

# Annual Implementation Plan - 2025

## Define actions, outcomes, success indicators and activities

Warrnambool East Primary School (4773)



Submitted for review by Marina Milich (School Principal) on 25 February, 2025 at 10:17 PM

Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 27 February, 2025 at 08:36 AM

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Improve achievement and growth for all students in Literacy.
<b>12-month target 1.1</b>	By 2025, increase the percentage of Year 5 students meeting or above NAPLAN relative growth: Reading - 85%
<b>12-month target 1.2</b>	By 2025, increase the percentage of students strong or exceeding in NAPLAN; Year 3 Reading - 63% Writing - 55% Year 5 Reading - 43% Writing - 36%  Reduce the number of NAS (Needing Additional Support) students in grade 3 for Reading from 11 to 3 students in 2026.
<b>12-month target 1.3</b>	By 2025, decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum: Reading - 10% or below (Semester 2, 2023–Semester 2, 2024) Writing - 10% or below (Semester 2, 2023–Semester 2, 2024)
<b>12-month target 1.4</b>	By 2025, increase the percentage of positive endorsement for SSS factors: Collaborate to plan curriculum - 80% Collaborate to scaffold student learning - 80% Professional learning through peer observations - 80%
<b>KIS 1.c</b> Evidence-based high-impact teaching strategies	Build teacher capacity to consistently differentiate teaching and learning to ensure challenge and growth for every student in Literacy.
<b>Actions</b>	Develop a deep understanding of differentiation through PLC and Team Coaching.  Implement an agreed approach to team planning, with a commitment to differentiation.

	<p>Monitor the impact of differentiation on student growth and outcomes.</p>
<p><b>Outcomes</b></p>	<p>Leaders will;</p> <p>Model and promote a culture of consistent high expectations of self, staff and students in all aspect of learning. Strategically resource to support literacy improvement work, including human resources, literacy resources and professional development.</p> <p>Develop a deep understanding of the Victorian Teaching and Learning Model (VTML) 2.0 and use this to drive Literacy implementation.</p> <p>Prioritise PLC work with a focus on Literacy and evaluate impact through whole school, year level and cohort data sets. Ensure the School's updated Literacy Instructional Model is consistently implemented across the school.</p> <p>Develop and implement a team coaching model to enhance adult learning with a focus on rigorous planning, demonstrating differentiation by catering for students who require enabling and extending.</p> <p>Evaluate, diagnose and monitor whole school year level and cohort data sets.</p> <p>Analyse assessment practices with a focus on formative use of assessment and responsive teaching.</p> <p>Provide additional support for identified students through the Tutor Learning Initiative, with a focus on students who need additional support.</p> <p>Develop a deep understanding of the Victorian Curriculum with a lens on Literacy 2.0</p> <p>Teachers will;</p> <p>Model and promote a culture of high expectations of selves, others and students in all aspects of learning.</p> <p>Engage in PLC to achieve the school's literacy improvement goals and evaluate impact through monitoring whole school, year level and cohort data sets.</p> <p>Commit to building and strengthening pedagogical content knowledge reflecting Literacy 2.0 and the VTML 2.0</p> <p>Commit to and implement the school's revised Literacy Instructional Model and practices, including explicitly teaching instructional routines, differentiated practices and explicit teaching of all areas of the Big 6.</p> <p>Engage in the school's coaching model, peer observations and learning walk feedback to enhance adult learning with a focus on Structured Literacy.</p> <p>Evaluate, diagnose and monitor whole school, year level, class and whole school data sets.</p> <p>Commit to and follow agreed assessment practices with a focus on formative use of assessment and responsive teaching</p> <p>Ensure students know what success looks like - know what they are learning, why they are learning, how they are progressing and how it relates to real life.</p> <p>Engage in a team coaching model to enhance adult learning with a focus on rigorous planning demonstrating differentiation by catering for students who require enabling and extending.</p>

