

# 2025 Annual Implementation Plan

## for improving student outcomes

Travancore School (4465)



Submitted for review by Katie Archibald (School Principal) on 04 April, 2025 at 11:53 AM  
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 30 April, 2025 at 01:32 PM

## Self-evaluation summary

|                              | FISO 2.0 outcomes                                                                                                                                                           | Self-evaluation level |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Learning</b>              | Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.   |                       |
| <b>Wellbeing</b>             | 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 |
| <b>Leadership</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 |                       |
|                              | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core                              |                       |
| <b>Teaching and learning</b> | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs                            |                       |

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|                              | 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 |  |
| <b>Assessment</b>            | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.                                                                                 |  |
|                              | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities                                                     |  |
| <b>Engagement</b>            | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school                                        |  |
|                              | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                                                                           |  |
| <b>Support and resources</b> | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion                                                                                         |  |

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|  | 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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| <b>Future planning</b>                  |  |
| <b>Documents that support this plan</b> |  |

## Select annual goals and KIS

| Four-year strategic goals         | Is this selected for focus this year? | Four-year strategic targets                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 12-month target                                                                                                                                                                                                                                                                        |
|-----------------------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve student learning outcomes | Yes                                   | <p>*By 2028, increase the percentage of students who achieve their IEP learning goals from 79% in 2024 to above 82%</p> <p>*percentage will be based on students whose attendance at Travancore programs provides them with the opportunity to achieve their IEP learning goals</p>                                                                                                                                                                                                  | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.                                                                                                                                                                                 |
|                                   |                                       | <p>By 2028, increase the 2024 percentage positive responses on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> <li>• Timetable meetings to support collaboration from 62% to 70%</li> <li>• Understand formative assessment from 62% to 70%</li> <li>• Use student feedback to improve practice from 77% to 81%</li> </ul>                                                                                                                                     | By the end of 2025 the percentage of students who will achieve their IEP learning goals will increase from 79% to 80%                                                                                                                                                                  |
|                                   |                                       | <p>By 2028, increase the percentage positive responses 'agree or strongly agree' to the school adapted Student Survey measures:</p> <ul style="list-style-type: none"> <li>• Travancore teachers tell students what they are learning and why from 79% to 85%</li> <li>• Travancore teachers adjust tasks/activities for students depending on their ability from 87% to 92%</li> <li>• Travancore teachers give feedback about my participation and work from 87% to 92%</li> </ul> | By the end of 2025, increase the 2024 percentage positive responses on the School Staff Survey (SSS):-<br>Timetable meetings to support collaboration from 62% to 63%-<br>Understand formative assessment from 62% to 63%-<br>Use student feedback to improve practice from 77% to 78% |

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|                                    |     | <ul style="list-style-type: none"> <li>• I feel a sense of achievement at Travancore School from 76% to 82%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                | from 87% to 88%- Travancore teachers give feedback about my participation and work from 87% to 88%- I feel a sense of achievement at Travancore School from 76% to 77%                                                                                                                                                                                                                                                                                       |
| Improve student wellbeing outcomes | Yes | <p>By 2028, increase the 2024 percentage of positive responses to the SSS:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from 64% to 72%</li> <li>• Time to share pedagogical practices from 62% to 70%</li> <li>• Seek feedback to improve practice from 77% to 81%</li> <li>• Use pedagogical model from 69% to 75%</li> </ul>                                                                                                                                                              | By the end of 2025, increase the 2024 percentage of positive responses to the SSS:- Instructional leadership from 64% to 65%- Time to share pedagogical practices from 62% to 63%- Seek feedback to improve practice from 77% to 78%- Use pedagogical model from 69% to 70%                                                                                                                                                                                  |
|                                    |     | <p>By 2028, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Parent and Carer Survey measure:</p> <ul style="list-style-type: none"> <li>• This school has supported my child with the next step in their education. E.g. return to school, increased attendance, explore or transition to a new setting from 87% to 92%</li> <li>• This school has provided opportunities for my child to experience success and/or build confidence at 91%</li> </ul> | By the end of 2025, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Parent and Carer Survey measure:- This school has supported my child with the next step in their education. E.g. return to school, increased attendance, explore or transition to a new setting from 87% to 88%- This school has provided opportunities for my child to experience success and/or build confidence at 91% |
|                                    |     | <p>By 2028, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Student Survey measures:</p> <ul style="list-style-type: none"> <li>• Travancore School is a safe learning environment from 88% to 92%</li> </ul>                                                                                                                                                                                                                                          | By the end of 2025, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Student Survey measures:- Travancore School is a safe learning environment                                                                                                                                                                                                                                                |

