

2025 Annual Implementation Plan

for improving student outcomes

Wallan Primary School (0664)



“Working Together for a Better Future”

Submitted for review by Tanya Kirkright (School Principal) on 16 January, 2025 at 11:54 PM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 20 January, 2025 at 03:37 PM

Self-evaluation summary

	FISO 2.0	Self-evaluation level
Teaching and Learning		

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 learning achievement and growth in literacy	Yes	<p>NAPLAN Benchmark growth</p> <ul style="list-style-type: none"> • Writing NAPLAN Year 5: To improve two year moving average for percentage students at or above Benchmark Growth from 60% 2021 to 70% 2026. • Spelling NAPLAN Year 5: To improve two year moving average for percentage students at or above Benchmark Growth from 58% 2021 to 70% 2026. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>SSP Target - N/ABY 2026, reduce the number of NAPLAN NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024. Reading 2024 Year 3 26% Reading 2024 Year 5 24%</p>
		<p>NAPLAN Achievement Bands.</p> <ul style="list-style-type: none"> • Writing: Decrease the percentage of students NAPLAN Year 3 Writing in bottom two bands from 33% 2022 to 10% 2026. • Spelling: Decrease the percentage of students NAPLAN Year 3 Spelling in bottom two bands from 39% 2022 to 25% 2026. 	<p>Decrease the percentage of students NAPLAN Year 3 Writing in bottom band (Needs additional support) from 19% (21 students) in 2024 to 14% in 2025. Decrease the percentage of students NAPLAN Year 5 Writing in bottom band (Needs additional support) from 25% (23 students) in 2024 to 20% in 2025. Decrease the percentage of students NAPLAN Year 3 spelling in bottom band (Needs additional support) from 25% (28 students) in 2024 to 20% in 2025. Decrease the percentage of students NAPLAN Year 5 spelling in bottom band (Needs additional</p>

			support) from 30% (26 students) to 25% in 2025.
		<p>Teacher Judgements</p> <ul style="list-style-type: none"> ● Writing: Improve teacher Judgements % students above expected level from 14% 2021 to 25% 2026. 	Writing: Improve the teacher judgement percentage of students above the expected level from 16% 2024 Sem 2 to 20% 2025 Sem 2.
		<p>Staff Survey</p> <ul style="list-style-type: none"> ● To improve collective positive endorsement for Collective Efficacy from 64% positive endorsement 2021 to 70% positive endorsement in 2026. 	SOS - To improve positive endorsement for 'Collective Efficacy' from 57% in 2024 to 64% in 2025.
To improve student learning achievement and growth in Numeracy	Yes	<p>NAPLAN Growth</p> <p>To improve the moving average for percentage of students at or above benchmark growth from 71% 2021 to 75% 2026.</p>	SSP Target - N/ABY 2026, reduce the number of NAPLAN NAS students in numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Numeracy 2024 Year 3 24% Numeracy 2024 Year 5 16%
		<p>NAPLAN achievement Bands</p> <p>To improve Numeracy NAPLAN percentage of students, top two bands year 3 from 19% 2022 to 28% 2026</p>	Improve the percentage of NAPLAN students in the top band (exceeding) in: * Year 3 Numeracy from (2024) 3% (3 students) to 5% (5 students) in 2025. * Year 5 Numeracy from (2024) 5% (5 students) to 8% (8 students) in 2025.
		<p>Teacher judgements</p> <ul style="list-style-type: none"> ● To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 59% 2021 to 70% 2026. 	To reduce the percentage of students in teacher judgements Maths (2.0) below the expected level from 30% 2024 Sem 2 to 27% 2025 Sem 2. To improve the percentage of students in teacher judgements Maths (2.0) at or