	<p>Commit to working with TLI tutors/ ES Staff to ensure targeted additional support is given, monitored and evaluated for identified students.</p> <p>Students will;</p> <p>Understand the revised Literacy Instructional model including what their expectations are at each stage of the lesson</p> <p>Understand and consistently commit to the school's high expectations and instructional routines</p> <p>Achieve expected growth in English (at least 12 months in 12 months)</p> <p>Understand what they are learning in Literacy, why they are learning it, how it relates to real life, how they are progressing and how to seek support.</p>
<p><b>Success Indicators</b></p>	<p>Early Success Indicators;</p> <p>Coaching model developed and embedded - Literacy Learning Specialist</p> <p>Assessment Schedule followed and applied to inform teaching and growth outcomes</p> <p>Whole school planning agreements followed</p> <p>Enablers/extenders and adjustments evident in planning documents</p> <p>Professional Learning plan developed, followed and adjusted</p> <p>PLC schedule</p> <p>Learning Walk evidence</p> <p>AIP monitoring plan (week 8 Term 1-4) actions documented</p> <p>Teacher Judgements Semester 1</p> <p>Moderation during PLC</p> <p>Dibels data and progress monitoring</p> <p>Late Success Indicators;</p> <p>By 2025, increase the percentage of Year 5 students meeting or above NAPLAN relative growth (previously benchmark growth): Reading - 85%</p> <p>By 2025, increase the percentage of students strong or exceeding in NAPLAN in Year 3 Reading - 63% Writing - 55%</p> <p>Year 5 Reading - 43% Writing - 36%</p> <p>Reduce the number of NAS (Needing Additional Support) students in grade 3 for Reading from 11 to 3 students in 2026.</p> <p>Decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum:</p> <p>Reading - 10% or below (Semester 2, 2023–Semester 2, 2024)</p> <p>Writing - 10% or below (Semester 2, 2023–Semester 2, 2024)</p> <p>Increase the percentage of positive endorsement for SSS factors: Collaborate to plan curriculum - 80% Collaborate to scaffold student learning - 80% Professional learning through peer observations - 80%</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a tiered (all, focus groups and individual) professional learning plan for leaders, teachers and ES focusing on building capacity in teaching and supporting agreed pedagogical practices in Structured Literacy.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00
Literacy Lead Team (Ev, Jodie and Ali) to engage with the WSW Literacy CoP and continue the implementation plan of structured literacy, monitor and adjust as needed.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Identify teacher representatives from each learning community to establish the Literacy Action team (led by Literacy LS) to promote implementation of high impact teaching and learning strategies, decrease the variance across the school and between learning communities and ensure implementation of the school's Literacy Instructional Model reflective of the Victorian Teaching and Learning Model 2.0.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Engage all teaching staff in professional learning with Bron Rylie Jones - Day 1 focusing on responsive teaching Day 2 focusing on feedback to teachers.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Identify essential whole school, year level, class and cohort data sets and develop a cyclical monitoring system for leaders and teachers to monitor progress of literacy key improvement strategies and ensure specific and deliberate learning actions (tier 1 and 2) are developed, implemented and evaluated.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Learning specialist to co-construct a coaching model with learning leader and co-learning specialist and engage teachers in team coaching during year level planning time with a focus on differentiation and building teacher capacity in content and pedagogy.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,000.00  <input checked="" type="checkbox"/> Other funding will be used
Learning Community leaders to be released 2 hours per week to support additional responsibilities with a focus on monitoring and supporting learning and wellbeing improvement strategies through learning walk cycles, enabling peer observations and engaging in team/individual coaching/ mentoring conversations.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,988.00  <input checked="" type="checkbox"/> Other funding will be used
Literacy Lead team to continue to review the assessment schedule and adjust to reflect the structured literacy approach and ensure teachers are using the assessment data to inform differentiation, targeted teaching and impact (growth and outcomes). Assessment and purpose will be communicated to parents/carers through the 5 weekly learning cycle updates and website.	<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
Literacy Lead team to develop a moderation plan, creating opportunities for teachers to moderate student reading and writing work samples and teacher observations within and across learning communities through the PLC process.	<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
Review, adjust and engage teachers in the school's planning agreements to ensure adjustments, enabling and extending strategies are documented and implemented in weekly planners.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a process for referring and selecting students for intervention (TLI) groups and use data to inform intervention focus for identified year levels.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leading teacher(s)		to: Term 4	
Develop and promote a common understanding of Student Voice in Learning through engaging in the school's instructional model, explicit teaching strategies, checking for understanding and learning reflection.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a communication plan for Tutors. Tutors may attend year level planning meetings/learning community stand ups to ensure progress is monitored during the intervention cycle and impact evaluated at the end of a cycle, then recommendations made for future learning.	<input checked="" type="checkbox"/> Leading teacher(s) <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
Schedule team planning sessions in preparation for 5 week units of work in week 3 and week 9 during PLC and ensure part time staff have the opportunity to attend.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Improve achievement and growth for all students in Numeracy.			
<b>12-month target 2.1</b>	By 2025, increase the percentage of Year 5 students meeting or above NAPLAN relative growth: Numeracy - 85%			
<b>12-month target 2.2</b>	By 2025, increase the percentage of students in the top two NAPLAN bands: Year 3 Numeracy - 41% Reduce the number of NAS (needing additional support) students in numeracy in Year 3 compared to the number of NAS students in 2024. Year 5 Numeracy - 25%  Reduce the number of NAS (Needing Additional Support) students in grade 3 for Numeracy from 13 to 5 students in 2026.			

