacking school wellbeing data to inform actions and improvements.	<input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
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<p><b>KIS 2.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build a school-wide approach to supporting students requiring reasonable adjustments.</p>
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- Co-construct the planner in collaboration with Learning Specialists and the Wellbeing Team to ensure alignment with student needs and best practices.</li> <li>- Deliver professional learning and ongoing support to equip staff with the skills to effectively use the planners, fostering a consistent, school-wide approach.</li> <li>- Establish a review and feedback process to monitor the effectiveness of adjustments, refine practices, and ensure continuous improvement based on staff and student needs.</li> <li>- Conduct regular audits led by Wellbeing Leaders to maintain accurate, specific, and detailed information in the planners.</li> </ul>
<p><b>Outcomes</b></p>	<p>Teachers &amp; ES Staff</p> <ul style="list-style-type: none"> <li>- Staff confidently and consistently use the Disability &amp; Inclusion Adjustment Planners to differentiate instruction and provide targeted support for students.</li> <li>- Increased staff collaboration in implementing and refining adjustments, leading to a more inclusive and responsive learning environment.</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>- Wellbeing Leaders and Learning Specialists effectively monitor, review, and refine adjustment practices based on staff and student needs.</li> <li>- School leaders use feedback and audit data to drive continuous improvement in inclusive practices.</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>- Students receive consistent, tailored support that enhances their engagement, participation, and learning outcomes.</li> <li>- Increased student confidence and independence due to adjustments that meet their individual needs effectively.</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>- Parents and carers have greater confidence in the school's ability to provide appropriate support for students with diverse needs.</li> <li>- A stronger culture of inclusion and equity within the school, reinforcing its commitment to meeting the needs of all learners.</li> </ul>

<b>Success Indicators</b>	<p>Staff Feedback &amp; Surveys – Regular staff surveys and focus groups indicate increased confidence and consistency in using the planners to support student differentiation.</p> <p>Classroom Observations &amp; Learning Walks – Evidence of staff applying documented adjustments in classroom practice, ensuring differentiated support for students.</p> <p>Student Progress Data – Improved academic and engagement outcomes for students receiving adjustments, tracked through assessment data, behaviour records, and attendance reports.</p> <p>Planner Review &amp; Audit Reports – Scheduled audits by Wellbeing Leaders and Learning Specialists show planners are up-to-date, specific, and effectively guiding classroom practices.</p> <p>Professional Learning Participation &amp; Application – Records of staff engagement in professional learning sessions and evidence of practical implementation in classrooms.</p> <p>Parent &amp; Student Feedback – Increased positive feedback from families and students on the effectiveness of adjustments in supporting individual learning needs.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Implement Disability & Inclusion Adjustment Planners to ensure all staff, including teachers, ES staff, and CRTs, have clear, accessible information on student differentiation and adjustment needs, fostering a consistent, school-wide approach to support.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$146,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Leading teacher Disability and Inclusion will coach staff on implementing reasonable adjustments in the classroom through practical examples and strategies to support diverse learning needs.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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	\$1,017,627.50	\$1,091,007.69	-\$73,380.19
Disability Inclusion Tier 2 Funding	\$289,088.71	\$289,088.71	\$0.00
Schools Mental Health Fund and Menu	\$46,344.60	\$46,344.60	\$0.00
<b>Total</b>	<b>\$1,353,060.81</b>	<b>\$1,426,441.00</b>	<b>-\$73,380.19</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
All PLT Leaders will engage in weekly 1:1 meetings with the PLT Leader Coordinator to enhance individual leadership capabilities and provide targeted support.	\$142,000.00
The SWPB Team will collaborate with all staff to implement a school-wide behaviour matrix.	\$67,000.00
Conduct learning walks to observe the implementation of SEL lessons and identify areas for support.	\$21,000.00
Implement Disability & Inclusion Adjustment Planners to ensure all staff, including teachers, ES staff, and CRTs, have clear, accessible information on student differentiation and adjustment needs, fostering a consistent, school-wide approach to support.	\$146,000.00
<b>Totals</b>	<b>\$376,000.00</b>



## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
All PLT Leaders will engage in weekly 1:1 meetings with the PLT Leader Coordinator to enhance individual leadership capabilities and provide targeted support.	from: Term 1 to: Term 4	\$142,000.00	<input checked="" type="checkbox"/> School-based staffing
The SWPB Team will collaborate with all staff to implement a school-wide behaviour matrix.	from: Term 1 to: Term 4	\$67,000.00	<input checked="" type="checkbox"/> School-based staffing
Conduct learning walks to observe the implementation of SEL lessons and identify areas for support.	from: Term 1 to: Term 2	\$21,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$230,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement Disability & Inclusion Adjustment Planners to ensure all staff, including teachers, ES staff, and CRTs, have clear, accessible information on student differentiation and adjustment needs, fostering a consistent, school-wide approach to support.	from: Term 1 to: Term 4	\$146,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul>
<b>Totals</b>		\$146,000.00	

