

2025 Annual Implementation Plan

for improving student outcomes

Northcote Primary School (1401)



Submitted for review by Shaun Wells (School Principal) on 14 July, 2025 at 01:08 PM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 14 July, 2025 at 01:12 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.	Evolving
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	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	Evolving
	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	Evolving

	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.	Evolving
	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	Evolving
	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	Evolving

	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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Future planning	<p>This year, we've made strong progress in maths instruction, with improved consistency in lesson delivery, assessment creation, and data analysis. While differentiation has improved considerably and we have observed an impact on student learning, further work is needed, so it remains a focus for next year. We will also continue unpacking and documenting the instructional model to ensure greater consistency across the school.</p> <p>Staff have made strides in behaviour management, with clearer routines, consistent responses to behaviours, and initial success with a school-wide reward system. However, we will continue to refine and improve this work.</p> <p>In summary, we have established a clear framework for both our learning and wellbeing goals. Now, we need to continue refining and building on this work to ensure sustained growth, improvement, and successful embedding of these practices.</p>
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
To optimise learning growth for every student in Literacy and Numeracy.	Yes	<p>Reading Year 3 NPS 75% SS 86%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN reading from 35% (2023 baseline) to 39% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN reading from 75% (baseline in 2023) to 82% or above in 2027.</i> <p>Year 5</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN reading from 50% (2023 baseline) to 54% in 2027.</i> <p>Writing Year 3 NPS 84% SS 91%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN writing from 13% (2023 baseline) to 20% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN writing from 84% (baseline in 2023) to 91% or above in 2027.</i> <p>Year 5 NPS 83% SS 87%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the ‘exceeding’ proficiency level of NAPLAN writing from 19% (2023 baseline) to 24% in 2027.</i> 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading-To maintain or increase the percentage of students in the ‘exceeding’ proficiency level of Year 3 NAPLAN reading at or above 58%-To maintain or increase the percentage of students in ‘exceeding’ and ‘strong’ proficiency level of Year 3 NAPLAN reading at or above 91%-To maintain or improve the percentage of students in the ‘exceeding’ proficiency level of Year 5 NAPLAN reading at or above 56%-To maintain or increase the percentage of students in ‘exceeding’ and ‘strong’ proficiency level of Year 3 NAPLAN reading at or above 92%-To maintain or increase the percentage of Year 5 matched cohort students achieving high relative growth in reading, with a current benchmark of 36%.Numeracy-To maintain or increase the percentage of students in the ‘exceeding’ proficiency level of Year 3 NAPLAN numeracy at or above 19%-To maintain or increase the percentage of students in the ‘exceeding’ and</p>

		<ul style="list-style-type: none"> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 5 NAPLAN writing from 83% (baseline in 2023) to 87% or above in 2027.</i> <p>Numeracy Year 3 NPS 75% SS 85%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN numeracy from 14% (2023 baseline) to 19% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN numeracy from 75% (baseline in 2023) to 85% or above in 2027.</i> <p>Year 5 NPS 81% SS 84%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN numeracy from 26% (2023 baseline) to 30% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 5 NAPLAN numeracy from 81% (baseline in 2023) to 84% or above in 2027.</i> 	<p>'strong' proficiency level of Year 3 NAPLAN numeracy at or above 85% - To improve the percentage of students in the 'exceeding' proficiency level of Year 5 NAPLAN numeracy from 15% (2024) to 20% (2025). - To maintain or increase the percentage of students in the 'exceeding' and 'strong' proficiency level of Year 5 NAPLAN numeracy at or above 84% - To maintain or increase the percentage of Year 5 matched cohort students achieving high relative growth in numeracy, with a current benchmark of 24%. By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p>
		<p>Increase the percent positive responses on the School Staff Survey (SSS) in the specific factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 55% (2019–2022) to 70% in 2027 • Instructional leadership from 54% (2019–2022) to 70% in 2027 • Visibility from 29% (2019–2022) to 50% in 2027 • Understand how to analyse data from 66% (2019–2022) to 70% in 2027 • Knowledge of high impact teaching strategies from 60% (2019–2027) to 70% in 2027 • Time to share pedagogical content knowledge from 46% (2019–2022) to 70% in 2027 	<p>-To improve 'Teacher Collaboration' from 60% (2024) to 63% (2025). -To maintain or improve 'Instructional Leadership' at or above 74%(2025). -To improve 'Visibility' from 25% (2023) to 33% (2025). -To improve 'Understand how to analyse data" from 35% (2024) to 46% (2025). -To improve 'knowledge and skills in the use of high impact teaching strategies' from 35% (2024) to 46% (2025). -To improve 'time for teachers to share pedagogical content</p>