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|  |  | <ul style="list-style-type: none"> <li>• Travancore teachers support me to set learning goals for myself from 88% to 92%</li> <li>• I feel that I have a voice at Travancore School from 85% to 90%</li> <li>• Travancore teachers provide extra help and support to students who need it from 90% to 92%</li> <li>• It is okay to be different at Travancore School at 91%</li> </ul>    | from 88% to 89%- Travancore teachers support me to set learning goals for myself from 88% to 89%- I feel that I have a voice at Travancore School from 85% to 86%- Travancore teachers provide extra help and support to students who need it from 90% to 91%- It is okay to be different at Travancore School at 91%        |
|  |  | <p>By 2028, increase or maintain the 2024 percentage of positive responses to the school adapted Student Outreach Survey measure:</p> <ul style="list-style-type: none"> <li>• Setting goals for improving things at school from 54% 'very helpful' to 59%:</li> <li>• Communicating information about my strengths and needs to school staff at 92% 'agree or strongly agree'</li> </ul> | <p>By the end of 2025, increase or maintain the 2024 percentage of positive responses to the school adapted Student Outreach Survey measure:- Setting goals for improving things at school from 54% 'very helpful' to 56%:- Communicating information about my strengths and needs to school staff at 92% "very helpful"</p> |

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| <b>Goal 1</b>              | Improve student learning outcomes                                                                                                                                                                                                                                                                                                                           |
| <b>12-month target 1.1</b> | By the end of 2025 the percentage of students who will achieve their IEP learning goals will increase from 79% to 80%                                                                                                                                                                                                                                       |
| <b>12-month target 1.2</b> | <p>By the end of 2025, increase the 2024 percentage positive responses on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> <li>- Timetable meetings to support collaboration from 62% to 63%</li> <li>- Understand formative assessment from 62% to 63%</li> <li>- Use student feedback to improve practice from 77% to 78%</li> </ul> |

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| <b>12-month target 1.3</b>                                                                                                                                                                                                                                              | <p>By the end of 2025, there will be an increase the percentage positive responses 'agree or strongly agree' to the school adapted Student Survey measures:</p> <ul style="list-style-type: none"> <li>- Travancore teachers tell students what they are learning and why from 79% to 80%</li> <li>- Travancore teachers adjust tasks/activities for students depending on their ability from 87% to 88%</li> <li>- Travancore teachers give feedback about my participation and work from 87% to 88%</li> <li>- I feel a sense of achievement at Travancore School from 76% to 77%</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |                                           |
| <b>Key Improvement Strategies</b>                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Is this KIS selected for focus this year? |
| <b>KIS 1.a</b><br>Leadership                                                                                                                                                                                                                                            | Embed a strategic leadership approach that ensures consistent structures, processes and practices across all Travancore School programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Yes                                       |
| <b>KIS 1.b</b><br>Teaching and learning                                                                                                                                                                                                                                 | Embed consistent evidence-based assessment practices to inform student learning and wellbeing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 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. | <p>Mental health and wellbeing are fundamental to student success, particularly given the unique needs of Travancore students. The school's review of the staff opinion survey, indicates the need for a more structured and strategic approach to leadership development and capacity-building initiatives, including targeted staff induction programs which will be a key focus of 2025.</p> <p>Travancore School has identified inconsistencies in the implementation of evidence-based instructional and wellbeing strategies through internal evaluations and staff feedback. Data from the School Staff Survey indicates variability in the understanding and application of formative assessment, student feedback, and collaboration. To address these gaps, professional learning, PLCs and coaching will be strengthened to ensure staff have increase confidence when developing and implementing Individual Education Plans (IEPs).</p> |                                           |
| <b>Goal 2</b>                                                                                                                                                                                                                                                           | Improve student wellbeing outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                           |
| <b>12-month target 2.1</b>                                                                                                                                                                                                                                              | <p>By the end of 2025, increase the 2024 percentage of positive responses to the SSS:</p> <ul style="list-style-type: none"> <li>- Instructional leadership from 64% to 65%</li> <li>- Time to share pedagogical practices from 62% to 63%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                           |