		<ul style="list-style-type: none"> To Improve teacher judgements at or above expected level in Geometry and Measurement from 54% 2022 (sem1) to 65% (Sem 2) 2026 	above expected level from 70% 2024 Sem 2 to 73% 2025 Sem 2.
		<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> To improve academic emphasis from 56% positive endorsement 2022 to 65% positive endorsement 2026 	SOS - To improve 'academic emphasis' from 39% positive endorsement 2024 to 60% 2024.
To strengthen the connectedness, resilience and wellbeing of all students	Yes	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> To improve sense of confidence from 71% Positive Endorsement 2022 to 78% positive endorsement 2026 To improve student voice and agency from 69% positive endorsement 2022 to 75% positive endorsement 2026. 	AtoSS - To improve 'sense of confidence' from 75% positive endorsement 2024 to 77% Positive endorsement 2025. AtoSS - To improve 'student voice and agency' from 69% positive endorsement 2024 to 73% Positive endorsement 2025.
		<p>Parent Survey</p> <ul style="list-style-type: none"> To improve confidence and resilience from 70% positive endorsement 2021 to 80% positive endorsement 2026. 	POS - To improve' confidence and resilience' from 73% positive endorsement 2024 to 75% positive endorsement 2025.
		<p>Staff Survey:</p> <ul style="list-style-type: none"> To build resilience and a resilient supportive environment from 66% positive endorsement 2022 to 75% 2026. 	SOS - To improve 'build resilience and a resilient supportive environment' from 43% positive endorsement 2024 to 66% positive endorsement 2025. ATTENDANCE To improve unexplained absences from 7.5 (end Nov) in 2024 to 7 in 2025. To reduce the percentage of students with 20+ days absent from 47% (end

			Nov) in 2024 to 42% in 2025. To reduce the percentage of First Nations students with 20+ days absent from 59% (end Nov) in 2024 to 49% in 2025.
--	--	--	---

Goal 1	To improve student learning achievement and growth in literacy		
12-month target 1.1	SSP Target - N/A By 2026, reduce the number of NAPLAN NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024. Reading 2024 Year 3 26% Reading 2024 Year 5 24%		
12-month target 1.2	Decrease the percentage of students NAPLAN Year 3 Writing in bottom band (Needs additional support) from 19% (21 students) in 2024 to 14% in 2025. Decrease the percentage of students NAPLAN Year 5 Writing in bottom band (Needs additional support) from 25% (23 students) in 2024 to 20% in 2025. Decrease the percentage of students NAPLAN Year 3 spelling in bottom band (Needs additional support) from 25% (28 students) in 2024 to 20% in 2025. Decrease the percentage of students NAPLAN Year 5 spelling in bottom band (Needs additional support) from 30% (26 students) to 25% in 2025.		
12-month target 1.3	Writing: Improve the teacher judgement percentage of students above the expected level from 16% 2024 Sem 2 to 20% 2025 Sem 2.		
12-month target 1.4	SOS - To improve positive endorsement for 'Collective Efficacy' from 57% in 2024 to 64% in 2025.		
Key Improvement Strategies			Is this KIS selected for focus this year?

KIS 1.a Teaching and learning	Embed a consistent pedagogical approach for implementing the whole school literacy program.	Yes
KIS 1.b Assessment	Develop a consistent approach to formative, and summative assessment in literacy.	No
KIS 1.c Teaching and learning	Build teacher capacity in the teaching of Spelling and Writing	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.	In 2023 and 2024 we have been implementing a new focus for our literacy teaching at Wallan PS. Our leaders have spent time researching best practice and reviewing current practices to update our instructional model. In 2024 we began a consistent implementation in our Foundation to year 2 area. We also began to look into what this means for our Year 3-6. We moved to 'English' and 'Core Literacy' rather than the reading and writing block traditionally was used. Our tutors and intervention program have also ensured they are running a similar program in their sessions to the program we are implementing in classrooms. In 2024 we focused on KIS 2c and feel that 2a is a natural development from this KIS. This is also backed by our FISO review where we have identified Teaching and Learning as 'evolving.' By moving to another KIS this continues to ensure as a school we work through our strategic plan over the SSP timeline.	
Goal 2	To improve student learning achievement and growth in Numeracy	
12-month target 2.1	SSP Target - N/A By 2026, reduce the number of NAPLAN NAS students in numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Numeracy 2024 Year 3 24% Numeracy 2024 Year 5 16%	
12-month target 2.2	Improve the percentage of NAPLAN students in the top band (exceeding) in: * Year 3 Numeracy from (2024) 3% (3 students) to 5% (5 students) in 2025. * Year 5 Numeracy from (2024) 5% (5 students) to 8% (8 students) in 2025.	
12-month target 2.3	To reduce the percentage of students in teacher judgements Maths (2.0) below the expected level from 30% 2024 Sem 2 to 27% 2025 Sem 2.	

