

2025 Annual Implementation Plan

for improving student outcomes

Coburg Special Developmental School (5261)



Submitted for review by Warren Tofts (School Principal) on 18 December, 2024 at 08:18 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2025

	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.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

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

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	<p>Despite the disrupted year due to the school move, we were able to set in motion a majority of our strategies to meet our goals and KIS. I feel we can now recoup and set strong direction for the next three years of our Strategic Plan. In that, we will look to focus on the following areas going forward:</p> <p>Goal 1:</p> <ul style="list-style-type: none"> * continue with a 'mini' PL format (small groups of teachers rotating through the PL) to further develop and embed the use of the Instructional Model. It will also be necessary to align this to the VTLM 2.0, specifically Direct Instruction, as well as review our English curriculum documents to include prescribe phonics application * develop and introduce a universal template for work programs through a working party * develop clear process for ongoing peer observation. There is also a strong staff push to extend peer observation to our ES staff for supportive practices across the school * introduce learning walks as a way of homogenising teaching and learning * formalise the Learning Specialist role through a substantive position * clarify the use of a google drive as a lesson plan bank, utilising the skills of the PLC leaders to develop <p>Goal 2</p> <ul style="list-style-type: none"> * Increase and ensure the use of SWPBS lesson plans * Increase use of NDIS navigator and MHP to present workshops to parents (realign the Parent Engagement Coordinator in our R&R booklet) * Increase staff professional learning opportunities through the MHP and MHWL. This will include them developing a bank of resources focusing on mental health and wellbeing * Continue using the mental health menu and community programs (working party) and promote the menu to staff * Hopefully complete the CUST training for the whole staff
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
Improve learning outcomes for all students	Yes	By 2027, increase the percentages of students achieving Teacher judgement growth within or above Victorian Curriculum levels (A-D) in: <ul style="list-style-type: none"> • Speaking and listening, from 83% in 2023 (semester 1) to 86% • Reading and viewing, from 83% in 2023 (semester 1) to 86% • Number and algebra, from 90% in 2023 (semester 1) to 93%. 	Speaking and listening - 87% Reading and Viewing - 87% Number and Algebra - 92%
		By 2027, increase the percentage of students responding positively to the Attitudes to School Survey factors: <ul style="list-style-type: none"> • Student voice and agency from 68% in 2022 to 75% • High expectations for success from 68% in 2022 to 75%. 	Student voice and agency - 70% High expectations for success - 86%
		By 2027, increase the percentage of staff responding positively to the School Staff Survey factors: <ul style="list-style-type: none"> • Understand formative assessment factor from 33% in 2022 to 50% • Promote student ownership of learning factor from 33% in 2022 to 50% 	Understand formative assessment factor - 64% Promote student ownership of learning factor - 64% Use student feedback to improve practice factor - 44% Skills to measure impact factor - 64%

		<ul style="list-style-type: none"> • Use student feedback to improve practice factor from 33% in 2022 to 60% • Skills to measure impact factor from 50% in 2022 to 55%. 	
		By 2027, increase the whole school student communication profile score for expressing opinion from 2.57 in 2022 to 2.75.	Communication profile score for 'expressing opinion' - 2.63
Enhance each students' wellbeing	Yes	By 2027, increase the percentage of students responding positively to the Attitudes to School Survey factors: <ul style="list-style-type: none"> • Perseverance from 60% in 2022 to 67% • Sense of confidence from 68% in 2022 to 75% • Sense of inclusion 68% in 2022 to 78% • Sense of connectedness from 79% in 2022 to 83%. 	Perseverance - 62% Sense of Confidence - 70% Sense of Inclusion - 75% Sense of Connectedness - 80%
		By 2027, increase the percentages of students achieving growth within or above Victorian Curriculum Personal and Social Capability levels (Self-Awareness and Management and Social Awareness and Management strands) from 74% in 2023 to 80%.	Personal and Social Capabilities (Self-Awareness and Management and Social Awareness and Management) - 87%
		By 2027, increase the whole school student communication profile scores for: <ul style="list-style-type: none"> • Requesting assistance from 2.66 in 2022 to 2.75 • Expression of enjoyment – emotion from 2.38 in 2022 to 2.75 	Requesting assistance - 2.68 Expression of enjoyment - 2.46