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|                                   | <ul style="list-style-type: none"> <li>- Seek feedback to improve practice from 77% to 78%</li> <li>- Use pedagogical model from 69% to 70%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                           |
| <b>12-month target 2.2</b>        | <p>By the end of 2025, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Parent and Carer Survey measure:</p> <ul style="list-style-type: none"> <li>- This school has supported my child with the next step in their education. E.g. return to school, increased attendance, explore or transition to a new setting from 87% to 88%</li> <li>- This school has provided opportunities for my child to experience success and/or build confidence at 91%</li> </ul>                                                                                                      |                                           |
| <b>12-month target 2.3</b>        | <p>By the end of 2025, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Student Survey measures:</p> <ul style="list-style-type: none"> <li>- Travancore School is a safe learning environment from 88% to 89%</li> <li>- Travancore teachers support me to set learning goals for myself from 88% to 89%</li> <li>- I feel that I have a voice at Travancore School from 85% to 86%</li> <li>- Travancore teachers provide extra help and support to students who need it from 90% to 91%</li> <li>- It is okay to be different at Travancore School at 91%</li> </ul> |                                           |
| <b>12-month target 2.4</b>        | <p>By the end of 2025, increase or maintain the 2024 percentage of positive responses to the school adapted Student Outreach Survey measure:</p> <ul style="list-style-type: none"> <li>- Setting goals for improving things at school from 54% 'very helpful' to 56%:</li> <li>- Communicating information about my strengths and needs to school staff at 92% "very helpful"</li> </ul>                                                                                                                                                                                                                                             |                                           |
| <b>Key Improvement Strategies</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Is this KIS selected for focus this year? |
| <b>KIS 2.a</b><br>Assessment      | Improve staff capability to consistently implement evidence-based learning and wellbeing practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Yes                                       |
| <b>KIS 2.b</b><br>Engagement      | Strengthen parent and carer partnerships.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Yes                                       |
| <b>KIS 2.c</b><br>Leadership      | Develop and implement a strategic approach to building the capability of stakeholders to implement evidence based mental health practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Yes                                       |

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| <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>Parent and carer engagement is a critical factor in student success. The school's self-evaluation highlighted a need to enhance communication and collaboration with families to support student learning and transitions. Recent Parent and Carer Survey data suggests that while families appreciate the support provided, there is room to improve engagement strategies, particularly in transition planning and shared goal-setting.</p> |
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## Define actions, outcomes, success indicators and activities

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| <b>Goal 1</b>                                                                                                                                                                                 | Improve student learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>12-month target 1.1</b>                                                                                                                                                                    | By the end of 2025 the percentage of students who will achieve their IEP learning goals will increase from 79% to 80%                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>12-month target 1.2</b>                                                                                                                                                                    | By the end of 2025, increase the 2024 percentage positive responses on the School Staff Survey (SSS): <ul style="list-style-type: none"> <li>- Timetable meetings to support collaboration from 62% to 63%</li> <li>- Understand formative assessment from 62% to 63%</li> <li>- Use student feedback to improve practice from 77% to 78%</li> </ul>                                                                                                                                                                                                                                    |
| <b>12-month target 1.3</b>                                                                                                                                                                    | By the end of 2025, there will be an increase the percentage positive responses 'agree or strongly agree' to the school adapted Student Survey measures: <ul style="list-style-type: none"> <li>- Travancore teachers tell students what they are learning and why from 79% to 80%</li> <li>- Travancore teachers adjust tasks/activities for students depending on their ability from 87% to 88%</li> <li>- Travancore teachers give feedback about my participation and work from 87% to 88%</li> <li>- I feel a sense of achievement at Travancore School from 76% to 77%</li> </ul> |
| <b>KIS 1.a</b><br>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 | Embed a strategic leadership approach that ensures consistent structures, processes and practices across all Travancore School programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Actions</b>                                                                                                                                                                                | The School Improvement Team (SIT) and Team Leaders will formalise and standardise the staff induction process across all programs. This will include refining whole-school induction procedures and ensure they are well-documented, structured, and consistently implemented.                                                                                                                                                                                                                                                                                                          |