<b>12-month target 2.3</b>	By 2025, decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum Maths 2.0.
<b>KIS 2.c</b> Evidence-based high-impact teaching strategies	Build teacher capacity to consistently differentiate teaching and learning to ensure challenge and growth for every student in Numeracy.
<b>Actions</b>	<p>Develop a deep understanding of differentiation through PLC and Team Coaching.</p> <p>Implement an agreed approach to team planning, with a commitment to differentiation.</p> <p>Monitor the impact of differentiation on student growth and outcomes.</p>
<b>Outcomes</b>	<p>Leaders will;</p> <p>Model and promote a culture of consistent high expectations of self, staff and students in all aspect of learning. Strategically resource to support numeracy improvement work, including human resources, literacy resources and professional development.</p> <p>Prioritise PLC work with a focus on numeracy and evaluate impact through whole school, year level and cohort data sets.</p> <p>Ensure the School's revised numeracy Instructional Model is consistently implemented across the school.</p> <p>Develop and implement a team coaching model to enhance adult learning with a focus on rigorous planning, demonstrating differentiation by catering for students who require enabling and extending.</p> <p>Evaluate, diagnose and monitor whole school year level and cohort data sets.</p> <p>Analyse assessment practices with a focus on formative use of assessment and responsive teaching.</p> <p>Develop a deep understanding of the Victorian Curriculum with a lens on Numeracy 2.0</p> <p>Develop a deep understanding of the Victorian Teaching and Learning Model (VTML) 2.0 and use this to drive curriculum implementation.</p> <p>Teachers will;</p> <p>Model and promote a culture of high expectations of selves, others and students in all aspects of learning.</p> <p>Engage in PLC to achieve the school's numeracy improvement goals and evaluate impact through monitoring whole school, year level and cohort data sets.</p> <p>Commit to and implement the school's revised Numeracy Instructional Model and practices, including explicitly teaching i</p> <p>Engage in the school's coaching model, peer observations and learning walk feedback to enhance adult learning</p> <p>Evaluate, diagnose and monitor whole school, year level, class and whole school data sets.</p>

