2025 Annual Implementation Plan

for improving student outcomes

Bacchus Marsh Primary School (0028)

Submitted for review by Melinda Williams (School Principal) on 21 January, 2025 at 07:13 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 06 February, 2025 at 10:25 AM

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

	FISO 2.0 outcomes	Self-evaluation level
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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 Dimensions	Self-evaluation level
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.	Embedding
	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	Embedding

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Unfortunately, we didn't have the impact we had hoped for against our targets. Our 2023 student and staff attitudes data spiked in direct relationship to our focus on where possible, staff and students selecting a positive or negative response (not neutral) response. 2025 will see us regroup in this space, continue our unrelenting focus on tier one, wellbeing and inclusion practices and hopefully regain these much more positive attitudes and perceptions. Our implementation efforts will centre around instructional coaching to embed consistent tier 1 practices using the Universal Supports: Positive Classroom Management Strategies document as our guide.
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise student learning growth for every student in literacy and numeracy	Yes	Increase the percentage of students in the exceeding and strong proficiency levels of NAPLAN: • Year 3 Reading from 67% (2023) to 75% (2027) • Year 3 Writing from 76% (2023) to 85% (2027) • Year 3 Numeracy from 68% (2023) to 75% (2027) • Year 5 Reading from 69% (2023) to 80% (2027) • Year 5 Writing from 73% (2023) to 75% (2027) • Year 5 Numeracy from 66% (2023) to 70% (2027)	Year 3 Reading from 63% (2024) to 67% (2025)Year 3 Writing from 76% (2024) to 80% (2025)Year 3 Numeracy from 62% (2024) to 65% (2025)Year 5 Reading from 73% (2024) to 77% (2025)Year 5 Writing from 65% (2024) to 68% (2025)Year 5 Numeracy from 63% (2024) to 67% (2025)
		Increase the percentage of students in the exceeding proficiency levels of NAPLAN: • Year 3 Reading from 23% (2023) to 25% (2027) • Year 3 Writing from 8% (2023) to 12% (2027) • Year 3 Numeracy from 12% (2023) to 15% (2027) • Year 5 Reading from 19% (2023) to 25% (2027) • Year 5 Writing from 13% (2023) to 15% (2027) • Year 5 Numeracy from 8% (2023) to 15% (2027)	Year 3 Reading from 20% (2024) to 23% (2025)Year 3 Writing from 3% (2024) to 6% (2025)Year 3 Numeracy from 9% (2024) to 12% (2025)Year 5 Reading from 18% (2024) to 21% (2025)Year 5 Writing from 10% (2024) to 13% (2025)Year 5 Numeracy from 9% (2024) to 13% (2025)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.Year 5 Numeracy 6% (7 students)Year 5 Reading (no students identified)Year

			3 Numeracy 8% (8 students)Year 3 Reading 10% (10 students)
		By 2027, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 in English for: • Reading from 36% (2022) to 45% • Writing from 17% (2022) 25% • Speaking and listening from 14% (2022) 30% By 2027, increase the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 in Mathematics for: • Number and Algebra from 26% per cent (2022) to 35% • Measurement and Geometry 16% per cent (2022) to 25% • Statistics and Probability 14% (2022) to 25%	Reading from 27% (2024) to 32% (2025)Writing from 13% (2024) to 16% (2025)Speaking and listening from 10% (2024) 15% (2025)Number and Algebra from 19% (2024) to 24% (2025)Measurement and Geometry 11% (2024) to 15% (2025)Statistics and Probability 9% (2024) to 14% (2025)
		By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the factors: • Academic emphasis from 55% (2022) to 65% • Collective Efficacy from 68% (2022) to 80% • Believe Peer feedback improves practice from 50% (2022) to 65% • Professional learning through peer observations 31% (2022) to 50%	Academic emphasis from 65% (2024) to 75% (2025)Collective Efficacy from 78% (2024) to 85% (2025)Believe Peer feedback improves practice from 64% (2024) to 67% (2025)Professional learning through peer observations 36% (2024) to 42% (2025)
To improve student agency in wellbeing and learning	Yes	By 2027 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: • Student voice and agency from 60% (2022) to 75% • Perseverance from 67% (2022) to 75% • Stimulated learning from 76% (2022) to 85%	Student voice and agency from 72% (2024) to 75% (2025)Perseverance from 78% (2024) to 80% (2025)Stimulated learning from 81% (2024) to 85% (2025)Motivation and