| <b>Outcomes</b>                                                                                                                                                                                           | <p>New staff members will gain a comprehensive understanding of the school's various programs, the expectations of their roles, and the resources available to them. They will be equipped to independently access necessary materials and effectively fulfill their responsibilities within their teams.</p> <ul style="list-style-type: none"> <li>- Each program will implement a structured induction process to ensure a consistent and thorough onboarding experience for new staff members.</li> <li>- Students will receive a uniform intervention experience, centered on setting and achieving their priority goals, regardless of their assigned key teacher.</li> <li>- New staff will develop a strong sense of connection both within their program team and the broader school community.</li> </ul> |                                       |                                  |                                          |
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| <b>Success Indicators</b>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Regular feedback via formal and informal checks will be collected from new staff, Team Leaders, and other school staff throughout Terms 1–3 to assess the effectiveness of the induction process, and an overall feedback survey of the whole process.</li> <li>- Materials will be developed, refined, and actively utilized to support the induction process for whole-school and program inductions: Updated staff manual, induction powerpoint, induction checklist, program induction checklist/procedures.</li> <li>- Examples of priority tasks for new staff will be clearly documented to provide guidance and support throughout the induction process.</li> </ul>                                                                                               |                                       |                                  |                                          |
| <b>Activities</b>                                                                                                                                                                                         | <b>People responsible</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Is this a PL priority</b>          | <b>When</b>                      | <b>Activity cost and funding streams</b> |
| Review whole school induction processes - use staff feedback from 2024, and include themed sessions with accompanying presentation/resources i.e. teaching and learning, OHS (including duress processes) | <input checked="" type="checkbox"/> Assistant principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | \$0.00                                   |
| Provide new staff with physical copies of the Handbook overview                                                                                                                                           | <input checked="" type="checkbox"/> Assistant principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | \$0.00                                   |
| Implement program overviews for new staff with each team, including program visits                                                                                                                        | <input checked="" type="checkbox"/> Assistant principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$0.00                                   |

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|                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          | to:<br>Term 3                    |        |
| Review and refine team induction processes to ensure consistency and high quality for each program                                                                 | <input checked="" type="checkbox"/> Assistant principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 3 | \$0.00 |
| Gather feedback from 2025 new staff, and refine as needed                                                                                                          | <input checked="" type="checkbox"/> Assistant principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00 |
| <b>KIS 1.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed consistent evidence-based assessment practices to inform student learning and wellbeing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                          |                                  |        |
| <b>Actions</b>                                                                                                                                                     | 1. Strengthen the Professional Learning Community (PLC) process to ensure a structured, collaborative approach to evidence-based assessment and instructional practice.<br>2. Conduct a review of current Individual Education Plans (IEPs) to enhance the use of assessment tools and processes in setting targeted, measurable learning goals for students.                                                                                                                                                                                                                                                                  |                                          |                                  |        |
| <b>Outcomes</b>                                                                                                                                                    | 1. Strengthening the PLC Process<br>- The Leadership Team will provide oversight and support for the implementation of PLC processes, ensuring alignment with best practices.<br>- Team Leaders will receive targeted guidance to facilitate structured discussions and data-informed decision-making.<br>- Teachers and Educational Support (ES) staff will develop a deep understanding of the Teaching Sprints model and apply refined PLC strategies to improve instructional effectiveness.<br>- Staff will report that the revised PLC structure enhances their professional growth in a meaningful and sustainable way. |                                          |                                  |        |

|                                                                         | <p>2. Enhancing Individual Education Plan (IEP) and the Development and Assessment Practices</p> <ul style="list-style-type: none"> <li>- The School Improvement Team (SIT) will provide training and resources to support staff in utilising refined assessment tools effectively.</li> <li>- Teachers will integrate evidence-based assessment strategies to develop precise, personalised learning goals within IEPs.</li> <li>- Students will benefit from more targeted instructional approaches, leading to improved engagement and achievement.</li> </ul> |                                       |                                  |                                          |
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| <b>Success Indicators</b>                                               | <ul style="list-style-type: none"> <li>- Improved School Staff Survey (SSS) results in areas related to collaboration, sharing pedagogical practices, and using assessment data to inform planning.</li> <li>- Increased staff confidence and engagement in the PLC process, as evidenced by qualitative feedback and meeting documentation.</li> <li>- A refined, standardised PLC structure with clear agendas, meeting minutes, and actionable follow-ups.</li> </ul>                                                                                          |                                       |                                  |                                          |
| <b>Activities</b>                                                       | <b>People responsible</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Is this a PL priority</b>          | <b>When</b>                      | <b>Activity cost and funding streams</b> |
| Review PLC processes and meeting agenda documentation.                  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                                   |
| Trial revised PLC process in program teams, facilitated by team leaders | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> Leading teacher(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                                   |
| Trial the Practice collaboration for sharing PLC work with other staff  | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> Leading teacher(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                                   |