	<p>Commit to and follow agreed assessment practices with a focus on formative use of assessment and responsive teaching          Ensure students know what success looks like - know what they are learning, why they are learning, how they are progressing and how it relates to real life.          Engage in a team coaching model to enhance adult learning with a focus on rigorous planning demonstrating differentiation by catering for students who require enabling and extending.          Commit to building and strengthening pedagogical content knowledge reflecting Numeracy 2.0 and the VTML 2.0</p> <p>Students will;          Understand the revised Numeracy Instructional model including what their expectations are at each stage of the lesson          Understand and consistently commit to the school's high expectations and instructional routines          Achieve expected growth in Numeracy (at least 12 months in 12 months)          Understand what they are learning in numeracy, why they are learning it, how it relates to real life, how they are progressing and how to seek support.</p>
<p><b>Success Indicators</b></p>	<p>Early Success Indicators;          Coaching model developed and embedded - Numeracy Learning Specialist          Assessment Schedule followed and applied to inform teaching and growth outcomes          Whole school planning agreements followed          Enablers/extenders and adjustments evident in planning documents          Professional Learning plan developed, followed and adjusted          PLC schedule          AIP monitoring plan (week 8 Term 1-4) actions documented</p> <p>Late Success Indicators;          By 2025, increase the percentage of Year 5 students meeting or above NAPLAN benchmark growth: Numeracy - 85%          By 2025, increase the percentage of students in the top two NAPLAN bands: Year 3 Numeracy - 41% Reduce the number of NAS (needing additional support) students in numeracy in Year 3 compared to the number of NAS students in 2024. Year 5 Numeracy - 25% Reduce the number of NAS (Needing Additional Support) students in numeracy in Year 5 compared to the number of NAS students in 2024.          By 2025, decrease the average percentage of Year 1–6 students making below expected learning growth (Semester 2 to Semester 2) according to teacher judgement against the Victorian Curriculum: Measurement &amp; Geometry - 10% or below (Semester 2, 2023–Semester 2, 2024) Number &amp; Algebra - 0% or below (Semester 2, 2023–Semester 2, 2024) Statistics &amp; Probability - 10% or below (Semester 2, 2023–Semester 2, 2024)</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Identify essential whole school, year level, class and cohort data sets and develop a cyclical monitoring system for leaders and teachers to monitor progress of literacy key improvement strategies and ensure specific and deliberate learning actions (tier 1 and 2) are developed, implemented and evaluated.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Numeracy Lead Team (Ev, Jeremy and Nicholas) to engage with the WSW Numeracy CoP and lead whole school numeracy implementation and assessment with a focus on the Victorian Numeracy Curriculum 2.0, monitor implementation progress and adjust as needed.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Identify teacher representatives from each learning community to establish the Numeracy Action team (led by Numeracy LS) to promote implementation of high impact teaching and learning strategies, decrease the variance across the school and between learning communities and ensure implementation of the school's Numeracy Instructional Model and Victorian Teaching and Learning Model 2.0	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Learning specialist to co-construct a coaching model with learning leader and co-learning specialist and engage teachers in team coaching during year level planning time with a focus on differentiation and building teacher capacity in content and pedagogy.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,000.00  <input checked="" type="checkbox"/> Other funding will be used
Numeracy Lead team to continue to review the assessment schedule and adjust to reflect the literacy numeracy and ensure teachers are using the assessment data to inform differentiation, targeted teaching and impact (growth and	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

outcomes). Assessment and purpose will be communicated to parents/carers through the 5 weekly learning cycle updates and website.				
Numeracy Lead team to develop a moderation plan, creating opportunities for teachers to moderate student work samples (numeracy) and teacher observations within and across learning communities through the PLC process.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review, adjust and engage teachers in the school's planning agreements to ensure adjustments, enabling and extending strategies are documented and implemented in weekly planners.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	Improve engagement and motivation to learn for all students.			
<b>12-month target 3.1</b>	Use student feedback to improve practice - maintain 90% Support growth and learning of whole student - maintain 93% Focus learning on real life problems - 80% to 90%			
<b>12-month target 3.2</b>	Student voice and agency - 85% Stimulated learning - 90% Differentiated learning challenge - 90%			
<b>12-month target 3.3</b>	All students - 20%			
<b>KIS 3.a</b> Intellectual engagement and self-awareness	Create a learning climate that promotes challenge, engagement and curiosity.			
<b>Actions</b>	Develop a positive, safe supportive school culture through the School Wide Positive Behaviour framework and ongoing commitment to developing staff emotional intelligence.  Strengthen learning adjustments, mental health and behaviour support to maximise engagement for all students.			