		<ul style="list-style-type: none"> Professional learning through peer observation from 34% (2019–2022) to 70% in 2027. (based on 4 years baseline data 2019–2022) 	<p>knowledge' from 29% (2024) to 43% (2025).-To improve 'professional learning through peer observation from 11% (2024) to 31% (2025).</p>
		<p>Increase the percent positive responses on the Attitudes to School Survey (AtoSS) in the factors:</p> <ul style="list-style-type: none"> Effective teaching time from 73% in 2022 to 80% in 2027 Teacher concern from 61% in 2022 to 80% in 2027 Differentiated learning challenge from 70% in 2022 to 80% in 2027. 	<p>-To improve 'Effective Teaching Time' above 80% (2025).-To improve 'Teacher Concern' from 73% (2024) to 75% (2025).-To maintain or improve 'Differentiated Learning Challenge' at or above 82% (2025).</p>
		<p>Increase the percent positive responses on the Parent Opinion Survey (POS) in the factors:</p> <ul style="list-style-type: none"> Effective teaching from 70% in 2022 to 80% in 2027 Stimulating learning environment from 69% in 2022 to 80% in 2027. 	<p>-To improve 'Effective Teaching' from 74% (2024) to 76% (2025).-To improve 'Stimulated Learning Environment' from 70% (2024) to 73% (2025).</p>
To develop a positive culture with high levels of engagement and wellbeing.	Yes	<p>Increase the percent positive responses on the SSS in the factor: Trust in students and parents from 76% in 2022 to 85% in 2027.</p>	<p>-To improve 'Trust in students and parents' from 79% (2024) to 81% (2025).</p>
		<p>Increase the percent positive responses on the AtoSS in the factors:</p> <ul style="list-style-type: none"> Effort from 72% in 2022 to 80% in 2027 Sense of connectedness from 75% in 2022 to 80% in 2027 Stimulated learning from 59% in 2022 to 80% in 2027 <p>Managing bullying from 73% in 2022 to 80% in 2027.</p>	<p>-To improve 'Effort' from 73% (2024) to 75% (2025).-To improve 'Sense of Connectedness' from 70% (2024) to 73% (2025).-To improve 'Stimulated Learning' from 72% (2024) to 75% (2025).-To improve 'Managing</p>

			Bullying' from 66% (2024) to 71% (2025).
		<p>Increase the percent positive responses on the POS in the factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 52% in 2022 to 80% in 2027 • School communication from 60% in 2022 to 80% in 2027 • Teacher communication from 66% in 2022 to 80% in 2027 • Promoting positive behaviour from 76% in 2022 to 85% in 2027 • Confidence and resiliency skills from 72% in 2022 to 80% in 2027 • Student motivation and support from 64% in 2022 to 80% in 2027. 	<p>-To improve 'Parent participation and involvement' from 73% (2024) to 75% (2025).-To improve 'School Communication' from 75% (2024) to 77%% (2025).-To improve 'Teacher Communication' from 67% (2024) to 71% (2025).-To improve 'Promoting Positive Behaviour' from 78% (2024) to 80% (2025).-To improve 'Confidence and Resiliency Skills' from 74% (2024) to 76% (2025).-To improve 'Student Motivation and Support ' from 69% (2024) to 73% (2025).</p>

Goal 1	To optimise learning growth for every student in Literacy and Numeracy.
12-month target 1.1	<p>Reading</p> <ul style="list-style-type: none"> -To maintain or increase the percentage of students in the 'exceeding' proficiency level of Year 3 NAPLAN reading at or above 58% -To maintain or increase the percentage of students in 'exceeding' and 'strong' proficiency level of Year 3 NAPLAN reading at or above 91% -To maintain or improve the percentage of students in the 'exceeding' proficiency level of Year 5 NAPLAN reading at or above 56% -To maintain or increase the percentage of students in 'exceeding' and 'strong' proficiency level of Year 3 NAPLAN reading at or above 92% -To maintain or increase the percentage of Year 5 matched cohort students achieving high relative growth in reading, with a current benchmark of 36%.