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| Review and update Travancore School PLC Guide for staff       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input checked="" type="checkbox"/> Leading teacher(s) | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00 |
| <b>Goal 2</b>                                                 | Improve student wellbeing outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                        |                                       |                                  |        |
| <b>12-month target 2.1</b>                                    | By the end of 2025, increase the 2024 percentage of positive responses to the SSS: <ul style="list-style-type: none"> <li>- Instructional leadership from 64% to 65%</li> <li>- Time to share pedagogical practices from 62% to 63%</li> <li>- Seek feedback to improve practice from 77% to 78%</li> <li>- Use pedagogical model from 69% to 70%</li> </ul>                                                                                                                                                                                                                                                                   |                                                        |                                       |                                  |        |
| <b>12-month target 2.2</b>                                    | By the end of 2025, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Parent and Carer Survey measure: <ul style="list-style-type: none"> <li>- This school has supported my child with the next step in their education. E.g. return to school, increased attendance, explore or transition to a new setting from 87% to 88%</li> <li>- This school has provided opportunities for my child to experience success and/or build confidence at 91%</li> </ul>                                                                                                      |                                                        |                                       |                                  |        |
| <b>12-month target 2.3</b>                                    | By the end of 2025, increase or maintain the 2024 percentage of positive responses 'agree or strongly agree' to the school adapted Student Survey measures: <ul style="list-style-type: none"> <li>- Travancore School is a safe learning environment from 88% to 89%</li> <li>- Travancore teachers support me to set learning goals for myself from 88% to 89%</li> <li>- I feel that I have a voice at Travancore School from 85% to 86%</li> <li>- Travancore teachers provide extra help and support to students who need it from 90% to 91%</li> <li>- It is okay to be different at Travancore School at 91%</li> </ul> |                                                        |                                       |                                  |        |
| <b>12-month target 2.4</b>                                    | By the end of 2025, increase or maintain the 2024 percentage of positive responses to the school adapted Student Outreach Survey measure: <ul style="list-style-type: none"> <li>- Setting goals for improving things at school from 54% 'very helpful' to 56%:</li> <li>- Communicating information about my strengths and needs to school staff at 92% "very helpful"</li> </ul>                                                                                                                                                                                                                                             |                                                        |                                       |                                  |        |
| <b>KIS 2.a</b><br>Systematic use of assessment strategies and | Improve staff capability to consistently implement evidence-based learning and wellbeing practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                        |                                       |                                  |        |