	To improve the percentage of students in teacher judgements Maths (2.0) at or above expected level from 70% 2024 Sem 2 to 73% 2025 Sem 2.	
12-month target 2.4	SOS - To improve 'academic emphasis' from 39% positive endorsement 2024 to 60% 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	To build teacher capacity in the teaching of Geometry and Measurement / Statistics and Probability.	No
KIS 2.b Engagement	To build teacher capacity to identify and plan for the use of higher order thinking skills in learning tasks.	No
KIS 2.c Engagement	To build staff capacity to differentiate learning so that all children achieve their potential.	Yes
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.	In 2024 we worked through KIS 3a. We continued to work on student voice and agency and the implementation of goals in classrooms. We also implemented the new 2.0 Maths Curriculum. Staff had a lot of professional learning to ensure they were ready to implement maths 2.0 and they could identify similarities and differences in the curriculum. This also supports our continual professional learning on assessment and teacher judgements. We believe that the logical next step is to jump to KIS 3c and show teachers the link between differentiation and the goal setting we now have in place.	
Goal 3	To strengthen the connectedness, resilience and wellbeing of all students	
12-month target 3.1	AtoSS - To improve 'sense of confidence' from 75% positive endorsement 2024 to 77% Positive endorsement 2025. AtoSS - To improve 'student voice and agency' from 69% positive endorsement 2024 to 73% Positive endorsement 2025.	
12-month target 3.2	POS - To improve 'confidence and resilience' from 73% positive endorsement 2024 to 75% positive endorsement 2025.	

<p>12-month target 3.3</p>	<p>SOS - To improve 'build resilience and a resilient supportive environment' from 43% positive endorsement 2024 to 66% positive endorsement 2025.</p> <p>ATTENDANCE To improve unexplained absences from 7.5 (end Nov) in 2024 to 7 in 2025.</p> <p>To reduce the percentage of students with 20+ days absent from 47% (end Nov) in 2024 to 42% in 2025.</p> <p>To reduce the percentage of First Nations students with 20+ days absent from 59% (end Nov) in 2024 to 49% in 2025.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 3.a Engagement</p>	<p>Build staff and student capacity to set challenging learning goals that enable students to monitor their own growth.</p>	
<p>KIS 3.b Engagement</p>	<p>Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.</p>	
<p>KIS 3.c Engagement</p>	<p>Embed a positive climate for learning.</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>In 2024 we had the following occur: * Introduction of DI - In line with DE * Checking on 2023 implementation of RRRR, Zones, MHiPS * First year of SWPBS * Initial connection with Real Schools for a 3 year program to support culture and restorative practices to support student behaviour. This was identified as a need at the end of 2023. With all the above in mind, we decided that the best KIS was 4c. After much reflection on 2024 we believe this is still an area that we need to focus on again. Staff survey data has dropped and we want to acknowledge this and collaborate to unpack this and develop a positive climate. AtoSS data has maintained, with some improvements, and we want to see this improve even more. Behaviours have increased as well as the wellbeing and mental health demands. With all this in mind as a school we want to identify this area as our key focus for another year. The plan</p>	

	will be in 2025 to complete KIS 4a and b which should already have been informally implemented over the last few years.
--	---