Goal 2	Improve learning outcomes for all students
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12-month target 2.1-month target	Speaking and listening - 87% Reading and Viewing - 87% Number and Algebra - 92%
12-month target 2.2-month target	Student voice and agency - 70% High expectations for success - 86%
12-month target 2.3-month target	Understand formative assessment factor - 64% Promote student ownership of learning factor - 64% Use student feedback to improve practice factor - 44% Skills to measure impact factor - 64%
12-month target 2.4-month target	Communication profile score for 'expressing opinion' - 2.63
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Consistently embed the CSDS instructional model in all classes and learning areas for all students Yes
KIS 2.b Teaching and learning	Continue the development and embedding of the Professional Learning Community (PLC) model 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.	For the second year of the strategic plan, we feel it important to continue the work of embedding the Instructional Model and its practical use across the curriculum. The continuation of the Learning Specialist as a substantive position will ensure this important work continues and becomes a natural part of our teaching and learning. This is also important due to the fact that 2024 was disrupted due to the move from the Gaffney Street site to the new buildings in Urquhart Street. KIS 2b will become the focus for the second half of the SSP period and works well as a whole school review of the PLC processes considering it will be 5 full years of implementation at the end of 2025.
Goal 3	Enhance each students' wellbeing
12-month target 3.1-month target	Perseverance - 62% Sense of Confidence - 70%

	Sense of Inclusion - 75% Sense of Connectedness - 80%	
12-month target 3.2-month target	Personal and Social Capabilities (Self-Awareness and Management and Social Awareness and Management) - 87%	
12-month target 3.3-month target	Requesting assistance - 2.68 Expression of enjoyment - 2.46	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Continue whole school approaches to improve student wellbeing	Yes
KIS 3.b Engagement	Strengthen partnerships with families, carers, specialist providers, wider community, and organisations	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.	A second year focussing on whole school approaches to improve student wellbeing will be of benefit considering the disrupted year in 2024. It also allows us time to 'deep dive' into the HIWS and the newly introduced Positive Classroom Management Strategies that align well with our SWPBS framework and tiered supports. We are also in a strong position to focus on our Respectful Relationships Education with input from our MHWL and MHP.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve learning outcomes for all students
12-month target 2.1 target	Speaking and listening - 87% Reading and Viewing - 87% Number and Algebra - 92%
12-month target 2.2 target	Student voice and agency - 70% High expectations for success - 86%
12-month target 2.3 target	Understand formative assessment factor - 64% Promote student ownership of learning factor - 64% Use student feedback to improve practice factor - 44% Skills to measure impact factor - 64%
12-month target 2.4 target	Communication profile score for 'expressing opinion' - 2.63
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Consistently embed the CSDS instructional model in all classes and learning areas for all students
Actions	Develop the staff's knowledge and understanding of the Victorian Teaching and Learning Model 2.0 and ensuring its use across all curriculum areas.
Outcomes	Leadership Ensure that the curriculum is aligned with department initiatives and consistent teaching practice across the school. The English curriculum will be updated and will include the Big 6 and a systematic synthetic phonics approach that works for our school and students. Middle leadership will be increased and will allow for distributed leadership across both Learning and Wellbeing.

