

2025 Annual Implementation Plan

for improving student outcomes

Silverton Primary School (5120)



Submitted for review by Mark Pollard (School Principal) on 17 December, 2024 at 05:31 PM
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 08 January, 2025 at 09:07 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.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
------------------	--	--

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	
------------------------------	---	--

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

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

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve student outcomes in literacy	Yes	By 2024 increase the percentage of Year 5 students making above benchmark learning growth in NAPLAN reading, based on a four-year rolling average from 13 per cent in 2019 to 25 per cent.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Decrease the percentage of year 3 students assessed as needing additional support in NAPLAN Grammar and Punctuation from 20% in 2024 to 15% in 2026. Decrease the percentage of year 5 students assessed as needing additional support in NAPLAN Grammar and Punctuation from 10% in 2024 to 5% in 2026. Decrease the percentage of year 3 students assessed as needing additional support in NAPLAN Reading and Viewing from 12% in 2024 to 8% in 2026. Decrease the percentage of year 5 students assessed as needing additional support in NAPLAN Reading and Viewing from 9% in 2024 to 5% in 2026.
		By 2024 increase the percentage of Year 5 students achieving within the top 2 NAPLAN bands in reading, based on a four-year rolling average from 30 per cent to 40 per cent.	Increase the percentage of year 3 students assessed as strong and exceeding in NAPLAN Grammar and Punctuation from 42 percent in 2024 to 45 percent in 2026. Increase the percentage of year 5 students

			assessed as strong and exceeding in NAPLAN Grammar and Punctuation from 45 percent in 2024 to 50 percent in 2026. Increase the percentage of year 3 students assessed as strong and exceeding in NAPLAN Reading and Viewing from 62 percent in 2024 to 65 percent in 2026. Increase the percentage of year 5 students assessed as strong and exceeding in NAPLAN Reading and Viewing from 70 percent in 2024 to 75 percent in 2026.
		By 2024 increase the percentage, based upon a four-year rolling average benchmark, of Year 3–6 students assessed against the Victorian Curriculum (VC) Levels F–10. Reading outcomes, as being at or above level will increase from 88.5 per cent to 95 per cent with the above level cohort to be at or above 45 per cent.	By 2025 the percentage of year F–6 students assessed against the Victorian Curriculum 2.0 Levels F–10 in Reading and Viewing will be at or above 89 percent with the above level cohort to be at or above 50 percent.
To improve student outcomes in numeracy	No	By 2024 increase the percentage of Year 5 students making above benchmark learning growth in NAPLAN numeracy, based on a four-year rolling average from 15 per cent in 2019 to 23 per cent.	
		By 2024 decrease the percentage of Year 5 students making below benchmark learning growth in NAPLAN numeracy, based on a four-year rolling average from 28 per cent in 2019 to 18 per cent.	
		By 2024 increase the percentage, based upon a four-year rolling average benchmark, of Year 3–6 students assessed	

		against the Victorian Curriculum (VC) Levels F–10 in number and algebra, as being at or above level will increase in number and algebra from 86.5 per cent to 95 per cent with the above level cohort to be at or above 30 per cent.	
To empower students to actively engage with their learning	Yes	By 2024 the percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) measures will increase: in the Learner Characteristics and Dispositions domain: • Sense of confidence factor from 73 per cent in 2019 to 80 per cent. in the Social Engagement domain: • Student voice and Agency factor from 69 per cent in 2019 to 75 per cent. in the School Safety domain: • Managing Bullying factor from 65 per cent in 2019 to 75 per cent. in the Effective Teaching Practice domain: • Effective Classroom Behaviour factor from 66 per cent in 2019 to 75 per cent. • Stimulated Learning from 80 per cent in 2019 to above 85 per cent	By 2025, the percentage of year 4-6 students reporting positive endorsement on the AtoSS measure School Safety - Managing Bullying will increase from 70 percent in 2024 to at or above 73 percent.
		By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the VC Personal and Social Capability expected achievement standards will increase from 84 per cent in 2019 to 95 per cent.	By 2025, the percentage of Year F-6 students assessed against the Victorian Curriculum 2.0 Levels F-10 in personal and social capability to increase from 91 percent to 95 percent.
		By 2024, the percentage of 20+ days of absence for F-6 students will decrease from 34 per cent in 2019 to at or below 25 per cent	By 2025, the percentage of 20+ days of absence for F-6 students will