		Motivation and interest from 72% (2022) to 80%	interest from 78% (2024) to 85% (2025)
		By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the factors: • Use student feedback to improve practice from 61% (2022) to 75% • Collaborate to scaffold student learning from 81% (2022) to 85%	Use student feedback to improve practice from 69% (2024) to 75% (2025)Collaborate to scaffold student learning from 83% (2024) to 85% (2025)
		By 2027 increase the percentage of positive endorsement on Parent Opinion Survey for the factors of: • Student motivation and support from 76% (2022) to 85% • Effective teaching from 74% (2022) to 85% • Student agency and voice from 84% (2022) to 85% • Teacher communication from 63% (2022) to 73%	Student motivation and support from 71% (2024) to 75% (2025)Effective teaching from 73% (2024) to 75% (2025)Student agency and voice from 72% (2024) to 75% (2025)Teacher communication from 62% (2024) to 70% (2025)
		By 2027, decrease the percentage of Year F–6 students with 20 or more absent days from 45% (2022) to 30% By 2027, decrease the average number of unapproved absences from 8 (2022) to <4.	Decrease the percentage of Year F–6 students with 20 or more absent days from 43% (2024) to 36% (2025)Decrease the average number of unapproved absences from 7.6 (2024) to <6 (2025)

Goal 1	Maximise student learning growth for every student in literacy and numeracy
12-month target 1.1	Year 3 Reading from 63% (2024) to 67% (2025) Year 3 Writing from 76% (2024) to 80% (2025) Year 3 Numeracy from 62% (2024) to 65% (2025)

	Year 5 Reading from 73% (2024) to 77% (2025) Year 5 Writing from 65% (2024) to 68% (2025) Year 5 Numeracy from 63% (2024) to 67% (2025)	
12-month target 1.2	Year 3 Reading from 20% (2024) to 23% (2025) Year 3 Writing from 3% (2024) to 6% (2025) Year 3 Numeracy from 9% (2024) to 12% (2025) Year 5 Reading from 18% (2024) to 21% (2025) Year 5 Writing from 10% (2024) to 13% (2025) Year 5 Numeracy from 9% (2024) to 13% (2025) 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. Year 5 Numeracy 6% (7 students) Year 5 Reading (no students identified) Year 3 Numeracy 8% (8 students) Year 3 Reading 10% (10 students)	
12-month target 1.3	Reading from 27% (2024) to 32% (2025) Writing from 13% (2024) to 16% (2025) Speaking and listening from 10% (2024) 15% (2025) Number and Algebra from 19% (2024) to 24% (2025) Measurement and Geometry 11% (2024) to 15% (2025) Statistics and Probability 9% (2024) to 14% (2025)	
12-month target 1.4	Academic emphasis from 65% (2024) to 75% (2025) Collective Efficacy from 78% (2024) to 85% (2025) Believe Peer feedback improves practice from 64% (2024) to 67% (2025) Professional learning through peer observations 36% (2024) to 42% (2025)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices	Yes