	<p>Teacher Confidence and understanding of the VTLM 2.0 and how it relates to current practice and further development of Teaching and Learning. This should encourage a deeper understanding and use of our Instructional Model, including explicit teaching. The practice will be improved and more consistent across the school through peer observation and feedback strategies.</p> <p>Student Improved engagement and outcomes. Access to contemporary teaching. Generalization of learning across all curriculum areas.</p> <p>Community Will be confident that the school has an innovative and contemporary curriculum that benefits their children.</p>				
Success Indicators	<p>Teacher judgements against the Victorian Curriculum AToSS - developing 'Student feedback' mechanisms that will impact data Teachers' work programs written inline with the instructional model Edited curriculum documents PechaKuchas - documentation of the PLC inquiry cycles</p>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Employ a substantive Learning Specialist to advocate for, and drive the use of, both the VTLM 2.0 and the Coburg SDS Instructional Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used	

<p>Introduce the VTLM 2.0 using specific professional learning sessions, making links between our current teaching practices and our instructional model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Introduce (or align current practice of) explicit teaching as prescribed in the VTLM 2.0</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Review our English curriculum specifically related to the 'Big 6' and including explicit teaching and phonics instruction.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Continue the peer observation structure and investigate extension of this process to ESS.</p>	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Include PLC inquiry cycles based around phonics in the classroom and use of the instructional model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Goal 3</p>	<p>Enhance each students' wellbeing</p>			

12-month target 3.1 target	Perseverance - 62% Sense of Confidence - 70% Sense of Inclusion - 75% Sense of Connectedness - 80%
12-month target 3.2 target	Personal and Social Capabilities (Self-Awareness and Management and Social Awareness and Management) - 87%
12-month target 3.3 target	Requesting assistance - 2.68 Expression of enjoyment - 2.46
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue whole school approaches to improve student wellbeing
Actions	Develop the staff's use of the High Impact Wellbeing Strategies and the Positive Classroom Management Strategies to improve student engagement and wellbeing. Prioritise and embed the use of the Respectful Relationships curriculum across the school.
Outcomes	Leadership Drive the Respectful Relationships curriculum, making links to Health and PE learning area and the Personal and Social Capabilities. The Mental Health and Wellbeing Leader and Mental Health Practitioner will take the lead in driving these initiatives in combination with the Learning Specialist Wellbeing. Teachers There will be a deeper understanding of, and confidence in, utilising the High Impact Wellbeing Strategies and the Positive Classroom Management Strategies. They'll have a better understanding of the links between these initiatives as well as connection to our current tiered supports through our Schoolwide Positive Behaviour Framework.

	<p>Students Increase engagement and improved wellbeing. Improved self awareness of emotional and wellbeing needs including self regulation strategies. Improved ability to interact with peers and adults in a positive way.</p> <p>Community Continued respectfulness in all dealings with the school. An increased participation in their child's school life and sense of community.</p>			
Success Indicators	<p>Teacher judgements against the Social and Personal Capabilities Parent Opinion Survey Updated SWPBS lesson plans Be You checklists Mental Health and Wellbeing menu and activities</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ a Learning Specialist to advocate for, and drive the use of, the High Impact Wellbeing Strategies and the Positive Classroom Management Strategies within our teaching.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop structured professional learning sessions to introduce and embed the use of the HIWSs and PCMSs.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" 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

Link the PCMSs with current SWPBS tiered supports and review and edit SWPBS lesson plans with this in mind.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Broaden and formalise the teaching of the Respectful Relationships education curriculum. Include the development of the 'doll program' together with Jacana and Glenroy SS.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Include PLC inquiry cycles based around Respectful Relationships and High Impact Wellbeing Strategies.	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Further prioritise Tier 1 structures and practices across the school by implementing a Tier 1 checklist and developing a Tier 1 resource bank.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Extend hours for the Mental Health Practitioner to support the mental health and wellbeing programs across the whole school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$33,128.08 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

				funded or free items
Investigate the Mental Health Menu and employ activities and services as appropriate.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$22,585.00	\$16,000.00	\$6,585.00
Disability Inclusion Tier 2 Funding	\$46,186.87	\$40,525.58	\$5,661.29
Schools Mental Health Fund and Menu	\$27,602.50	\$27,602.50	\$0.00
Total	\$96,374.37	\$84,128.08	\$12,246.29