Define actions, outcomes, success indicators and activities

Goal 1	To improve student learning achievement and growth in literacy
12-month target 1.1	SSP Target - N/A By 2026, reduce the number of NAPLAN NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024. Reading 2024 Year 3 26% Reading 2024 Year 5 24%
12-month target 1.2	Decrease the percentage of students NAPLAN Year 3 Writing in bottom band (Needs additional support) from 19% (21 students) in 2024 to 14% in 2025. Decrease the percentage of students NAPLAN Year 5 Writing in bottom band (Needs additional support) from 25% (23 students) in 2024 to 20% in 2025. Decrease the percentage of students NAPLAN Year 3 spelling in bottom band (Needs additional support) from 25% (28 students) in 2024 to 20% in 2025. Decrease the percentage of students NAPLAN Year 5 spelling in bottom band (Needs additional support) from 30% (26 students) to 25% in 2025.
12-month target 1.3	Writing: Improve the teacher judgement percentage of students above the expected level from 16% 2024 Sem 2 to 20% 2025 Sem 2.
12-month target 1.4	SOS - To improve positive endorsement for 'Collective Efficacy' from 57% in 2024 to 64% in 2025.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a consistent pedagogical approach for implementing the whole school literacy program.

Actions	Embed consistent explicit teaching in literacy.
Outcomes	<p>Leaders will...</p> <ul style="list-style-type: none"> Provide professional learning opportunities Use school-based data to inform planning Develop feedback and coaching practices Oversee and monitor the impact of the targeted intervention and tutoring programs. Enhance whole school data tracking processes Evaluate school practices in line with the Department's Initiatives (eg VTLM 2.0, Vic Curr 2.0, Phonics) <p>Teachers will...</p> <ul style="list-style-type: none"> Build and evaluate consistent approaches involving professional learning, peer observations and reflective practices. Implement the instructional model Develop and implement consistent formative assessment to inform planning Monitor student growth and liaise with intervention staff of IEP's. <p>Students will...</p> <ul style="list-style-type: none"> Identify different stages of the instructional model Engage in point-of-need learning tasks. Apply learning to complete formative assessment tasks. Understand where they are at with their learning, and what they need to do next to improve.
Success Indicators	<p>Short Term Indicators:</p> <ul style="list-style-type: none"> - Notes from learning walks and peer observations will show how staff are embedding consistent pedagogical approaches. - Documentation of curriculum planners on a whole school, cohort and individual classroom level will show consistency. - Whole school data tracking processes will show specific cohorts of students aligned to intervention. - - Formative assessment results will be documented and regularly analysed to inform future planning. - IEP's will describe specific goals, teaching strategies, adjustments and supports. - Teachers can discuss our school instructional model and the connection to Department initiatives. <p>Long Term Indicators:</p> <p>NAPLAN</p> <ul style="list-style-type: none"> - Reduced number of NAS students in reading, writing and spelling in Yr 3 and 5 compared to the number of NAS students in 2024.

	<ul style="list-style-type: none"> - Improve teacher judgement percentage of students below the expected level from 2024 Sem 2 in reading and writing. <p>TEACHER JUDGEMENT</p> <ul style="list-style-type: none"> - Improve teacher judgement percentage of students above the expected level from 2024 Sem 2 in reading and writing. <p>STAFF SURVEY</p> <ul style="list-style-type: none"> - Improve the positive endorsement of Collective efficacy on the Staff Opinion Survey 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and implement a professional learning plan.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement the Playbook Project for the whole staff.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Provide Network PL for staff through the LS and Middle Leader CoP	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Other funding will be used
Allocate clear roles and responsibilities in Literacy Leadership.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Review and enhance expectations and PL practices for peer observation and reflective practice.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Refine whole school practices for data analysis and tracking of priority groupings.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and develop a monitoring process for curriculum planners on a whole school, cohort and individual classroom level	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit curriculum documentation and practices against Victorian Curriculum 2.0 and VTLM 2.0	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement an IEP template in the Learning space.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Allocate students to tutor groups and tutors.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed the use of technology from Foundation to Year 6 (leases)	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$44,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Allocate coaching for our PLC leaders.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Other funding will be used
Purchase additional Literacy Resources & LLLL Resources	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Purchase classroom supplies for all students	<input type="checkbox"/> PLC leaders <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,501.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student learning achievement and growth in Numeracy			
12-month target 2.1	SSP Target - N/A By 2026, reduce the number of NAPLAN NAS students in numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Numeracy 2024 Year 3 24% Numeracy 2024 Year 5 16%			
12-month target 2.2	Improve the percentage of NAPLAN students in the top band (exceeding) in: * Year 3 Numeracy from (2024) 3% (3 students) to 5% (5 students) in 2025. * Year 5 Numeracy from (2024) 5% (5 students) to 8% (8 students) in 2025.			
12-month target 2.3	To reduce the percentage of students in teacher judgements Maths (2.0) below the expected level from 30% 2024 Sem 2 to 27% 2025 Sem 2.			