			decrease from 27 percent in 2024, to at or below 25 percent.
--	--	--	--

Goal 1	To improve student outcomes in literacy
12-month target 1.1	Decrease the percentage of year 3 students assessed as needing additional support in NAPLAN Grammar and Punctuation from 20% in 2024 to 15% in 2026. Decrease the percentage of year 5 students assessed as needing additional support in NAPLAN Grammar and Punctuation from 10% in 2024 to 5% in 2026. Decrease the percentage of year 3 students assessed as needing additional support in NAPLAN Reading and Viewing from 12% in 2024 to 8% in 2026. Decrease the percentage of year 5 students assessed as needing additional support in NAPLAN Reading and Viewing from 9% in 2024 to 5% in 2026.
12-month target 1.2	Increase the percentage of year 3 students assessed as strong and exceeding in NAPLAN Grammar and Punctuation from 42 percent in 2024 to 45 percent in 2026. Increase the percentage of year 5 students assessed as strong and exceeding in NAPLAN Grammar and Punctuation from 45 percent in 2024 to 50 percent in 2026. Increase the percentage of year 3 students assessed as strong and exceeding in NAPLAN Reading and Viewing from 62 percent in 2024 to 65 percent in 2026. Increase the percentage of year 5 students assessed as strong and exceeding in NAPLAN Reading and Viewing from 70 percent in 2024 to 75 percent in 2026.
12-month target 1.3	By 2025 the percentage of year F–6 students assessed against the Victorian Curriculum 2.0 Levels F–10 in Reading and Viewing will be at or above 89 percent with the above level cohort to be at or above 50 percent.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Increase the effectiveness of quality practices in planning, instruction, and assessment.	Yes
KIS 1.b Professional leadership	Build capacity of middle school leaders to support high quality instructional practices.	No
KIS 1.c Excellence in teaching and learning	Development and implementation of a school wide model to scaffold the teaching of reading.	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.	With the implementation of a new junior school literacy approach in 2024, more work is needed to increase the effectiveness of quality practices in planning, instruction, and assessment across the school in Reading, with a strong emphasis on unpacking the new Victorian English curriculum and ensuring the explicit teaching of synthetic phonics and morphology, as well developing a whole school scope and sequence relating to grammar and punctuation. This has been identified as a key improvement strategy in response to our NAPLAN and Teacher Judgement results. This data states that 42% of our current year 3's and 45% of year 5's are achieving results in the strong or exceeding category in the grammar and punctuation assessment. Currently 20% of year 3 and 10% of year 5 students are assessed as needing additional support in this domain. Similarly in reading only 62% of year 3 students and 70% of year 5 are achieving strong or exceeding results. 12% of year 3 and 9% of year 5 students are assessed as needing additional support in Reading. This is again reiterated with our teacher judgement results where 89% of our year F-6 students are currently assessed as at or above expected learning level against Victorian Curriculum in Reading and Viewing. This is 6% shy of our current SSP goal of 95%. Consequently, this indicates that 11% of our students are assessed as being behind the expected learning level. Working with year level PLC leaders to empower them to lead teams in relation to effective literacy instruction is paramount to the success of this work.	
Goal 3	To empower students to actively engage with their learning	
12-month target 3.1	By 2025, the percentage of year 4-6 students reporting positive endorsement on the AtoSS measure School Safety - Managing Bullying will increase from 70 percent in 2024 to at or above 73 percent.	

12-month target 3.2	By 2025, the percentage of Year F-6 students assessed against the Victorian Curriculum 2.0 Levels F-10 in personal and social capability to increase from 91 percent to 95 percent.	
12-month target 3.3	By 2025, the percentage of 20+ days of absence for F-6 students will decrease from 27 percent in 2024, to at or below 25 percent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Build staff capacity to implement school positive behaviour and relationship expectations.	Yes
KIS 3.b Excellence in teaching and learning	Establish and monitor consistent feedback strategies in classrooms, teacher to student, student to teacher, student to student, and teacher to teacher.	No
KIS 3.c Positive climate for learning	Embed the use of learning continuums by teachers to improve the quality and precision of self regulation and goal setting by students through collaboration.	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.	With our ongoing commitment to the SWPBS program, we will continue to develop a whole school wellbeing curriculum to address the expected behaviours and behaviours of concern of our students. Building staff consistency and capacity in this realm will be of the highest priority to ensure the success of the program. In response to the AtoSS and student feedback, adjustments to how we are currently teaching students regarding expectations, including in the yard, will be made. Staff have expressed a lack of confidence in managing behavioural situations. As such we will revisit the minor and major flow chart to ensure its relevance and usability for staff. These priorities are supported by data from the AtoSS, measure School Safety - Managing Bullying factor which in 2024, 30 percent of student (years 4-6) responded to having experienced some form of bullying.	