Activities and milestones – Total Budget

Activities and milestones	Budget
Employ a substantive Learning Specialist to advocate for, and drive the use of, both the VTLM 2.0 and the Coburg SDS Instructional Model.	\$6,000.00
Introduce the VTLM 2.0 using specific professional learning sessions, making links between our current teaching practices and our instructional model.	\$5,000.00
Introduce (or align current practice of) explicit teaching as prescribed in the VTLM 2.0	\$3,000.00
Review our English curriculum specifically related to the 'Big 6' and including explicit teaching and phonics instruction.	\$3,000.00
Continue the peer observation structure and investigate extension of this process to ESS.	\$3,000.00
Include PLC inquiry cycles based around phonics in the classroom and use of the instructional model.	\$5,000.00

Employ a Learning Specialist to advocate for, and drive the use of, the High Impact Wellbeing Strategies and the Positive Classroom Management Strategies within our teaching.	\$6,000.00
Develop structured professional learning sessions to introduce and embed the use of the HIWSs and PCMSs.	\$5,000.00
Link the PCMSs with current SWPBS tiered supports and review and edit SWPBS lesson plans with this in mind.	\$2,000.00
Broaden and formalise the teaching of the Respectful Relationships education curriculum. Include the development of the 'doll program' together with Jacana and Glenroy SS.	\$3,000.00
Extend hours for the Mental Health Practitioner to support the mental health and wellbeing programs across the whole school.	\$33,128.08
Investigate the Mental Health Menu and employ activities and services as appropriate.	\$10,000.00
Totals	\$84,128.08

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Introduce the VTLM 2.0 using specific professional learning sessions, making links between our current teaching practices and our instructional model.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Introduce (or align current practice of) explicit teaching as prescribed in the VTLM 2.0	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Review our English curriculum specifically related to the 'Big 6' and including explicit teaching and phonics instruction.	from: Term 3 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Continue the peer observation structure and investigate extension of this process to ESS.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Link the PCMSs with current SWPBS tiered supports and review and edit SWPBS lesson plans with this in mind.	from: Term 2 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$16,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ a substantive Learning Specialist to advocate for, and drive the use of, both the VTLM 2.0 and the Coburg SDS Instructional Model.	from: Term 1 to: Term 1	\$6,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Include PLC inquiry cycles based around phonics in the	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff

classroom and use of the instructional model.	to: Term 3		<ul style="list-style-type: none"> • Whole school
Employ a Learning Specialist to advocate for, and drive the use of, the High Impact Wellbeing Strategies and the Positive Classroom Management Strategies within our teaching.	from: Term 1 to: Term 1	\$6,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Develop structured professional learning sessions to introduce and embed the use of the HIWSs and PCMSs.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Middle school leaders
Broaden and formalise the teaching of the Respectful Relationships education curriculum. Include the development of the 'doll program' together with Jacana and Glenroy SS.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Extend hours for the Mental Health Practitioner to support the mental health and wellbeing programs across the whole school.	from: Term 1 to: Term 4	\$15,525.58	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Totals		\$40,525.58	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Extend hours for the Mental Health Practitioner to support the mental health and wellbeing programs across the whole school.	from: Term 1 to: Term 4	\$17,602.50	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Investigate the Mental Health Menu and employ activities and services as appropriate.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Be You mental health literacy training (free)
Totals		\$27,602.50	

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
Introduce the VTLM 2.0 using specific professional learning sessions, making links between our current teaching practices and our instructional model.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Introduce (or align current practice of) explicit teaching as prescribed in the VTLM 2.0	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Review our English curriculum specifically related to the 'Big 6' and including explicit teaching and phonics instruction.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site

Develop structured professional learning sessions to introduce and embed the use of the HIWSs and PCMSs.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Link the PCMSs with current SWPBS tiered supports and review and edit SWPBS lesson plans with this in mind.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> SWPBS leader/team	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"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants SWPBS coach	<input checked="" type="checkbox"/> On-site
Broaden and formalise the teaching of the Respectful Relationships education curriculum. Include the development of the 'doll program' together with Jacana and Glenroy SS.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relations consultant/s	<input checked="" type="checkbox"/> On-site