

2025 Annual Implementation Plan

for improving student outcomes

Kororoit Creek Primary School (5499)



Submitted for review by Alan Noye (School Principal) on 05 February, 2025 at 04:47 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 13 February, 2025 at 03:19 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
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	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	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
Optimise learning outcomes for all students	Yes	<p>By 2028, increase the 2024 percentage of Year 3 and Year 5 students in NAPLAN 'Strong' proficiency level:</p> <ul style="list-style-type: none"> • Year 3 reading from 44% to 48% • Year 3 writing from 62% to 66% • Year 3 numeracy from 50% to 54% • Year 5 reading from 45% to 48% • Year 5 writing from 54% to 57% • Year 5 numeracy from 53% to 56% <p>By 2028, increase the 2024 percentage of Year 3 and Year 5 students in NAPLAN 'Exceeding' proficiency level:</p> <ul style="list-style-type: none"> • Year 3 reading from 25 to 29% • Year 3 writing from 9% to 14% • Year 3 numeracy from 18% to 22% • Year 5 reading from 33% to 36% • Year 5 writing from 24% to 28% • Year 5 numeracy from 22% to 28% 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2025, we will have increased the 2025 percentage of Year 3 and Year 5 students in NAPLAN 'Strong' and 'Exceeding' proficiency by 2%.</p>
		<p>By 2028, increase or maintain the 2023 percentage of students achieving above expected level (Teacher Judgement):</p> <ul style="list-style-type: none"> • Writing from 58% (2023) to 62% • Reading and Viewing at 70% • Mathematics from 53% (June 2024)* to 57%. <p>* First reporting period for Mathematics 2.0.</p>	<p>By the end of 2025, increase or maintain the percentage of students achieving above expected level (Teacher Judgement) by 2%.</p>

		<p>By 2028, increase the 2023 percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Instructional leadership from 82% to 86% • Collective efficacy from 76% to 80% • Professional learning through peer observation from 57% to 61%. 	By the end of 2025, increase the 2023 percentage positive endorsement on the School Staff Survey (SSS) by 4% to 80% in the area of Collective Efficacy.
		<p>By 2028, increase or maintain the 2023 percentage positive endorsement on the student Attitudes to School Survey (AToSS):</p> <ul style="list-style-type: none"> • Stimulated learning from 80% to 84% • Student voice and agency from 66% to 70% • Differentiated learning challenge at 85%. 	By the end of 2025, increase or maintain the 2023 percentage positive endorsement on the student Attitudes to School Survey (AToSS) in the area of Stimulated learning by 4% to 84%.
Maximise the wellbeing outcomes for every student	Yes	<p>By 2028, increase or maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> • Teacher communication from 63% to 67% • Student connectedness at 88% • Promoting positive behaviour at 86%. 	By the end of 2025, increase or maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS) in Promoting positive behaviour above 86%
		<p>By 2028, increase or maintain the 2023 percentage positive endorsement on the AToSS:</p> <ul style="list-style-type: none"> • Sense of connectedness from 78% to 82%. • Emotional awareness and regulation from 69% to 73%. • Advocate at school at 86%. 	By the end of 2025, increase or maintain the 2023 percentage positive endorsement on the AToSS in the area of Emotional awareness and regulation by 4% to 73%
		<p>By 2028, reduce the percentage of students absent for more than 20 days from 39% (2023) to 35%.</p>	By the end of 2025, reduce the percentage of students absent for