Define actions, outcomes, success indicators and activities

Goal 1	To improve student outcomes in literacy
12-month target 1.1	Decrease the percentage of year 3 students assessed as needing additional support in NAPLAN Grammar and Punctuation from 20% in 2024 to 15% in 2026. Decrease the percentage of year 5 students assessed as needing additional support in NAPLAN Grammar and Punctuation from 10% in 2024 to 5% in 2026. Decrease the percentage of year 3 students assessed as needing additional support in NAPLAN Reading and Viewing from 12% in 2024 to 8% in 2026. Decrease the percentage of year 5 students assessed as needing additional support in NAPLAN Reading and Viewing from 9% in 2024 to 5% in 2026.
12-month target 1.2	Increase the percentage of year 3 students assessed as strong and exceeding in NAPLAN Grammar and Punctuation from 42 percent in 2024 to 45 percent in 2026. Increase the percentage of year 5 students assessed as strong and exceeding in NAPLAN Grammar and Punctuation from 45 percent in 2024 to 50 percent in 2026. Increase the percentage of year 3 students assessed as strong and exceeding in NAPLAN Reading and Viewing from 62 percent in 2024 to 65 percent in 2026. Increase the percentage of year 5 students assessed as strong and exceeding in NAPLAN Reading and Viewing from 70 percent in 2024 to 75 percent in 2026.
12-month target 1.3	By 2025 the percentage of year F–6 students assessed against the Victorian Curriculum 2.0 Levels F–10 in Reading and Viewing will be at or above 89 percent with the above level cohort to be at or above 50 percent.
KIS 1.a	Increase the effectiveness of quality practices in planning, instruction, and assessment.

Building practice excellence				
Actions	- Implement and refine evidence-based science of reading practices across the school. - Develop a whole school grammar and punctuation scope and sequence.			
Outcomes	Leaders will: - support the continuous development, documentation, implementation and refinement of science of reading practices (including grammar and punctuation) Teachers will: - demonstrate an increased capacity and confidence in curriculum knowledge and developmental sequences and use this to plan and deliver a science of reading approach to literacy Students will: - be able to articulate and apply new literacy knowledge across all learning areas			
Success Indicators	Early Indicators: - Planning documentation will show evidence of following the scope and sequence of grammar and punctuation and science of reading practices - Classroom observations will evidence teacher's using the planning documentation and explicitly teaching with a science of reading approach Late Indicators: - Victorian Curriculum 2.0 will show increased learning growth in English - Data spreadsheet will track ongoing improvement in student progress			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ additional teaching staff for workshops to reduce student teacher ratio and improve differentiated teaching and learning.	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$200,000.00 ☒ Equity funding will be used

Learning Specialist (Curriculum) allocated extra non face to face time to coach teachers on their planning, lesson delivery and assessment.	☒ Leadership team ☒ Learning specialist(s) ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☒ Equity funding will be used
Learning Specialist (Inclusion) to have a non face to face role supporting staff with writing, reviewing and updating IEPs and making necessary adjustments within the classroom.	☒ Learning specialist(s) ☒ School improvement team ☒ School leadership team ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$100,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
PLCs will research, structure and create a developmental scope and sequence for grammar and punctuation along with literacy planning documents.	☒ Leadership team ☒ Learning specialist(s) ☒ PLC leaders ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and implement a professional learning plan to increase staff capacity and knowledge of science of reading practices (including grammar and punctuation)	☒ Assistant principal ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$2,536.52 ☒ Equity funding will be used
Organise learning walks with teaching staff and learning specialists to observe literacy practices and initiate discussions around evidence based approaches to improve teacher capacity and student learning outcomes.	☒ Leadership team ☒ Learning specialist(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$2,500.00 ☒ Equity funding will be used
Goal 3	To empower students to actively engage with their learning			