	<p>Numeracy</p> <ul style="list-style-type: none"> -To maintain or increase the percentage of students in the 'exceeding' proficiency level of Year 3 NAPLAN numeracy at or above 19% -To maintain or increase the percentage of students in the 'exceeding' and 'strong' proficiency level of Year 3 NAPLAN numeracy at or above 85% -To improve the percentage of students in the 'exceeding' proficiency level of Year 5 NAPLAN numeracy from 15% (2024) to 20% (2025). -To maintain or increase the percentage of students in the 'exceeding' and 'strong' proficiency level of Year 5 NAPLAN numeracy at or above 84% -To maintain or increase the percentage of Year 5 matched cohort students achieving high relative growth in numeracy, with a current benchmark of 24%. <p>By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p>	
12-month target 1.2	<ul style="list-style-type: none"> -To improve 'Teacher Collaboration' from 60% (2024) to 63% (2025). -To maintain or improve 'Instructional Leadership' at or above 74%(2025). -To improve 'Visibility' from 25% (2023) to 33% (2025). -To improve 'Understand how to analyse data" from 35% (2024) to 46% (2025). -To improve 'knowledge and skills in the use of high impact teaching strategies' from 35% (2024) to 46% (2025). -To improve 'time for teachers to share pedagogical content knowledge' from 29% (2024) to 43% (2025). -To improve 'professional learning through peer observation from 11% (2024) to 31% (2025). 	
12-month target 1.3	<ul style="list-style-type: none"> -To improve 'Effective Teaching Time' above 80% (2025). -To improve 'Teacher Concern' from 73% (2024) to 75% (2025). -To maintain or improve 'Differentiated Learning Challenge' at or above 82% (2025). 	
12-month target 1.4	<ul style="list-style-type: none"> -To improve 'Effective Teaching' from 74% (2024) to 76% (2025). -To improve 'Stimulated Learning Environment' from 70% (2024) to 73% (2025). 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Establish, and consistently implement, instructional guidelines across the school, including development of an explicit instructional model.	Yes

KIS 1.b Teaching and learning	Embed collaborative curriculum planning, and build a guaranteed and viable curriculum.	Yes
KIS 1.c Teaching and learning	Strengthen PLC practice and processes across all teams so that all PLCs effectively use formative assessment data to plan a differentiated curriculum that targets each student's point of need and provides an appropriate level of challenge.	Yes
KIS 1.d Leadership	Strengthen instructional leadership, professional learning and coaching across the school.	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.	<p>The priorities for this year continue on from the progress of 2024. Significant strides were made in maths instruction, including greater consistency in lesson delivery, assessment practices, and data use. While differentiation has shown improvement and positively impacted student learning, further refinement is necessary to ensure that all students' needs are met. Consequently, differentiation remains a focus for the coming year.</p> <p>Building on this, we will continue to unpack and document the instructional model to ensure consistency and clarity across the school. This work will support staff in embedding practices that improve teaching quality and student outcomes.</p> <p>The school's literacy actions focus on improving instructional practices in phonics, aligning with the department's priorities to strengthen foundational literacy skills.</p> <p>The focus for this year is a logical next step, consolidating the foundational work completed in 2024. By refining and embedding these practices, we aim to sustain growth, strengthen outcomes, and achieve long-term success in student learning.</p>	
Goal 2	To develop a positive culture with high levels of engagement and wellbeing.	
12-month target 2.1	-To improve 'Trust in students and parents' from 79% (2024) to 81% (2025).	
12-month target 2.2	<ul style="list-style-type: none"> -To improve 'Effort' from 73% (2024) to 75% (2025). -To improve 'Sense of Connectedness' from 70% (2024) to 73% (2025). -To improve 'Stimulated Learning' from 72% (2024) to 75% (2025). -To improve 'Managing Bullying' from 66% (2024) to 71% (2025). 	