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| measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Actions</b>                                                                                                         | <ol style="list-style-type: none"> <li>1. Identify and document key elements of the Victorian Curriculum (VC 2.0) Personal and Social Capabilities explored across Travancore School programs, to ensure a focused and structured approach to student wellbeing.</li> <li>2. Refine the Travancore School Instructional Model by aligning it with the Victorian Teaching and Learning Model (VTLM 2.0), ensuring a consistent, evidence-based approach to teaching and learning.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Outcomes</b>                                                                                                        | <ol style="list-style-type: none"> <li>1. Strengthen understanding of the Victorian Curriculum (VC 2.0) Personal and Social Capabilities <ul style="list-style-type: none"> <li>- The Leadership Team will provide training and resources to support the implementation of the VC 2.0.</li> <li>- Team Leaders will ensure group programs incorporate explicit links to the VC 2.0 Personal and Social Capabilities.</li> <li>- Teachers will gain a deeper understanding of the VC 2.0 and its application to student learning and wellbeing.</li> <li>- Teachers will design and implement lessons aligned with the revised curriculum, ensuring consistency across all programs.</li> <li>- Students will access a guaranteed and viable curriculum across all programs.</li> </ul> </li> <li>2. Refine the Travancore School Instructional Model <ul style="list-style-type: none"> <li>- The Leadership Team will support the review and refining of the existing Instructional Model to align with VTLM 2.0.</li> <li>- Team Leaders will receive targeted guidance to facilitate structured discussions to support the review of the Instructional Model.</li> <li>- Teachers will report that the refined Instructional Model is clearer and more effective in supporting student learning and wellbeing needs.</li> <li>- Teachers will plan and document lessons using updated TICTAR (Instructional Model) template and associated supporting resources.</li> <li>- Students will experience targeted learning opportunities and feel supported in their learning and wellbeing needs.</li> </ul> </li> </ol> |
| <b>Success Indicators</b>                                                                                              | <ul style="list-style-type: none"> <li>- Improved School Staff Survey (SSS) results, particularly in the domains of instructional leadership and collaboration.</li> <li>- A clear policy document outlining the integration of the VC 2.0 Personal and Social Capabilities across all programs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                                                                                        | <ul style="list-style-type: none"> <li>- Increased staff understanding of the VC 2.0 and its application to student learning and wellbeing.</li> <li>- Revised TICTAR Instructional Model template and resources, ensuring a consistent approach to lesson planning.</li> <li>- Improved Student Feedback Survey results, indicating a stronger understanding of learning objectives, increased task adaptability, and enhanced teacher support.</li> </ul> |                                                  |                                  |                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activities                                                                                                                             | People responsible                                                                                                                                                                                                                                                                                                                                                                                                                                          | Is this a PL priority                            | When                             | Activity cost and funding streams                                                                                                                                                                                     |
| Plan, develop and facilitate whole staff professional learning focussing on Victorian Curriculum 2.0 Personal and Social Capabilities. | <input checked="" type="checkbox"/> Learning specialist(s)                                                                                                                                                                                                                                                                                                                                                                                                  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$27,602.50<br><br><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items<br><br><input checked="" type="checkbox"/> Other funding will be used |
| Support Team Leaders to identify links to the Victorian Curriculum 2.0 Personal and Social Capabilities explored within programs.      | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)                                                                                                                                                                                                                                                                                                                                            | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 2 | \$9,644.31<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input checked="" type="checkbox"/> Other funding will be used                                          |

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| Support Team Leaders to facilitate the review of the TICTAR Instructional Model with their teams. Provide whole staff professional learning on the updated Instructional Model.                                                      | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input checked="" type="checkbox"/> Other funding<br>will be used |
| SIT to review VTLM 2.0 DoE resources by attending Network Meetings and forums and briefings with a focus on VTLM 2.0 All new information and new learning to be collated into a shared space on the School Improvement team G drive. | <input checked="" type="checkbox"/> School improvement team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input checked="" type="checkbox"/> Other funding<br>will be used |
| <b>KIS 2.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school                                                                       | Strengthen parent and carer partnerships.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |                                  |                                                                                 |
| <b>Actions</b>                                                                                                                                                                                                                       | 1. Establish alignment between school-based feedback surveys and system-level data to ensure a comprehensive understanding of parent and carer engagement.<br>2. Provide structured opportunities for staff to analyse and reflect on their partnerships with parents and carers through scheduled discussions and professional learning.                                                                                                                                                                                                                                 |                                                     |                                  |                                                                                 |
| <b>Outcomes</b>                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>- The Leadership Team will ensure that feedback from parents and carers is systematically collected, analyzed, and used to inform school improvement initiatives.</li> <li>- Team Leaders will implement structured processes to enhance communication and engagement with parents and carers, fostering a more inclusive school community.</li> <li>- Teachers will follow clearly defined procedures for engaging with parents and carers, ensuring consistency in communication and the sharing of student progress.</li> </ul> |                                                     |                                  |                                                                                 |

| <b>Success Indicators</b>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- An increase in the number of parent and carer feedback responses, reflecting greater engagement and collaboration.</li> <li>- Documented protocols and guidelines for each team outlining the process for seeking, collecting, and responding to parent and carer feedback.</li> </ul> |                                       |                                  |                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------|------------------------------------------------------------------------------|
| <b>Activities</b>                                                                                                                                                                             | <b>People responsible</b>                                                                                                                                                                                                                                                                                                       | <b>Is this a PL priority</b>          | <b>When</b>                      | <b>Activity cost and funding streams</b>                                     |
| Identify what feedback items align with system level assessments.                                                                                                                             | <input checked="" type="checkbox"/> Leading teacher(s)                                                                                                                                                                                                                                                                          | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                                                                       |
| Review data collection process for Parent/Carers with Team Leaders and teams.                                                                                                                 | <input checked="" type="checkbox"/> Leading teacher(s)                                                                                                                                                                                                                                                                          | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                                                                       |
| Review & refine whole-school data analysis                                                                                                                                                    | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> School improvement team                                                                                                                                                                                                           | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input checked="" type="checkbox"/> Other funding will be used |
| <b>KIS 2.c</b><br>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 | Develop and implement a strategic approach to building the capability of stakeholders to implement evidence based mental health practices.                                                                                                                                                                                      |                                       |                                  |                                                                              |