12-month target 3.1	By 2025, the percentage of year 4-6 students reporting positive endorsement on the AtoSS measure School Safety - Managing Bullying will increase from 70 percent in 2024 to at or above 73 percent.
12-month target 3.2	By 2025, the percentage of Year F-6 students assessed against the Victorian Curriculum 2.0 Levels F-10 in personal and social capability to increase from 91 percent to 95 percent.
12-month target 3.3	By 2025, the percentage of 20+ days of absence for F-6 students will decrease from 27 percent in 2024, to at or below 25 percent.
KIS 3.a Building practice excellence	Build staff capacity to implement school positive behaviour and relationship expectations.
Actions	- Develop a whole-school structured wellbeing curriculum
Outcomes	Leaders will: - support the development, documentation, implementation and refinement of a whole-school structured wellbeing curriculum Teachers will: - follow and explicitly teach the whole-school wellbeing curriculum - increase their capacity and confidence with how to proactively respond to student behaviour and manage student needs - provide tiered wellbeing support to meet individualised student needs Students will: - identify and display appropriate behaviours in different settings - follow the school wide positive behaviour expectations matrix
Success Indicators	Early Indicators: - Curriculum documentation will show plans for social and emotional learning - Expected behaviours are displayed prominently throughout the school - Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours - Teachers can be observed acknowledging student positive behaviours

	- Teachers using new SWPBS matrix when discussing expected behaviours Late Indicators: - teacher observational data will indicate a decrease in the number of negative behaviour incidents - AtoSS data to increase in the Managing Bullying factor - AtoSS data to increase in the Effective Classroom Behaviour factor			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish the 2025 SWPBS team comprising of relevant leaders, wellbeing staff and other school staff.	☒ Learning specialist(s) ☒ Principal ☒ SWPBS leader/team ☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Organise and schedule whole school and PLC professional development that promotes school-wide positive behaviour.	☒ Assistant principal ☒ Learning specialist(s) ☒ SWPBS leader/team ☒ Teacher(s) ☒ Wellbeing team	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Teachers will trial, reflect and refine the whole school-wide wellbeing curriculum.	☒ Learning specialist(s) ☒ PLC leaders ☒ SWPBS leader/team ☒ Teacher(s) ☒ Wellbeing team	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue the employment of the Learning Specialists to provide student wellbeing support, lead the SWPBS team,	☒ Learning specialist(s) ☒ Principal	☐ PLP Priority	from: Term 1	\$20,000.00

monitor the school-wide curriculum and analyse the overall school wellbeing data.			to: Term 4	☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Review curriculum structure/timetable to allocate specific time for the teaching of the school-wide wellbeing curriculum and ensure it is embedded across all learning areas.	☒ Assistant principal ☒ PLT leaders ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide time for the PLC to research, develop and share the school-wide wellbeing curriculum.	☒ Assistant principal ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☒ Disability Inclusion Tier 2 Funding will be used
Employment of an external psychologist to support student mental health.	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$26,794.41 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of additional Education Support Staff to provide additional support for students requiring significant adjustments and support in the classroom.	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$119,427.56 ☒ 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	\$210,036.52	\$210,036.52	\$0.00
Disability Inclusion Tier 2 Funding	\$224,427.56	\$224,427.56	\$0.00
Schools Mental Health Fund and Menu	\$46,794.41	\$46,794.41	\$0.00
Total	\$481,258.49	\$481,258.49	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Employ additional teaching staff for workshops to reduce student teacher ratio and improve differentiated teaching and learning.	\$200,000.00
Learning Specialist (Curriculum) allocated extra non face to face time to coach teachers on their planning, lesson delivery and assessment.	\$5,000.00
Learning Specialist (Inclusion) to have a non face to face role supporting staff with writing, reviewing and updating IEPs and making necessary adjustments within the classroom.	\$100,000.00
Develop and implement a professional learning plan to increase staff capacity and knowledge of science of reading practices (including grammar and punctuation)	\$2,536.52

Organise learning walks with teaching staff and learning specialists to observe literacy practices and initiate discussions around evidence based approaches to improve teacher capacity and student learning outcomes.	\$2,500.00
Continue the employment of the Learning Specialists to provide student wellbeing support, lead the SWPBS team, monitor the school-wide curriculum and analyse the overall school wellbeing data.	\$20,000.00
Provide time for the PLC to research, develop and share the school-wide wellbeing curriculum.	\$5,000.00
Employment of an external psychologist to support student mental health.	\$26,794.41
Employment of additional Education Support Staff to provide additional support for students requiring significant adjustments and support in the classroom.	\$119,427.56
Totals	\$481,258.49