KIS 1.b Assessment	Deepen and embed the capacity of staff to use data to inform teaching and learning, planning and assessment at the student's point of need	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.	Curriculum Auditing linked to the exploration of a richer literacy focussed knowledge curriculum is at the centre of this decision. Also embedded in this decision is our continual development of Instructional Coaching which has a direct impact on our self evaluation.	
Goal 2	**To improve student agency in wellbeing and learning**	
12-month target 2.1	Student voice and agency from 72% (2024) to 75% (2025) Perseverance from 78% (2024) to 80% (2025) Stimulated learning from 81% (2024) to 85% (2025) Motivation and interest from 78% (2024) to 85% (2025)	
12-month target 2.2	Use student feedback to improve practice from 69% (2024) to 75% (2025) Collaborate to scaffold student learning from 83% (2024) to 85% (2025)	
12-month target 2.3	Student motivation and support from 71% (2024) to 75% (2025) Effective teaching from 73% (2024) to 75% (2025) Student agency and voice from 72% (2024) to 75% (2025) Teacher communication from 62% (2024) to 70% (2025)	
12-month target 2.4	Decrease the percentage of Year F– 6 students with 20 or more absent days from 43% (2024) to 36% (2025) Decrease the average number of unapproved absences from 7.6 (2024) to <6 (2025)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Support and resources	Strengthen and demonstrate a whole school understanding of student agency	No

KIS 2.b Support and resources	Continue to strengthen the school's processes for supporting inclusion	Yes
KIS 2.c Support and resources	Support students to develop the skills and capabilities to positively impact 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.	Tier 1 inclusion practices will continue to inform our 2025 AIP.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise student learning growth for every student in literacy and numeracy
12-month target 1.1	Year 3 Reading from 63% (2024) to 67% (2025) Year 3 Writing from 76% (2024) to 80% (2025) Year 3 Numeracy from 62% (2024) to 65% (2025) Year 5 Reading from 73% (2024) to 77% (2025) Year 5 Writing from 65% (2024) to 68% (2025) Year 5 Numeracy from 63% (2024) to 67% (2025)
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12-month target 1.4	Academic emphasis from 65% (2024) to 75% (2025) Collective Efficacy from 78% (2024) to 85% (2025) Believe Peer feedback improves practice from 64% (2024) to 67% (2025)

	Professional learning through peer observations 36% (2024) to 42% (2025)
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices
Actions	Audit whole school pedagogy and curriculum documentation with a focus on Phonics Plus, Victorian Curriculum 2.0 and the Victorian Teaching and Learning Model 2.0.
Outcomes	Students will know how the lessons are structured and how this supports their learning. Students will experience success and celebrate the acquisition of knowledge. Teachers will use responsive teaching techniques to CFU Check For Understanding. Teachers and support staff will have strong relationships with parents, carers, KIN. Students in need of targeted academic support, intervention or enrichment will be identified and planned for. PLT's will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. Middle Leaders will support the development of curriculum using department planning resources.
Success Indicators	Early Indicator: Instructional Coaches focus on responsive teaching techniques CFU. Late Indicator: Observations and Learning Walks showing consistent use of responsive teaching techniques CFU. Early Indicator: Consistent planning templates/PLT agendas for all meetings. Late Indicator: Updated Curriculum Planning documentation. Early Indicator: Evidence of communication with parents, carers, Kin. Late Indicator: Parent Opinion Survey Late Indicator: Semester 2 PAT and Teacher Judgement data.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Document plans for coaching/mentoring and observing	☑ Leading teacher(s)	☑ PLP Priority	from: Term 1	$100,000.00

	☑ Learning specialist(s)		to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used
Audit school curriculum documentation using Victorian Curriculum 2.0, Phonics Plus and other department resources.	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader ☑ Teacher(s) ☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☑ Equity funding will be used
Plan and document a knowledge curriculum including a reading spine.	☑ Literacy leader ☑ Teacher(s) ☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 2	$20,000.00 ☑ Equity funding will be used
Ongoing development of the BMPS Playbook focussed on responsive teaching techniques/Checking For Understanding CFU	☑ Teaching and learning coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Strengthen and communicate processes for supporting staff to develop relationships with parents, carers and kin.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 2	To improve student agency in wellbeing and learning