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

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

## Additional funding planner – Total Budget

Activities and milestones	Budget
Attendance officer to follow up on student absences	\$20,000.00
Additional classroom teacher to move to single ages classes to decrease differentiation spread.	\$100,000.00
Whole school excursion and incursion program to provide opportunities for life experiences to support prior knowledge in developing reading and writign skills.	\$90,000.00
Employ Disability Inclusion Educational Support to support DI rollout.	\$90,000.00
Employ school psychologist	\$43,144.00
Employ school speech pathologist	\$101,297.00
Employ Multicultural Educational Aide to support families to connect with school and provide EAL support in classrooms.	\$45,000.00
Learning Specialist employed to run Intensive English Langauge Program for newly arrived students, with ES Support.	\$133,000.00

Additional Education Support staff, above PSD funding, to support in classroom for students with Tier 2 behaviours.	\$155,000.00
Additional specialist teacher to provide extra professional learning to upskill teachers.	\$108,000.00
Oral language for foundation students.	\$23,000.00
Reading based intervention program based on UFLI using data from DIBELS assessments to catch students achieving below expected level in Reading.	\$142,000.00
<b>Totals</b>	<b>\$1,050,441.00</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Attendance officer to follow up on student absences	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional classroom teacher to move to single ages classes to decrease differentiation spread.	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
Whole school excursion and incursion program to provide opportunities for life experiences to support prior knowledge in developing reading and writign skills.	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Employ Disability Inclusion Educational Support to support DI rollout.	from: Term 1 to: Term 4		
Employ school psychologist	from: Term 1 to: Term 4		
Employ school speech pathologist	from: Term 1 to: Term 4	\$45,007.69	<input checked="" type="checkbox"/> School-based staffing
Employ Multicultural Educational Aide to support families to connect with school and provide EAL support in classrooms.	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> School-based staffing
Learning Specialist employed to run Intensive English Language Program for newly arrived students, with ES Support.	from: Term 1 to: Term 4	\$133,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Additional Education Support staff, above PSD funding, to support in classroom for students with Tier 2 behaviours.	from: Term 1 to: Term 4	\$155,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional specialist teacher to provide extra professional learning to upskill teachers.	from: Term 1 to: Term 4	\$108,000.00	<input checked="" type="checkbox"/> School-based staffing

Oral language for foundation students.	from: Term 1 to: Term 4	\$23,000.00	<input checked="" type="checkbox"/> School-based staffing
Reading based intervention program based on UFLI using data from DIBELS assessments to catch students achieveing below expected level in Reading.	from: Term 1 to: Term 4	\$142,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$861,007.69	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Attendance officer to follow up on student absences	from: Term 1 to: Term 4		
Additional classroom teacher to move to single ages classes to decrease differentiation spread.	from: Term 1 to: Term 4		
Whole school excursion and incursion program to provide opportunities for life experiences to support prior knowledge in developing reading and writign skills.	from: Term 1 to: Term 4		

Employ Disability Inclusion Educational Support to support DI rollout.	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
Employ school psychologist	from: Term 1 to: Term 4		
Employ school speech pathologist	from: Term 1 to: Term 4	\$53,088.71	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
Employ Multicultural Educational Aide to support families to connect with school and provide EAL support in classrooms.	from: Term 1 to: Term 4		
Learning Specialist employed to run Intensive English Language Program for newly arrived students, with ES Support.	from: Term 1 to: Term 4		
Additional Education Support staff, above PSD funding, to support in classroom for students with Tier 2 behaviours.	from: Term 1 to: Term 4		
Additional specialist teacher to provide extra professional learning to upskill teachers.	from: Term 1 to: Term 4		

Oral language for foundation students.	from: Term 1 to: Term 4		
Reading based intervention program based on UFLI using data from DIBELS assessments to catch students achieveing below expected level in Reading.	from: Term 1 to: Term 4		
<b>Totals</b>		\$143,088.71	

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

Activities and milestones	When	Funding allocated (\$)	Category
Attendance officer to follow up on student absences	from: Term 1 to: Term 4		
Additional classroom teacher to move to single ages classes to decrease differentiation spread.	from: Term 1 to: Term 4		
Whole school excursion and incursion program to provide opportunities for life experiences to support prior knowledge in developing reading and writign skills.	from: Term 1 to: Term 4		

Employ Disability Inclusion Educational Support to support DI rollout.	from: Term 1 to: Term 4		
Employ school psychologist	from: Term 1 to: Term 4	\$43,144.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Employ school speech pathologist	from: Term 1 to: Term 4	\$3,200.60	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Employ Multicultural Educational Aide to support families to connect with school and provide EAL support in classrooms.	from: Term 1 to: Term 4		
Learning Specialist employed to run Intensive English Language Program for newly arrived students, with ES Support.	from: Term 1 to: Term 4		
Additional Education Support staff, above PSD funding, to support in classroom for students with Tier 2 behaviours.	from: Term 1 to: Term 4		
Additional specialist teacher to provide extra professional learning to upskill teachers.	from: Term 1 to: Term 4		



Oral language for foundation students.	from: Term 1 to: Term 4		
Reading based intervention program based on UFLI using data from DIBELS assessments to catch students achieveing below expected level in Reading.	from: Term 1 to: Term 4		
<b>Totals</b>		\$46,344.60	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
All new staff will complete the induction / onboarding process to ensure clarity on literacy expectations and consistency of practice based on Big 8+1 2024 Professional Learning.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
All Foundation to Grade 2 teachers will have completed an inquiry cycle with a focus on systematic synthetic phonics instruction.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
The SWPB Team will collaborate with all staff to implement a school-wide behaviour matrix.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPB Coach	<input checked="" type="checkbox"/> On-site