**Outcomes****Leaders will:**

Review and promote a tiered approach to health, wellbeing and inclusion for students and staff  
Promote a culture of inclusion and psychological safety for students, families and staff  
Engage all staff in a whole school approach to explicitly teaching expected behaviours as promoted in the school's schoolwide positive behaviour matrix.  
Consolidate understanding of the Disability and Inclusion framework and continue to follow the Disability and Inclusion implementation plan.  
Engage in the Mental Health in Primary Schools (MHiPS) initiative and develop a whole school approach to mental health and wellbeing for students, staff and families.  
Review the Wimmera South West Marrung Inclusion plan and identify annual actions for implementation

**Teachers will:**

Understand, embed and a tiered approach to wellbeing and inclusion for students and staff  
Embed a culture of inclusion and psychological safety for students, families and staff  
Contribute to developing the schoolwide positive behaviour matrix and explicitly teach expected behaviours outlined and agreed to on the matrix  
Engage in the Disability and Inclusion implementation plan, commit to inclusive practices and integrating adjustments to maximise engagement in learning for all students  
Understand the Mental Health in Primary Schools (MHiPS) initiative  
Understand the Wimmera South West Marrung Inclusion plan and commit to whole school and learning community actions

**Students will:**

Be immersed in Tier 1 approaches to strengthen wellbeing, inclusion and expected behaviours  
Be identified for Tier 2 and Tier 3 program interventions and additional supports if required  
Gain a deep understanding of inclusion and psychological safety and how it impacts self and others  
Contribute to the development of the school wide positive behaviour matrix  
Have a deep understanding of a whole school approach to behaviour support and the school wide positive behaviour matrix  
Gain an understanding of the wellbeing supports available in the school and how to access them  
Develop a deeper awareness of opportunities they have for learner agency

<b>Success Indicators</b>	<p>Short Term Success Indicators Tiered approach to health, wellbeing and inclusion for students and staff embedded Monitoring and evaluation process developed for all intervention programs School Wide Positive Behaviour Matrix developed and embedded</p> <p>Long Term Success Indicators Use student feedback to improve practice - maintain 90% Support growth and learning of whole student - maintain 93% Focus learning on real life problems - 80% to 90% Student voice and agency - 85% Stimulated learning - 90% Differentiated learning challenge - 90% By 2025, reduce the percentage of Prep–Year 6 students with 20 or more days absence per year: All students—25% (2019) to 20% (2025)</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>
Develop a induction plan for new and returning staff with a focus on coaching/mentoring and peer support.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input checked="" type="checkbox"/> Other funding will be used
Engage Ben Palmer (Genos International) to review and strengthen focus on psychological safety and genuine conversations to enhance school staff culture and authentic collaboration and engage all staff in the Genos GROW tool focusing on 3 competencies of Emotional Intelligence - Self Awareness, Awareness of Self and Authenticity and commit to personal action plans with support from a peer and leaders.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Appoint a School Wide Positive Behaviour (SWPBS Action Team) to develop and embed an implementation plan through support and professional learning from DET SWPB Coach.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Develop a SWPB expected behaviours matrix and behaviour support process indicating major and minor behaviours and seek staff, student and parent voice as part of the development journey.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop and implement a Disability and Inclusion coaching plan to support strengthening IEPs and building teacher and ES capacity in adjustments for learning and behaviour support.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$276,103.04  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Mental Health in Schools Leader to engage in professional learning and connect with the network Community of Practice to deepen understanding of the model, and use learning to develop a future implementation plan.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,378.00  <input checked="" type="checkbox"/> Other funding will be used
Implement and evaluate impact of mental health and engagement prevention programs - Nurture Room, Peaceful Kids, Hands on Learning, Sensory, Lego Club, Teaching Expected Behaviours (Tier 3) and supporting behaviours of concern.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$335,111.89  <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
Inquire into bullying of students and develop a prevention/education plan for students, staff and parents and review the school's process for responding to bullying.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,500.00