| <b>Actions</b>                                                                                                                                                                        | <ol style="list-style-type: none"> <li>1. Strengthen connections with schools and networks in the western region by actively contributing to professional learning, school attendance teams, and regional network meetings.</li> <li>2. Enhance partnerships with the Royal Children's Hospital (RCH) Mental Health Service and the Orygen Specialist Program to support smooth age-range transitions for students (RCH Mental Health: 0–11 years, Orygen Specialist Program: 12–25 years).</li> <li>3. Continue to support and contribute to the Operation Newstart Western (ONW) Committee to ensure continuous program development and alignment with student wellbeing needs.</li> </ol>                                                                                                                                |                                                  |                                  |                                          |
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| <b>Outcomes</b>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- Schools in the region will demonstrate increased confidence in addressing student mental health concerns through strengthened professional learning opportunities and collaboration.</li> <li>- Students receiving mental health support will experience greater continuity in educational and wellbeing services, particularly during age-based transitions between service providers.</li> <li>- The Operation Newstart Western program will undergo continuous review and enhancement, ensuring it remains a relevant and impactful intervention for students requiring additional support.</li> <li>- School staff, parents, and key stakeholders will be better equipped with evidence-based strategies to support student mental health and wellbeing.</li> </ul>            |                                                  |                                  |                                          |
| <b>Success Indicators</b>                                                                                                                                                             | <ul style="list-style-type: none"> <li>- Partner and school feedback surveys will reflect increased confidence in managing student mental health and wellbeing concerns.</li> <li>- Improved collaboration between Travancore School and external mental health service providers, leading to more seamless transitions for students.</li> <li>- Ongoing development and refinement of the Operation Newstart Western program based on stakeholder feedback and student needs.</li> <li>- Increased participation in professional learning sessions focused on school attendance difficulties and mental health support strategies.</li> <li>- Evidence of sustained engagement with key mental health networks, documented through participation in meetings, training sessions, and collaborative initiatives.</li> </ul> |                                                  |                                  |                                          |
| <b>Activities</b>                                                                                                                                                                     | <b>People responsible</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Is this a PL priority</b>                     | <b>When</b>                      | <b>Activity cost and funding streams</b> |
| Deliver one professional learning session per term focused on school attendance difficulties, equipping educators and stakeholders with effective intervention strategies relating to | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                                   |

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| school avoidance.                                                                                                                                                                                                                                             |                                                                                                                                                       |                                          |                                  |                                                                                                         |
| TSEP (Travancore School Education Program): Continue to collaborate with the Orygen Psychosocial team to strengthen partnerships and optimize program delivery. for students aged 12-18 years old for both outreach and Schools In components of the program. | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Team leader(s) | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |
| Partner with RCH Mental Health to develop and implement a revised model of care for the In2School program that accommodates the age-related transition in services.                                                                                           | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Teacher(s)                                                       | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00<br><br><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                      | \$5,000.00                  | \$5,000.00                           | \$0.00                    |
| Disability Inclusion Tier 2 Funding | \$19,644.31                 | \$19,644.31                          | \$0.00                    |
| Schools Mental Health Fund and Menu | \$27,602.50                 | \$27,602.50                          | \$0.00                    |
| <b>Total</b>                        | <b>\$52,246.81</b>          | <b>\$52,246.81</b>                   | <b>\$0.00</b>             |

### Activities and milestones – Total Budget

| Activities and milestones                                                                                                                                                                                                                                     | Budget      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Plan, develop and facilitate whole staff professional learning focussing on Victorian Curriculum 2.0 Personal and Social Capabilities.                                                                                                                        | \$27,602.50 |
| Support Team Leaders to identify links to the Victorian Curriculum 2.0 Personal and Social Capabilities explored within programs.                                                                                                                             | \$9,644.31  |
| TSEP (Travancore School Education Program): Continue to collaborate with the Orygen Psychosocial team to strengthen partnerships and optimize program delivery. for students aged 12-18 years old for both outreach and Schools In components of the program. | \$10,000.00 |

|                                                                                                                                                                     |                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Partner with RCH Mental Health to develop and implement a revised model of care for the In2School program that accommodates the age-related transition in services. | \$5,000.00         |
| <b>Totals</b>                                                                                                                                                       | <b>\$52,246.81</b> |