	To improve the percentage of students in teacher judgements Maths (2.0) at or above expected level from 70% 2024 Sem 2 to 73% 2025 Sem 2.
12-month target 2.4	SOS - To improve 'academic emphasis' from 39% positive endorsement 2024 to 60% 2024.
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To build staff capacity to differentiate learning so that all children achieve their potential.
Actions	Build staff capacity to use data to plan for differentiation.
Outcomes	<p>Leaders will...</p> <ul style="list-style-type: none"> Provide professional learning opportunities Use school-based data to inform planning Develop feedback and coaching practices Oversee and monitor the impact of the targeted intervention and tutoring programs. Enhance whole school data tracking processes Maintain allocated time for PLC practices <p>Teachers will...</p> <ul style="list-style-type: none"> Build and evaluate consistent approaches involving professional learning, peer observations and reflective practices. Implement the instructional model Develop and implement consistent formative assessment to inform planning and student goals Monitor student growth and liaise with intervention staff of IEP's. Engage in the PLC process to set and measure student goals Provide feedback to students about their current and next learning. <p>Students will...</p> <ul style="list-style-type: none"> Identify different stages of the instructional model

	<p>Engage in point-of-need learning tasks. Apply learning to complete formative assessment tasks. Be able to explain what their current level of achievement is in mathematics. Be able to explain their next steps in learning. Be challenged at their point of need.</p>			
Success Indicators	<p>Short Term:</p> <ul style="list-style-type: none"> - Notes from learning walks and peer observations will show evidence of differentiation. - Students will be able to articulate their learning goals and how to improve. - Documentation of curriculum planners on a whole school, cohort and individual classroom level will show student goals and differentiation. - Whole school data tracking processes will show specific cohorts of students aligned to intervention. - Formative assessment results will be documented and regularly analysed to inform future planning. - IEP's will describe specific goals, teaching strategies, adjustments and supports. - PLC cycle of inquiry documentation will detail clear teacher actions. <p>Long Term:</p> <p>NAPLAN</p> <ul style="list-style-type: none"> - Reduced number of NAS students in Maths in Year 3 and 5 compared to the number of NAS students in 2024. <p>TEACHER JUDGEMENT</p> <ul style="list-style-type: none"> - Improve teacher judgement percentage of students above the expected level from 2024 Sem 2 in reading and writing. <p>STAFF SURVEY</p> <ul style="list-style-type: none"> - Improve the positive endorsement of Academic emphasis on the Staff Opinion Survey 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and implement a professional learning plan.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Allocate clear roles and responsibilities in Numeracy Leadership.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Review and enhance expectations and PL practices for peer observation and reflective practice.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Refine whole school practices for data analysis and tracking of priority groupings.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and develop curriculum planner expectations for differentiation on a whole school, cohort and individual classroom level	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit curriculum documentation and practices against Victorian Curriculum 2.0 and VTLM 2.0	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement an IEP template in the Learning space.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Allocate students to tutor groups and tutors.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Purchase additional numeracy resources	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,800.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To strengthen the connectedness, resilience and wellbeing of all students			
12-month target 3.1	AtoSS - To improve 'sense of confidence' from 75% positive endorsement 2024 to 77% Positive endorsement 2025. AtoSS - To improve 'student voice and agency' from 69% positive endorsement 2024 to 73% Positive endorsement 2025.			
12-month target 3.2	POS - To improve 'confidence and resilience' from 73% positive endorsement 2024 to 75% positive endorsement 2025.			
12-month target 3.3	SOS - To improve 'build resilience and a resilient supportive environment' from 43% positive endorsement 2024 to 66% positive endorsement 2025. ATTENDANCE To improve unexplained absences from 7.5 (end Nov) in 2024 to 7 in 2025. To reduce the percentage of students with 20+ days absent from 47% (end Nov) in 2024 to 42% in 2025. To reduce the percentage of First Nations students with 20+ days absent from 59% (end Nov) in 2024 to 49% in 2025.			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students'	Embed a positive climate for learning.			