12-month target 2.3	<ul style="list-style-type: none"> -To improve 'Parent participation and involvement' from 73% (2024) to 75% (2025). -To improve 'School Communication' from 75% (2024) to 77%% (2025). -To improve 'Teacher Communication' from 67% (2024) to 71% (2025). -To improve 'Promoting Positive Behaviour' from 78% (2024) to 80% (2025). -To improve 'Confidence and Resiliency Skills' from 74% (2024) to 76% (2025). -To improve 'Student Motivation and Support ' from 69% (2024) to 73% (2025). 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Develop, document and embed tiered and responsive approaches to support positive behaviour, and social and emotional wellbeing.	Yes
KIS 2.b Teaching and learning	Identify, and implement consistently across the school, appropriate learning habits and dispositions for staff and students.	Yes
KIS 2.c Support and resources	Strengthen community connections, and improve communication with parents and carers to enhance student learning, engagement, and wellbeing.	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.	<p>The priorities for this year build on the progress made in 2024. Staff have advanced in behaviour management by implementing clearer routines, consistent responses, and a school-wide reward system. These initiatives have started to enhance the school's learning environment, but ongoing refinement is necessary to strengthen these systems and ensure they are fully embedded in practice.</p> <p>This year's focus is to continue building on the foundational work of 2024. By refining and embedding wellbeing initiatives such as classroom management alongside effective teaching and learning practices, the school aims to create a safe and orderly environment. This approach supports both teachers and students in maximising time on task, leading to improved outcomes and long-term success for all students.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	To optimise learning growth for every student in Literacy and Numeracy.
12-month target 1.1	<p>Reading</p> <ul style="list-style-type: none"> -To maintain or increase the percentage of students in the 'exceeding' proficiency level of Year 3 NAPLAN reading at or above 58% -To maintain or increase the percentage of students in 'exceeding' and 'strong' proficiency level of Year 3 NAPLAN reading at or above 91% -To maintain or improve the percentage of students in the 'exceeding' proficiency level of Year 5 NAPLAN reading at or above 56% -To maintain or increase the percentage of students in 'exceeding' and 'strong' proficiency level of Year 3 NAPLAN reading at or above 92% -To maintain or increase the percentage of Year 5 matched cohort students achieving high relative growth in reading, with a current benchmark of 36%. <p>Numeracy</p> <ul style="list-style-type: none"> -To maintain or increase the percentage of students in the 'exceeding' proficiency level of Year 3 NAPLAN numeracy at or above 19% -To maintain or increase the percentage of students in the 'exceeding' and 'strong' proficiency level of Year 3 NAPLAN numeracy at or above 85% -To improve the percentage of students in the 'exceeding' proficiency level of Year 5 NAPLAN numeracy from 15% (2024) to 20% (2025). -To maintain or increase the percentage of students in the 'exceeding' and 'strong' proficiency level of Year 5 NAPLAN numeracy at or above 84% -To maintain or increase the percentage of Year 5 matched cohort students achieving high relative growth in numeracy, with a current benchmark of 24%. <p>By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p>
12-month target 1.2	<ul style="list-style-type: none"> -To improve 'Teacher Collaboration' from 60% (2024) to 63% (2025). -To maintain or improve 'Instructional Leadership' at or above 74%(2025). -To improve 'Visibility' from 25% (2023) to 33% (2025).

	<ul style="list-style-type: none"> -To improve 'Understand how to analyse data" from 35% (2024) to 46% (2025). -To improve 'knowledge and skills in the use of high impact teaching strategies' from 35% (2024) to 46% (2025). -To improve 'time for teachers to share pedagogical content knowledge' from 29% (2024) to 43% (2025). -To improve 'professional learning through peer observation from 11% (2024) to 31% (2025).
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12-month target 1.4	<ul style="list-style-type: none"> -To improve 'Effective Teaching' from 74% (2024) to 76% (2025). -To improve 'Stimulated Learning Environment' from 70% (2024) to 73% (2025).
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Establish, and consistently implement, instructional guidelines across the school, including development of an explicit instructional model.
Actions	<ol style="list-style-type: none"> 1. To build staff capability to consistently implement and embed the Northcote Primary School instructional model in both Numeracy and Literacy. 2. To strengthen staff capability in structuring lessons by focusing on refining the 'Activate' and 'Explain' phases of the Instructional Model.
Outcomes	<ul style="list-style-type: none"> -Teachers will consistently implement the instructional model. -Teachers will have increased confidence in explicit teaching and using LI and SC. -Students will know how lessons are structured and how this supports their learning. -Leaders will plan for ongoing professional learning to support explicit teaching and differentiation. -Leaders will develop school documentation to outline and unpack the instructional model.
Success Indicators	<ul style="list-style-type: none"> -Team planning documentation will reflect the instructional model. -Classroom observations and learning walks demonstrating use of strategies from professional learning. -School developed survey for teachers will show growth.