12-month target 2.1	Student voice and agency from 72% (2024) to 75% (2025) Perseverance from 78% (2024) to 80% (2025) Stimulated learning from 81% (2024) to 85% (2025) Motivation and interest from 78% (2024) to 85% (2025)
12-month target 2.2	Use student feedback to improve practice from 69% (2024) to 75% (2025) Collaborate to scaffold student learning from 83% (2024) to 85% (2025)
12-month target 2.3	Student motivation and support from 71% (2024) to 75% (2025) Effective teaching from 73% (2024) to 75% (2025) Student agency and voice from 72% (2024) to 75% (2025) Teacher communication from 62% (2024) to 70% (2025)
12-month target 2.4	Decrease the percentage of Year F– 6 students with 20 or more absent days from 43% (2024) to 36% (2025) Decrease the average number of unapproved absences from 7.6 (2024) to <6 (2025)
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to strengthen the school's processes for supporting inclusion
Actions	Whole school approach to social - emotional wellbeing through Universal Supports (Positive Management Strategies).
Outcomes	Students will have strong relationships with peers and staff. Students will check in and use strategies linked to the Zones of Regulation. Teachers will have a consistent approach to Universal Supports (positive management strategies). Teachers will refer to the Zones of Regulation. Teachers will have positive relationships with students and families PLT's will unpack the SEL/DDP (Social Emotional Learning/ Digital Developmental Portrait) data and act on it. Inclusion coach and leaders will upskill staff in the use of Universal Supports (positive management strategies) including Zones of Regulation.

Success Indicators	Early Indicator: Instructional Coaches focus on responsive Universal Supports (Positive management strategies) . Late Indicator: Observations and Learning Walks evidence consistent use of Universal Supports (Positive management strategies). Early Indicator: Whole School Scope and Sequence mapping PEEC - Positive Education Enhanced Curriculum, RRRR - Resilience Rights and Respectful Relationships, and Zones of Regulation will inform SEL Curriculum. Late Indicator: Updated Well-being planning and support documentation Early Indicator: Daily use of the Zones of Regulation check-in tool. Late Indicator: Teachers can identify and respond to the functional needs of their students through the Zones Of Regulation check-in. Early Indicator: Compass Chronicle template developed to support major and minor behaviour tracking. Late Indicator: Patterns of Minor and Major behaviour unpacked. Late Indicator: Student Attitudes to School data, Digital Developmental Portrait data and Personal and Social Capability Teacher Judgement data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning for staff on Zones of Regulation and department Positive Classroom Management Strategies.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 3	$40,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Audit and explicitly plan weekly Positive Education Enhanced Curriculum and RRRR lessons linked to a Scope and Sequence.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

Consistent recording through COMPASS of major and minor behaviours	☑ Assistant principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Embed consistent tier 1 routines including, circles, ZOR and entry and exit routines.	☑ Learning specialist(s) ☑ PLT leaders ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$179,983.63	$190,000.00	-$10,016.37
Disability Inclusion Tier 2 Funding	$395,303.96	$395,304.00	-$0.04
Schools Mental Health Fund and Menu	$89,764.43	$89,764.00	$0.43
Total	**$665,052.02**	**$675,068.00**	**-$10,015.98**

Activities and milestones – Total Budget

Activities and milestones	Budget
Document plans for coaching/mentoring and observing	$100,000.00
Audit school curriculum documentation using Victorian Curriculum 2.0, Phonics Plus and other department resources.	$150,000.00
Plan and document a knowledge curriculum including a reading spine.	$20,000.00
Ongoing development of the BMPS Playbook focussed on responsive teaching techniques/Checking For Understanding CFU	$10,000.00
Professional Learning for staff on Zones of Regulation and department Positive Classroom Management Strategies.	$40,000.00