			more than 20 days from 39% (2023) to 35%.
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Goal 1	Optimise learning outcomes for all students		
12-month target 1.1	By the end of 2025, we will have increased the 2025 percentage of Year 3 and Year 5 students in NAPLAN 'Strong' and 'Exceeding' proficiency by 2%.		
12-month target 1.2	By the end of 2025, increase or maintain the percentage of students achieving above expected level (Teacher Judgement) by 2%.		
12-month target 1.3	By the end of 2025, increase the 2023 percentage positive endorsement on the School Staff Survey (SSS) by 4% to 80% in the area of Collective Efficacy.		
12-month target 1.4	By the end of 2025, increase or maintain the 2023 percentage positive endorsement on the student Attitudes to School Survey (AToSS) in the area of Stimulated learning by 4% to 84%.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Strengthen teacher capacity to implement the Kororoit Creek Primary School instructional model and the high impact teaching strategies to enable maximum learning growth for every student.		Yes
KIS 1.b Assessment	Enhance staff capacity to use evidence at every stage of the PLC inquiry cycle to design instruction that supports, challenges and extends every student		No
KIS 1.c Engagement	Strengthen teacher capacity to optimise opportunity for student cognitive engagement within the instructional model.		Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The above KIS have been selected because they align to the DET rollout of the VTML 2.0 along with the new Victorian Curriculum 2.0. A focus on student engagement is planned for the beginning of the school year. The 2024 school review, analysed data sets and identified targets align to teaching, learning and engagement.</p>	
<p>Goal 2</p>	<p>Maximise the wellbeing outcomes for every student</p>	
<p>12-month target 2.1</p>	<p>By the end of 2025, increase or maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS) in Promoting positive behaviour above 86%</p>	
<p>12-month target 2.2</p>	<p>By the end of 2025, increase or maintain the 2023 percentage positive endorsement on the AToSS in the area of Emotional awareness and regulation by 4% to 73%</p>	
<p>12-month target 2.3</p>	<p>By the end of 2025, reduce the percentage of students absent for more than 20 days from 39% (2023) to 35%.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 2.a Support and resources</p>	<p>Implement and embed an evidence-based framework of whole school practices and processes that establish a high expectations culture of student wellbeing and inclusion.</p>	<p>No</p>
<p>KIS 2.b Leadership</p>	<p>Strengthen staff capacity to understand and implement a tiered approach to supporting positive behaviour across the school.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The leadership model for 2025 has been designed to support the work of this goal. Continued work around the major and minor behaviours and matrix of expectation is required.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	Optimise learning outcomes for all students
12-month target 1.1	By the end of 2025, we will have increased the 2025 percentage of Year 3 and Year 5 students in NAPLAN 'Strong' and 'Exceeding' proficiency by 2%.
12-month target 1.2	By the end of 2025, increase or maintain the percentage of students achieving above expected level (Teacher Judgement) by 2%.
12-month target 1.3	By the end of 2025, increase the 2023 percentage positive endorsement on the School Staff Survey (SSS) by 4% to 80% in the area of Collective Efficacy.
12-month target 1.4	By the end of 2025, increase or maintain the 2023 percentage positive endorsement on the student Attitudes to School Survey (AToSS) in the area of Stimulated learning by 4% to 84%.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to implement the Kororoit Creek Primary School instructional model and the high impact teaching strategies to enable maximum learning growth for every student.
Actions	Provide professional learning to unpack and discuss the VTML 2.0 with the school leadership team and then teaching staff. Ensure every classroom has Explicit Teaching of content in each lesson.
Outcomes	Staff will have built their knowledge and understanding of the components of the VTLM 2.0. Staff will have an awareness and understanding of Phonics Plus HITS are evident in various documents across the school. Explicit teaching will be sequenced, planned for and documented in planning documentation. Teachers will successfully build learning sequences using unit overviews. This will be reflected in relevant documentation.

Success Indicators	<p>Staff weekly planners- reflecting:</p> <ul style="list-style-type: none"> - explicit teaching - HITS - Learning Intention and Success Criteria <p>PLC documentation highlights the focus on explicit teaching</p> <p>Teacher judgement data and NAPLAN data progress</p> <p>Phonics Plus is intentionally planned for in weekly planners in P-3</p> <p>Whole school Curriculum documentation ensuring a sequence of the Phonics plus</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Principal team to attend Network PL and undertake ARC Professional Learning about VTML 2.0 and Phonics Plus.	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build and refine unit overviews.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Investigate and explore consistent teaching of phonics from P-2 including within the structure of a Literacy block.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Unpacking the components of Explicit Teaching with SIT to create shared understanding .	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 3	
Allocate time in the PL and Events schedule to include professional learning focussed on Explicit Teaching.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Professional Learning for School Improvement team focussing on leadership and being a high performing team	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Provide opportunity for P-2 staff to complete PL focused on synthetic phonics	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Refine assessment schedule to reflect VTLM priorities	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Sourcing decodable texts to support P-3 Phonics Plus Program (29 Homerooms)	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				Funding will be used
KIS 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen teacher capacity to optimise opportunity for student cognitive engagement within the instructional model.			
Actions	<p>Create consistent understanding and expectations around what Learning Intentions and Success Criteria look like at KCPS</p> <p>Begin to unpack new DET Reading position- investigating 'The Big 6' with School Improvement team followed by teaching staff.</p> <p>Revisit and refine Inclusion processes to ensure cognitive engagement for all students</p>			
Outcomes	<p>Students are able to articulate what they are learning and why</p> <p>Learning Intentions and success criteria are purposeful and linked to Unit Overviews</p> <p>Assessment and feedback practices will improve as Learning intentions and success criteria will be explicit and succinct</p> <p>Consistent language and expectations of Learning Intentions are reflected in relevant documentation</p> <p>School Improvement team have shared understanding of 'The Big 6' with plan for whole school delivery</p> <p>Consistent documentation reflecting Disability Inclusion practices including Planners, IEPs, FBI, regulation plans and SSG minutes.</p>			
Success Indicators	<p>Planning documentation reflects clear consistent Learning Intentions and Success Criteria</p> <p>Learning walk data/coaching data reflects established Learning intentions and success criteria</p> <p>Students can articulate the five clarity questions about their learning when engaged in a lesson</p> <p>There is a greater accuracy and alignment of school assessments with standardised assessments when comparing student data</p> <p>SIT having a clear plan for how the implementation of the 'Big 6' will be implemented for 2026</p>			