### Activities and milestones - Equity Funding

| Activities and milestones                                                                                                                                           | When                             | Funding allocated (\$) | Category                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|------------------------------------------------|
| Partner with RCH Mental Health to develop and implement a revised model of care for the In2School program that accommodates the age-related transition in services. | from:<br>Term 1<br>to:<br>Term 4 | \$5,000.00             | ✓ Teaching and learning programs and resources |
| <b>Totals</b>                                                                                                                                                       |                                  | <b>\$5,000.00</b>      |                                                |

### Activities and milestones - Disability Inclusion Funding

| Activities and milestones                                                                                                         | When                             | Funding allocated (\$) | Category                                            |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|-----------------------------------------------------|
| Support Team Leaders to identify links to the Victorian Curriculum 2.0 Personal and Social Capabilities explored within programs. | from:<br>Term 2<br>to:<br>Term 2 | \$9,644.31             | ✓ Teaching and learning programs and resources<br>• |

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| TSEP (Travancore School Education Program): Continue to collaborate with the Orygen Psychosocial team to strengthen partnerships and optimize program delivery. for students aged 12-18 years old for both outreach and Schools In components of the program. | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul> |
| <b>Totals</b>                                                                                                                                                                                                                                                 |                                  | \$19,644.31 |                                                                                                                                      |

### Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones                                                                                                              | When                             | Funding allocated (\$) | Category                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Plan, develop and facilitate whole staff professional learning focussing on Victorian Curriculum 2.0 Personal and Social Capabilities. | from:<br>Term 1<br>to:<br>Term 2 | \$27,602.50            | <input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students |
| <b>Totals</b>                                                                                                                          |                                  | \$27,602.50            |                                                                                                                       |

### Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| <b>Totals</b>             | \$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                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Plan, develop and facilitate whole staff professional learning focussing on Victorian Curriculum 2.0 Personal and Social Capabilities.                                          | <input checked="" type="checkbox"/> Learning specialist(s)                                                       | from: Term 1<br>to: Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Curriculum development               | <input checked="" type="checkbox"/> Whole school pupil free day<br><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Departmental resources<br>Victorian curriculum 2.0, VTLM<br><input checked="" type="checkbox"/> Student achievement Manager | <input checked="" type="checkbox"/> On-site |
| Support Team Leaders to identify links to the Victorian Curriculum 2.0 Personal and Social Capabilities explored within programs.                                               | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s) | from: Term 2<br>to: Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Individualised reflection | <input checked="" type="checkbox"/> Whole school pupil free day                                                                                                        | <input checked="" type="checkbox"/> Departmental resources<br>Victorian Curriculum<br><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning                                 | <input checked="" type="checkbox"/> On-site |
| Support Team Leaders to facilitate the review of the TICTAR Instructional Model with their teams. Provide whole staff professional learning on the updated Instructional Model. | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s) | from: Term 3<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation                                                                             | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions                                                                    | <input checked="" type="checkbox"/> Pedagogical Model                                                                                                                                                                 | <input checked="" type="checkbox"/> On-site |

|                                                                                                                                                                                                                                                    |                                                                                                          |                                    |                                                                                                 |                                                                                                                                                                  |                                                                        |                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <p>SIT to review VTLM 2.0 DoE resources by attending Network Meetings and forums and briefings with a focus on VTLM 2.0</p> <p>All new information and new learning to be collated into a shared space on the School Improvement team G drive.</p> | <input checked="" type="checkbox"/> School improvement team                                              | <p>from: Term 1<br/>to: Term 4</p> | <input checked="" type="checkbox"/> Preparation                                                 | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions<br><input checked="" type="checkbox"/> Area principal forums | <input checked="" type="checkbox"/> Departmental resources<br>VTLM 2.0 | <input checked="" type="checkbox"/> On-site                                   |
| <p>Deliver one professional learning session per term focused on school attendance difficulties, equipping educators and stakeholders with effective intervention strategies relating to school avoidance.</p>                                     | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal | <p>from: Term 1<br/>to: Term 4</p> | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Network professional learning                                                                                                | <input checked="" type="checkbox"/> Internal staff                     | <input checked="" type="checkbox"/> Off-site<br>Various locations in the SWVR |