participation and engagement in school	
Actions	Build strong, inclusive connections with all members of the school community.
Outcomes	<p>Leaders will...</p> <ul style="list-style-type: none"> document, implement and communicate procedures, expectations and visible practices (WWW.Com) provide professional learning provide coaching and modelling implement referral templates and processes use data to inform support systems required at a whole school, cohort and individual level create strong partnerships with families through enhanced communication <p>Teachers will...</p> <ul style="list-style-type: none"> create strong partnerships with all families through enhanced communication embedd WWW.com (Wallan Wellbeing Way.Communication!) implement inclusive practices with required adjustments follow attendance practices <p>Students will...</p> <ul style="list-style-type: none"> form positive relationships with staff and peers contribute to a safe and inclusive environment articulate and demonstrate a positive attitude to learning improve attendance and engagement.
Success Indicators	<p>Short Term Indicators:</p> <ul style="list-style-type: none"> - Implementation of lessons and language observed during learning walks of WWW.Com (Real Schools, SWPBS, RRRR, Zones, Wallan Warm Welcome) - Visual displays around the school - Students communicating their emotions - Consistent practices of WWW.Com in work programs - Tracking of family communication

	<ul style="list-style-type: none"> - Classroom teachers supporting students with high absences - Acknowledgement of cultural events - Koorie plan implemented - Improved IEP practices - Form strong relationships with students and families - Documented adjustments in work programs - Increased knowledge on the WPS referral process - Completed DIPs (above 5) - Wellbeing allocated on the SIT agenda and meeting schedule - Embedded class processes <p>Long Term Indicators: AtoSS:</p> <ul style="list-style-type: none"> - Improved 'sense of confidence' - Improved 'student voice and agency' - Improved 'confidence and resilience' <p>STAFF SURVEY:</p> <ul style="list-style-type: none"> - Improved 'build resilience and a resilient supportive environment' <p>ATTENDANCE:</p> <ul style="list-style-type: none"> - Reduced unexplained absences from 2024 - Reduced percentage of students with 20+ days absent from 2024 <p>BEHAVIOUR DATA:</p> <ul style="list-style-type: none"> - Reduction in behaviour chronicles - Students are implementing strategies to manage emotions. - Classrooms are implementing resources to support students to manage resources 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Allocate clear roles and responsibilities in Wellbeing Leadership.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Provide Network PL for staff through the Wellbeing CoP	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Other funding will be used
Embed SWPB processes	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$126,558.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement and embedd Real Schools	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,000.00 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop a scope and sequence for RRRR	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Connect and communicate with families with low attendance	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input type="checkbox"/> Principal <input type="checkbox"/> Teacher(s)		to: Term 4	
Analyse specific data sets and track attendance for whole school and cohort (ATSI, Equity, Cohorts)	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leadership team <input type="checkbox"/> Principal <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appoint staff to lead, support and oversee Wellbeing	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$589,362.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Embed the DI practices	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,325.00 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Allocate a MHWL and employ allied health	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$161,057.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input type="checkbox"/> Other funding will be used
Implement Cyber Safe sessions for all students, staff and families	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Embed Anti Racism practices	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a 2025 First Nations Plan	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal <input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Other funding will be used
Provide visits from a therapy dog	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			to: Term 4	<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Support families with school resources to attend incursions and excursions	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Embed values tickets, Patch babies, Patch's pantry, Principal awards around positive engagement and attendance	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Purchase and develop wellbeing resources	<input type="checkbox"/> Principal <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$49,500.00 <input type="checkbox"/> Equity funding will be used
Implement Community Events	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,400.00 <input type="checkbox"/> Equity funding will be used
Implement Professional Learning	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$41,449.00 <input type="checkbox"/> Equity funding will be used