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ additional teaching staff for workshops to reduce student teacher ratio and improve differentiated teaching and learning.	from: Term 1 to: Term 4	\$200,000.00	☑ School-based staffing
Learning Specialist (Curriculum) allocated extra non face to face time to coach teachers on their	from: Term 1	\$5,000.00	☑ School-based staffing

planning, lesson delivery and assessment.	to: Term 4		
Develop and implement a professional learning plan to increase staff capacity and knowledge of science of reading practices (including grammar and punctuation)	from: Term 1 to: Term 4	\$2,536.52	✔ CRT
Organise learning walks with teaching staff and learning specialists to observe literacy practices and initiate discussions around evidence based approaches to improve teacher capacity and student learning outcomes.	from: Term 1 to: Term 4	\$2,500.00	✔ CRT
Totals		\$210,036.52	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Learning Specialist (Inclusion) to have a non face to face role supporting staff with writing, reviewing and updating IEPs and making necessary adjustments within the classroom.	from: Term 1 to: Term 4	\$100,000.00	✔ Education workforces and/or assigning existing school staff to inclusive education duties •
Provide time for the PLC to research, develop and share the	from: Term 1	\$5,000.00	✔ Professional learning for school-based staff

school-wide wellbeing curriculum.	to: Term 4		• ✓ Teaching and learning programs and resources •
Employment of additional Education Support Staff to provide additional support for students requiring significant adjustments and support in the classroom.	from: Term 1 to: Term 4	\$119,427.56	✓ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		\$224,427.56	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Continue the employment of the Learning Specialists to provide student wellbeing support, lead the SWPBS team, monitor the school-wide curriculum and analyse the overall school wellbeing data.	from: Term 1 to: Term 4	\$20,000.00	✓ Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing ○ Assign existing staff member to initiative (eduPay)
Employment of an external psychologist to support student mental health.	from: Term 1 to: Term 4	\$26,794.41	✓ Employ allied health professional to provide Tier 1 tailored support for students This activity will use Mental Health Menu staffing ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Psychologist

Totals		\$46,794.41	
---------------	--	-------------	--

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
PLCs will research, structure and create a developmental scope and sequence for grammar and punctuation along with literacy planning documents.	☒ Leadership team ☒ Learning specialist(s) ☒ PLC leaders ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Literacy expertise ☒ PLC Initiative ☒ Internal staff ☒ Learning specialist	☒ On-site
Develop and implement a professional learning plan to increase staff capacity and knowledge of science of reading practices (including grammar and punctuation)	☒ Assistant principal ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Literacy expertise ☒ PLC Initiative ☒ Internal staff ☒ Learning specialist ☒ External consultants Decodable Readers Australia	☒ On-site
Organise learning walks with teaching staff and learning specialists to observe literacy practices and initiate discussions	☒ Leadership team	from: Term 1 to: Term 4	☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Learning specialist ☒ Literacy leaders	☒ On-site

around evidence based approaches to improve teacher capacity and student learning outcomes.	☒ Learning specialist(s) ☒ Teacher(s)					
Organise and schedule whole school and PLC professional development that promotes school-wide positive behaviour.	☒ Assistant principal ☒ Learning specialist(s) ☒ SWPBS leader/team ☒ Teacher(s) ☒ Wellbeing team	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development ☒ Student voice, including input and feedback	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ Learning specialist ☒ External consultants SWPBS coach	☒ On-site
Teachers will trial, reflect and refine the whole school-wide wellbeing curriculum.	☒ Learning specialist(s) ☒ PLC leaders ☒ SWPBS leader/team ☒ Teacher(s) ☒ Wellbeing team	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development ☒ Demonstration lessons	☒ PLC/PLT meeting	☒ Internal staff ☒ Learning specialist	☒ On-site

Provide time for the PLC to research, develop and share the school-wide wellbeing curriculum.	☒ Assistant principal ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development ☒ Demonstration lessons	☒ PLC/PLT meeting	☒ Internal staff	☒ On-site
---	---	----------------------------------	---	---	--	---