	Staff have an awareness of the 'Big 6' and know the elements Successful Disability profile meetings				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Develop guidelines and expectations around what Learning Intentions and Selection Criteria looks like at KCPS	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00	
Provide Professional Learning with external consultant regarding the 'Big 6'	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used	
Work with allied health to refine Disability Inclusion meeting processes and documentation including regulation plans, FBIs,	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$80,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used	
Purchasing assistive technology to support individual student needs eg. c pen	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used	
Develop the plan for rolling out 'The big 6' at KCPS	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00	

			to: Term 4	
Engage Social worker 2 days per week to support with students with complex needs and backgrounds	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Maximise the wellbeing outcomes for every student			
12-month target 2.1	By the end of 2025, increase or maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS) in Promoting positive behaviour above 86%			
12-month target 2.2	By the end of 2025, increase or maintain the 2023 percentage positive endorsement on the AToSS in the area of Emotional awareness and regulation by 4% to 73%			
12-month target 2.3	By the end of 2025, reduce the percentage of students absent for more than 20 days from 39% (2023) to 35%.			
KIS 2.b 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	Strengthen staff capacity to understand and implement a tiered approach to supporting positive behaviour across the school.			
Actions	Introduce, unpack and implement Positive Classroom Management Strategies in alignment with our school wide AIA program.			

Outcomes	Refine AIA matrix and ensure consistent language around two part praise Alignment of AIA processes eg. (Matrix, to Essential Agreement to sticker and AIA points system) Build teacher knowledge around major and minor behaviours High level of student engagement as teachers utilise Positive Classroom Management Strategies Classrooms have clear routines and expectations established			
Success Indicators	Less documented chronicle entries detailing minor behaviours Improvement in AtSS data including promoting positive behaviour and Emotional Awareness and regulation. coaching and learning walk data reflects reduced minor behaviours Auditing AIA data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Unpack Positive Classroom Management Strategies placemat at SIT meeting	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Term 1 school wide coaching focus on Positive Classroom Management Strategies	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Building capacity of middle level leaders including leading teachers and learning specialists released from classroom to support with Inclusion model across the school	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				Funding will be used
Termly school wide focus on a domain of the universal supports positive classroom management strategies placemat	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Purchase AIA stickers	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Student Empowerment Group working with PYP practitioners to ensure student voice and feedback	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity 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	\$129,553.90	\$76,000.00	\$53,553.90
Disability Inclusion Tier 2 Funding	\$417,776.24	\$361,000.00	\$56,776.24
Schools Mental Health Fund and Menu	\$113,755.42	\$30,000.00	\$83,755.42
Total	\$661,085.56	\$467,000.00	\$194,085.56

Activities and milestones – Total Budget

Activities and milestones	Budget
Professional Learning for School Improvement team focussing on leadership and being a high performing team	\$16,000.00
Provide opportunity for P-2 staff to complete PL focused on synthetic phonics	\$21,000.00
Refine assessment schedule to reflect VTLM priorities	\$5,000.00
Sourcing decodable texts to support P-3 Phonics Plus Program (29 Homerooms)	\$40,000.00
Provide Professional Learning with external consultant regarding the 'Big 6'	\$30,000.00
Work with allied health to refine Disability Inclusion meeting processes and documentation including regulation plans, FBIs,	\$80,000.00

Purchasing assistive technology to support individual student needs eg. c pen	\$20,000.00
Engage Social worker 2 days per week to support with students with complex needs and backgrounds	\$30,000.00
Building capacity of middle level leaders including leading teachers and learning specialists released from classroom to support with Inclusion model across the school	\$200,000.00
Purchase AIA stickers	\$5,000.00
Student Empowerment Group working with PYP practitioners to ensure student voice and feedback	\$20,000.00
Totals	\$467,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide opportunity for P-2 staff to complete PL focused on synthetic phonics	from: Term 1 to: Term 4	\$21,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Refine assessment schedule to reflect VTLM priorities	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Other Assessments to use across the school
Provide Professional Learning with external consultant regarding the 'Big 6'	from: Term 2	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		<input checked="" type="checkbox"/> CRT
Student Empowerment Group working with PYP practitioners to ensure student voice and feedback	from: Term 2 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$76,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional Learning for School Improvement team focussing on leadership and being a high performing team	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Sourcing decodable texts to support P-3 Phonics Plus Program (29 Homerooms)	from: Term 2 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources •
Work with allied health to refine Disability Inclusion meeting processes and documentation including regulation plans, FBIs,	from: Term 1 to: Term 2	\$80,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability •
Purchasing assistive technology to support individual student needs eg. c pen	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning •

Building capacity of middle level leaders including leading teachers and learning specialists released from classroom to support with Inclusion model across the school	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Purchase AIA stickers	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Totals		\$361,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Engage Social worker 2 days per week to support with students with complex needs and backgrounds	from: Term 2 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Engage Mental Health Staff ad-hoc in person (eduPay or non-teaching staff) Social worker
Totals		\$30,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
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Totals		\$0.00
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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
Principal team to attend Network PL and undertake ARC Professional Learning about VTML 2.0 and Phonics Plus.	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Finding consultants to support learning needs	<input checked="" type="checkbox"/> Off-site This could be a mixture of on-site and off-site depending on needs
Allocate time in the PL and Events schedule to include professional learning focussed on Explicit Teaching.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide opportunity for P-2 staff to complete PL focused on synthetic phonics	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Termly school wide focus on a domain of the universal supports positive classroom management strategies placemat	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site