<p>Allocate community connections ES and two ES support members in specialists.</p>	<p><input type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$143,420.00</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
---	---	--	--	--

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$785,005.81	\$785,006.00	-\$0.19
Disability Inclusion Tier 2 Funding	\$442,408.02	\$442,409.00	-\$0.98
Schools Mental Health Fund and Menu	\$88,404.18	\$88,405.00	-\$0.82
Total	\$1,315,818.01	\$1,315,820.00	-\$1.99

Activities and milestones – Total Budget

Activities and milestones	Budget
Embed the use of technology from Foundation to Year 6 (leases)	\$44,000.00
Purchase additional Literacy Resources & LLLL Resources	\$50,000.00
Purchase classroom supplies for all students	\$42,501.00
Purchase additional numeracy resources	\$27,800.00
Embed SWPB processes	\$126,558.00
Implement and embedd Real Schools	\$28,000.00
Appoint staff to lead, support and oversee Wellbeing	\$589,362.00
Embed the DI practices	\$3,325.00
Allocate a MHWL and employ allied health	\$161,057.00
Implement Cyber Safe sessions for all students, staff and families	\$10,000.00

Develop a 2025 First Nations Plan	\$30,000.00
Provide visits from a therapy dog	\$4,000.00
Support families with school resources to attend incursions and excursions	\$30,000.00
Embed values tickets, Patch babies, Patch's pantry, Principal awards around positive engagement and attendance	\$10,000.00
Purchase and develop wellbeing resources	\$49,500.00
Implement Community Events	\$11,400.00
Implement Professional Learning	\$41,449.00
Allocate community connections ES and two ES support members in specialists.	\$143,420.00
Totals	\$1,402,372.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Embed the use of technology from Foundation to Year 6 (leases)	from: Term 1 to: Term 4	\$44,000.00	<input type="checkbox"/> Assets
Purchase additional Literacy Resources & LLLL Resources	from: Term 1 to: Term 4	\$50,000.00	<input type="checkbox"/> Teaching and learning programs and resources

Purchase classroom supplies for all students	from: Term 1 to: Term 4	\$42,501.00	<input type="checkbox"/> Teaching and learning programs and resources
Purchase additional numeracy resources	from: Term 1 to: Term 4	\$27,800.00	<input type="checkbox"/> Teaching and learning programs and resources
Embed SWPB processes	from: Term 1 to: Term 4	\$73,158.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources
Appoint staff to lead, support and oversee Wellbeing	from: Term 1 to: Term 4	\$335,698.00	<input type="checkbox"/> School-based staffing
Allocate a MHWL and employ allied health	from: Term 1 to: Term 4	\$39,500.00	<input type="checkbox"/> Support services
Develop a 2025 First Nations Plan	from: Term 1 to: Term 4	\$30,000.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Support families with school resources to attend incursions and excursions	from: Term 1 to: Term 4	\$30,000.00	<input type="checkbox"/> Other Support families with excursions and incursions