	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Inquiry Leader to support learning communities with connecting Inquiry Learning across the curriculum through the learner assets approach to Inquiry Learning.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
<b>KIS 3.c</b> Empowering students and building school pride	Strengthen learners' agency within their classroom, the school and community.			
<b>Actions</b>	<p>Develop a whole school approach to enable students to contribute their voice to whole school, learning community and classroom learning and wellbeing processes.</p> <p>Ensure opportunities for students to contribute to their learning and wellbeing plans to promote learner agency.</p>			
<b>Outcomes</b>	<p>Leaders will;</p> <p>Identify whole school improvement processes in learning and wellbeing and ensure opportunities for students to contribute their perspectives</p> <p>Develop a student voice framework to enable teachers and students to identify student voice opportunities in their learning, wellbeing and play interactions</p> <p>Review assessment and reporting processes so that students have an understanding of what they are assessed on and why.</p> <p>Review SSG and IEP processes to ensure all students identified have an opportunity to contribute to their learning, wellbeing or behaviour support plans</p> <p>Develop and promote a common understanding of Student Voice in Learning through explicit teaching strategies and checking for understanding</p> <p>Develop a clear understanding of the purpose and impact of the PIVOT tool through reflection and goal setting.</p> <p>Teachers will;</p> <p>Engage student voice in whole school improvement processes in learning and wellbeing</p> <p>Engage student voice in developing the school's student voice framework in relation to their learning, wellbeing and play</p>			

	<p>interactions Engage student voice in assessment and reporting processes so that students have an understanding of what they are assessed on and why. Engage student voice in SSGs and IEP development to enable all students identified have an opportunity to contribute to their learning, wellbeing or behaviour support plans Promote Student Voice in Learning through explicit teaching strategies and checking for understanding Engage students in feedback process PIVOT to identify teachers' strengths and areas for development.</p> <p>Students will; Engage student voice in whole school improvement processes in learning and wellbeing Engage student voice in developing the school's student voice framework in relation to their learning, wellbeing and play interactions Engage student voice in assessment and reporting processes so that students have an understanding of what they are assessed on and why. Engage student voice in SSGs and IEP development to enable all students identified have an opportunity to contribute to their learning, wellbeing or behaviour support plans Understand when and how Student Voice is engaged during learning and wellbeing processes through the student voice framework Engage in PIVOT feedback process to provide teachers with feedback on their teaching</p>
<p><b>Success Indicators</b></p>	<p>Early Success Indicators; Student Voice Framework developed and implemented F-6 outlining voice in learning, wellbeing and play PIVOT data Contribution to IEP (through SSGs) Contribution to Behaviour Support Plans Parent engagement plan established and followed</p> <p>Late Success Indicators; Use student feedback to improve practice - maintain 90% Support growth and learning of whole student - maintain 93% Focus learning on real life problems - 80% to 90% Student voice and agency - 85% Stimulated learning - 90% Differentiated learning challenge - 90% By 2025, reduce the percentage of Prep–Year 6 students with 20 or more days absence per year: All students—25% (2019) to 20% (2025)</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop an agreed approach to integrating and responding to student voice and agency in all aspects of school life.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and follow PIVOT survey plan with a commitment from all teaching staff to gather meaningful feedback on students' learning experience, with a focus on Stimulated Learning, Differentiation and Student Voice and Agency.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Ensure students and parents contribute to the development of IEPs and create a monitoring plan for First Nations students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Other funding will be used
Develop and implement a school community connection plan through information sessions, school events and partnership meetings, with a focus on differentiating engagement our diverse community.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Engage grade 6 Koorie Leaders in the network First Nations Leaders Program.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Engage as a partner in the Respect 2040 community initiative and implement education focusing on violence against women (any gender) through our THRIVE program	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

(respectful relationships component) and ensure recognition of International Women's Day and International Mens Day.	<input checked="" type="checkbox"/> Mental health and wellbeing leader		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
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