-Student feedback on differentiation, the instructional model, and use of common strategies.
 -Semester 2 teacher judgements.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop expectations and routines for the F-2 literacy block.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Refine planning documentation to reflect literacy block structure & instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Schedule termly learning walks and opportunities for team leaders to participate.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop a consistent whole school approach to developing and using Learning Intentions and Success Criteria.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Develop a whole school approach/expectations around the use of slides.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Provide professional learning around the VTML 2.0.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop consistent explicit teaching practices/strategies to be used in the Explain part of a lesson.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed collaborative curriculum planning, and build a guaranteed and viable curriculum.			
Actions	1. To build staff content knowledge to explicitly teach phonics. 2. To develop whole school documentation to support the teaching of systematic synthetic phonics.			
Outcomes	-Teachers will have increased content knowledge in phonics. -Teachers will confidently and accurately identify student learning needs of their students in phonics. -Teachers will consistently implement the expected lesson structure in reading. -Students will know the routines and expectations of phonics lessons and how this supports their learning. -Leaders will plan for ongoing professional learning to support teachers' knowledge of phonics.			
Success Indicators	-School developed survey for teachers will show growth. -Teachers will be consistently using the whole school documentation to plan for student learning. -Learning walks completed by leadership team. -Pre and post assessment data will show growth in phonics for students. -Semester 2 teacher judgements in Reading.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a phonics scope and sequence F-2	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

Investigate and trial assessment options for F-2.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Engage with a literacy consultant to support the implementation of F-2 phonics.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <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
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen PLC practice and processes across all teams so that all PLCs effectively use formative assessment data to plan a differentiated curriculum that targets each student's point of need and provides an appropriate level of challenge.			
Actions	1. To collaboratively develop and refine assessment practices and differentiation strategies in maths. 2. To develop a consistent approach to the teaching of Problem Solving and Fluency in maths.			
Outcomes	-Teachers will implement differentiated teaching and learning to meet individual student needs. -Teachers will identify student learning needs in Numeracy based on formative assessment data. -Students will be supported to learn at point of need. -Leaders will plan for ongoing professional learning to support explicit teaching and differentiation. -Leaders will support teachers to work collaboratively to assess, plan for and implement learning sequences.			
Success Indicators	-Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning. -Curriculum documentation will show plans for differentiation in mathematics -School developed Student survey results about attitudes towards mathematics will show improvement.			

-A documented assessment schedule and evidence of teachers inputting data and moderating assessments
 -Semester 2 Teacher Judgements.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Refine maths instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Provide professional learning about the proficiencies: problem solving and fluency	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop whole school tracker for fluency assessment	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop bank of assessments for maths	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
Plan and run professional learning sessions about fluency in maths.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop and administer student survey for maths.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 2	To develop a positive culture with high levels of engagement and wellbeing.			
12-month target 2.1	-To improve 'Trust in students and parents' from 79% (2024) to 81% (2025).			
12-month target 2.2	-To improve 'Effort' from 73% (2024) to 75% (2025). -To improve 'Sense of Connectedness' from 70% (2024) to 73% (2025). -To improve 'Stimulated Learning' from 72% (2024) to 75% (2025). -To improve 'Managing Bullying' from 66% (2024) to 71% (2025).			
12-month target 2.3	-To improve 'Parent participation and involvement' from 73% (2024) to 75% (2025). -To improve 'School Communication' from 75% (2024) to 77% (2025). -To improve 'Teacher Communication' from 67% (2024) to 71% (2025). -To improve 'Promoting Positive Behaviour' from 78% (2024) to 80% (2025). -To improve 'Confidence and Resiliency Skills' from 74% (2024) to 76% (2025). -To improve 'Student Motivation and Support ' from 69% (2024) to 73% (2025).			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to	Develop, document and embed tiered and responsive approaches to support positive behaviour, and social and emotional wellbeing.			