Embed values tickets, Patch babies, Patch's pantry, Principal awards around positive engagement and attendance	from: Term 1 to: Term 4	\$10,000.00	<input type="checkbox"/> Teaching and learning programs and resources
Purchase and develop wellbeing resources	from: Term 1 to: Term 4	\$49,500.00	<input type="checkbox"/> Teaching and learning programs and resources
Implement Community Events	from: Term 1 to: Term 4	\$11,400.00	<input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Other Support for Community Connections
Implement Professional Learning	from: Term 1 to: Term 4	\$41,449.00	<input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$785,006.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement and embedd Real Schools	from: Term 1 to: Term 4	\$28,000.00	<input type="checkbox"/> Teaching and learning programs and resources • Other Real Schools
Appoint staff to lead, support and oversee Wellbeing	from: Term 1	\$253,664.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		<ul style="list-style-type: none"> • Leading teacher • Education support staff
Embed the DI practices	from: Term 1 to: Term 4	\$3,325.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom teacher
Implement Cyber Safe sessions for all students, staff and families	from: Term 1 to: Term 4	\$10,000.00	<input type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other The Cyber Safe Project
Provide visits from a therapy dog	from: Term 1 to: Term 4	\$4,000.00	<input type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other Therapy Dog
Allocate community connections ES and two ES support members in specialists.	from: Term 1 to: Term 4	\$143,420.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Totals		\$442,409.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Embed SWPB processes	from: Term 1	\$53,400.00	<input type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) <p style="text-align: center;">This activity will use Mental Health Menu staffing</p>

	to: Term 4		○ Assign existing staff member to initiative (eduPay)
Allocate a MHWL and employ allied health	from: Term 1 to: Term 4	\$35,005.00	<input type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$88,405.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

Totals		\$0.00	
---------------	--	--------	--

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Implement the Playbook Project for the whole staff.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team	<input type="checkbox"/> Whole school pupil free day <input type="checkbox"/> Communities of practice	<input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site
Provide Network PL for staff through the LS and Middle Leader CoP	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Communities of practice	<input type="checkbox"/> Leadership partners	<input type="checkbox"/> Off-site Seymour Offices
Review and enhance expectations and PL practices for peer observation and reflective practice.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site
Refine whole school practices for data analysis and tracking of priority groupings.	<input type="checkbox"/> Assistant principal	from: Term 1	<input type="checkbox"/> Design of formative assessments	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site

	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	to: Term 4	<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative inquiry/action research team			
Audit curriculum documentation and practices against Victorian Curriculum 2.0 and VTLM 2.0	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Learning specialist <input type="checkbox"/> Departmental resources VTLM & Vic Curr Resources	<input type="checkbox"/> On-site
Implement an IEP template in the Learning space.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Learning specialist <input type="checkbox"/> Departmental resources IEP resources	<input type="checkbox"/> On-site
Allocate coaching for our PLC leaders.	<input type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Departmental resources PLC Leaders	<input type="checkbox"/> On-site
Review and enhance expectations and PL practices for peer	<input type="checkbox"/> Assistant principal	from: Term 1	<input type="checkbox"/> Preparation	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site

observation and reflective practice.	<input type="checkbox"/> Learning specialist(s)	to: Term 4	<input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Individualised reflection			
Review and develop curriculum planner expectations for differentiation on a whole school, cohort and individual classroom level	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Timetabled planning day <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site
Audit curriculum documentation and practices against Victorian Curriculum 2.0 and VTLM 2.0	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist <input type="checkbox"/> Departmental resources VTLM resources & Vic Curr	<input type="checkbox"/> On-site
Provide Network PL for staff through the Wellbeing CoP	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Network professional learning	<input type="checkbox"/> SEIL <input type="checkbox"/> Learning specialist	<input type="checkbox"/> Off-site Seymour Offices

Implement and embed Real Schools	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Individualised reflection <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Whole school pupil free day <input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> External consultants Real Schools	<input type="checkbox"/> Off-site Local venue due to increase in staff numbers
Connect and communicate with families with low attendance	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Education support <input type="checkbox"/> Principal <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Implement Cyber Safe sessions for all students, staff and families	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> External consultants The Cyber Safety Project	<input type="checkbox"/> On-site
Embed Anti Racism practices	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Departmental resources Anti Racism Course online	<input type="checkbox"/> On-site

Develop a 2025 First Nations Plan	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal <input type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Network professional learning	<input type="checkbox"/> Departmental resources KESO & Marrung Sessions	<input type="checkbox"/> On-site
-----------------------------------	---	----------------------------------	---	--	--	----------------------------------