Audit and explicitly plan weekly Positive Education Enhanced Curriculum and RRRR lessons linked to a Scope and Sequence.	$10,000.00
Consistent recording through COMPASS of major and minor behaviours	$10,000.00
Embed consistent tier 1 routines including, circles, ZOR and entry and exit routines.	$150,000.00
Totals	**$490,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Audit school curriculum documentation using Victorian Curriculum 2.0, Phonics Plus and other department resources.	from: Term 1 to: Term 4	$150,000.00	☑ School-based staffing
Plan and document a knowledge curriculum including a reading spine.	from: Term 1 to: Term 2	$20,000.00	☑ Teaching and learning programs and resources
Ongoing development of the BMPS Playbook focussed on responsive teaching techniques/Checking For Understanding CFU	from: Term 1 to: Term 4	$10,000.00	☑ CRT
Audit and explicitly plan weekly Positive Education Enhanced Curriculum and RRRR lessons	from: Term 1		

linked to a Scope and Sequence.	to: Term 4		
Consistent recording through COMPASS of major and minor behaviours	from: Term 1 to: Term 4	$10,000.00	☑ CRT
Totals		**$190,000.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Document plans for coaching/mentoring and observing	from: Term 1 to: Term 4	$100,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher
Professional Learning for staff on Zones of Regulation and department Positive Classroom Management Strategies.	from: Term 1 to: Term 3	$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher ☑ Teaching and learning programs and resources •
Audit and explicitly plan weekly Positive Education Enhanced Curriculum and RRRR lessons linked to a Scope and Sequence.	from: Term 1 to: Term 4	$10,000.00	☑ CRT •

Embed consistent tier 1 routines including, circles, ZOR and entry and exit routines.	from: Term 1 to: Term 4	$150,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		**$300,000.00**	

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Kitchen Garden Program	$95,304.00
School Wellbeing Educator	$60,000.00
Animal Therapy	$20,000.00
Wrisc Art Therapy	$9,764.00
Totals	**$185,068.00**

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Kitchen Garden Program	from: Term 1 to: Term 4	$0.00	☑ School-based staffing
School Wellbeing Educator	from: Term 1 to: Term 4	$0.00	
Animal Therapy	from: Term 1 to: Term 4	$0.00	☑ School-based staffing
Wrisc Art Therapy	from: Term 1 to: Term 4	$0.00	☑ Professional development (excluding CRT costs and new FTE)
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Kitchen Garden Program	from: Term 1 to: Term 4	$95,304.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
School Wellbeing Educator	from: Term 1	$0.00	

	to: Term 4		
Animal Therapy	from: Term 1 to: Term 4	$0.00	
Wrisc Art Therapy	from: Term 1 to: Term 4	$0.00	
Totals		**$95,304.00**	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Kitchen Garden Program	from: Term 1 to: Term 4	$0.00	
School Wellbeing Educator	from: Term 1 to: Term 4	$60,000.00	☑ Employ cohort-specific staff to support Tier 2 initiatives
Animal Therapy	from: Term 1 to: Term 4	$20,000.00	☑ Animal Therapists

Wrisc Art Therapy	from: Term 1 to: Term 4	$9,764.00	☑ Employ Mental Health Staff to provide Tier 3 support for students
Totals		**$89,764.00**	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Document plans for coaching/mentoring and observing	☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist	☑ On-site
Audit school curriculum documentation using Victorian Curriculum 2.0, Phonics Plus and other department resources.	☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader ☑ Teacher(s) ☑ Teaching and learning coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ VCAA curriculum specialist ☑ Literacy leaders ☑ Maths/Sci specialist	☑ On-site
Professional Learning for staff on Zones of Regulation and	☑ Wellbeing team	from: Term 1	☑ Planning	☑ Whole school pupil free day	☑ Leadership partners	☑ On-site

| department Positive Classroom Management Strategies. | | to: Term 3 | ☑ Collaborative inquiry/action research team

☑ Formalised PLC/PLTs | ☑ Formal school meeting / internal professional learning sessions

☑ Communities of practice | ☑ School improvement partnerships

☑ Practice Principles for Excellence in Teaching and Learning | |