strengthen students' participation and engagement in school	
Actions	<ol style="list-style-type: none"> 1. To implement whole-school tier 1 behaviour expectations through positive framing and restorative practices. 2. To build staff capability to clarify, reinforce, and effectively manage inappropriate behaviours. 3. To build staff capability in embedding a school-wide reward system of tangible reinforcers that acknowledges and encourages expected behaviours.
Outcomes	<p>Consistent implementation of behaviour expectations across all classrooms, supporting a positive and inclusive school culture.</p> <p>Increased staff confidence in managing challenging behaviours and reinforcing positive actions, leading to a more cohesive learning environment.</p> <p>Enhanced student engagement, motivation, and well-being, supported by a clear system of positive reinforcement.</p> <p>Stronger partnerships with parents, leading to better alignment between home and school in supporting students' learning and development.</p> <p>Teachers will implement and model consistent routines</p> <p>Students can articulate positive behaviours outlined in the SWPBS matrix</p>
Success Indicators	<p>Evidence of consistent classroom routines and behaviour expectations being implemented and reinforced across the school, both in classrooms and shared spaces.</p> <p>Staff can be observed acknowledging positive student behaviours</p> <p>Staff use positive language and framing consistently when addressing behaviour.</p> <p>Staff use consistent, agreed-upon language and strategies to address behaviour across all year levels.</p> <p>Teachers report increased confidence in addressing low-level and escalating behaviours.</p> <p>Restorative conversations and processes are used regularly following incidents.</p> <p>Reduction in minor and repeated behaviour incidents over time.</p> <p>Consistency in how behaviour incidents are recorded and followed up.</p> <p>Clear escalation processes are followed and understood by staff for major or ongoing behaviours</p> <p>Student feedback reflects understanding and ownership of the school's behaviour expectations.</p> <p>Classroom observations show regular use of SWPBS language and practices, reinforcing expected behaviours and routines.</p> <p>The Burndapil points reward system is implemented consistently across classrooms using the agreed platform, Class Dojo.</p>

	<p>Students can articulate how they earn points and what behaviours are being reinforced. Rewards menus are developed and used in all cohorts. Staff and student feedback shows the system is valued and motivating.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide staff professional learning to develop the knowledge and skills to implement tier 1 processes (SEL, RRRR, SWPBS, school wide acknowledgement system, restorative practices)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,056.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement whole-school reward system through Class Dojo, link and build in school house culture	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Evaluate + Refine whole-school reward system through consultation and feedback from staff and students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Refine the Social Emotional Learning (SEL) planner and scope and sequence documents to integrate all programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team		to: Term 4	
Provide time release for Wellbeing Lead Days (working party) to support, plan and implementation wellbeing initiatives i.e (SEL, RRRR, SWPBS, school wide acknowledgement system, restorative practices)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,056.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Identify, and implement consistently across the school, appropriate learning habits and dispositions for staff and students.			
Actions	To build staff capability to consistently implement appropriate learning habits and dispositions through classroom management processes and routines aligned with the Instructional Model and specific lesson structures.			
Outcomes	Teachers have developed consistent routines to support learning. Teachers will implement and model consistent routines. Students will understand and follow processes and routines. Increased student engagement and self-regulation, leading to a more positive and productive learning environment. Teachers, leaders and the school community will share an understanding of the whole school approach.			
Success Indicators	Habits and dispositions are explicitly taught, referenced, and embedded in daily classroom routines. Learning routines are clearly reflected in planning documentation and align with lesson structures such as 'Activate', and 'Explain'. Learning walks show consistent use of strategies that promote engagement, independence and self-regulation. Teachers report increased student readiness and focus during transitions and learning phases. School-developed surveys reflect student and staff perceptions of how well learning behaviours and routines are			

understood and enacted.
Students can describe and demonstrate expected learning behaviours

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build staff capability in classroom management and behaviour expectations through initial professional learning focused on the 'start-up' program, with ongoing support provided throughout the year.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop and implement transition routines and behaviour expectations aligned with the instructional model to ensure smooth, efficient transitions that improve focus and optimise learning time.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Wellbeing Meetings (alternating with Team Leaders Meetings) to front load and support Wellbeing Leads to lead and take back to teams	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Through Wellbeing Meetings familiarise staff with the Positive Classroom Management Strategies such as: 1. Active Supervision 2. Encouraging expected classroom behaviours	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team			<input checked="" type="checkbox"/> Other funding will be used
Disability Inclusion Assistant Principal- will lead DI applications (FTE 0.25) Learning Specialist- will explore reasonable adjustments (FTE 0.2) Leading Teacher- will explore differentiation (FTE 0.2)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$102,168.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Consolidate a Wellbeing and Engagement lead for each team to build the capability of staff. This team/working group will focus on the implementation of School Wide Positive Behaviour (SWPBS), Mental Health reforms and Disability and Inclusion (DI) work.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,056.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$12,412.40	\$12,412.00	\$0.40
Disability Inclusion Tier 2 Funding	\$111,620.64	\$102,168.00	\$9,452.64
Schools Mental Health Fund and Menu	\$32,207.70	\$2,700.00	\$29,507.70
Total	\$156,240.74	\$117,280.00	\$38,960.74

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide staff professional learning to develop the knowledge and skills to implement tier 1 processes (SEL, RRRR, SWPBS, school wide acknowledgement system, restorative practices)	\$12,056.00
Provide time release for Wellbeing Lead Days (working party) to support, plan and implementation wellbeing initiatives i.e (SEL, RRRR, SWPBS, school wide acknowledgement system, restorative practices)	\$12,056.00
Disability Inclusion Assistant Principal- will lead DI applications (FTE 0.25) Learning Specialist- will explore reasonable adjustments (FTE 0.2) Leading Teacher- will explore differentiation (FTE 0.2)	\$102,168.00

Consolidate a Wellbeing and Engagement lead for each team to build the capability of staff. This team/working group will focus on the implementation of School Wide Positive Behaviour (SWPBS), Mental Health reforms and Disability and Inclusion (DI) work.	\$12,056.00
Totals	\$138,336.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide staff professional learning to develop the knowledge and skills to implement tier 1 processes (SEL, RRRR, SWPBS, school wide acknowledgement system, restorative practices)	from: Term 1 to: Term 4	\$6,206.00	<input checked="" type="checkbox"/> CRT
Provide time release for Wellbeing Lead Days (working party) to support, plan and implementation wellbeing initiatives i.e (SEL, RRRR, SWPBS, school wide acknowledgement system, restorative practices)	from: Term 1 to: Term 4	\$6,206.00	<input checked="" type="checkbox"/> CRT
Totals		\$12,412.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Assistant Principal- will lead DI applications (FTE 0.25) Learning Specialist- will explore reasonable adjustments (FTE 0.2) Leading Teacher- will explore differentiation (FTE 0.2)	from: Term 1 to: Term 4	\$102,168.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$102,168.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Provide staff professional learning to develop the knowledge and skills to implement tier 1 processes (SEL, RRRR, SWPBS, school wide acknowledgement system, restorative practices)	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Respectful Relationships (free)
Consolidate a Wellbeing and Engagement lead for each team to build the capability of staff. This team/working group will focus on the implementation of School Wide Positive Behaviour (SWPBS), Mental Health	from: Term 1 to: Term 4	\$2,700.00	<input checked="" type="checkbox"/> eSmart schools (free)

reforms and Disability and Inclusion (DI) work.			
Totals		\$2,700.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop expectations and routines for the F-2 literacy block.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model 	<input checked="" type="checkbox"/> On-site
Engage with a literacy consultant to support the implementation of F-2 phonics.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> External consultants <p>Narissa Leunig</p>	<input checked="" type="checkbox"/> On-site
Provide professional learning about the	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal 	from: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<input checked="" type="checkbox"/> On-site

proficiencies: problem solving and fluency	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants Carmel O'Bierne	
Provide staff professional learning to develop the knowledge and skills to implement tier 1 processes (SEL, RRRR, SWPBS, school wide acknowledgement system, restorative practices)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants RRRR Regional Team SWPBS Regional Team <input checked="" type="checkbox"/> Departmental resources RRRR, SWPBS, SEL Curriculum, HiWS, PCMS	<input checked="" type="checkbox"/> On-site
Provide time release for Wellbeing Lead Days (working party) to support, plan and implementation wellbeing initiatives i.e (SEL, RRRR, SWPBS, school wide acknowledgement system, restorative practices)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants RRRR Regional Team SWPBS Regional Team <input checked="" type="checkbox"/> Departmental resources RRRR, SWPBS, SEL Curriculum, HiWS, PCMS	<input checked="" type="checkbox"/> On-site

<p>Disability Inclusion</p> <p>Assistant Principal- will lead DI applications (FTE 0.25)</p> <p>Learning Specialist- will explore reasonable adjustments (FTE 0.2)</p> <p>Leading Teacher- will explore differentiation (FTE 0.2)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants <p>DI Regional Support</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>DI</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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