

2025 Annual Implementation Plan

for improving student outcomes

Western English Language School (8838)



Submitted for review by Laurence Guttman (School Principal) on 27 March, 2025 at 04:13 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 22 April, 2025 at 01:54 PM

Self-evaluation summary - 2025

Western English Language School (8838)

	FISO 2.0 outcomes	Self-evaluation level	Evidence and analysis
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding	PLC minutes, student assessments using WELS assessment tools, home group meeting minutes.
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding	Data from the WELS Student Mapping Tool, SWPBS reflection and development, reflection and meeting minutes of wellbeing team (including MHWLs, MHP, Inclusion Leader, and other wellbeing leadership), AtoSS data.
	FISO 2.0 Dimensions	Self-evaluation level	Evidence and analysis
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding	Learning programs such as HLW (for new staff) and Sounds-Write (being rolled out to all staff).

	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	Documented EAL curriculum documents for both primary and secondary classrooms that included HITS, backward design, functional grammar and the teaching and learning cycle.
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding	In-house designed and created online assessment tools (WELS Assessment Tool and English Language & Literacy Assessment tool) designed with and for our intensive EAL classrooms and curriculum.
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding	<p>Attitudes to School Survey data, Parent Opinion Survey data, attendance data and Student Mapping Tool data.</p> <p>Programs to activate student voice such as Student Representative Council.</p> <p>Cultural celebrations.</p> <p>Parent English classes.</p>
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	<p>Regular, ongoing and fine-grained assessment using the WELS assessment and wellbeing tools to ensure supports are targeted to each student's needs.</p> <p>Wellbeing PLCs focussing on support for students.</p> <p>Ongoing development of tiered wellbeing response continuum and behaviour response continuum.</p>
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Assessment			

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Leadership			
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Engagement			

Support			

Future planning	<p>We will continue to focus on KIS 1.a (Further embed consistent high–quality instructional practices across the school) and KIS 1.c (Develop and embed school specific assessment and reporting tools) in 2025.</p> <p>Primary & Secondary Curriculum: We have made significant progress towards our 4-year goals. In 2025, we will continue to focus on KIS 1.a (Further embed consistent high–quality instructional practices across the school) and KIS 1.c (Develop and embed school specific assessment and reporting tools).</p> <p>In particular, we will work towards KIS 1.a by introducing a consistent systematic synthetic phonics program (Sounds-Write) in Foundation to Year 2 classes. This program will be adapted (with the support of our Sounds-Write trainer) to suit newly arrived English language learners. Additionally, we will continue to train new teachers in our existing programs. This will include training the rest of our new teachers in How Language Works, and for primary only, mentoring more teachers in Top10 Maths.</p> <p>We will continue working towards KIS 1.c by continuing to develop the Reading ELLA in response to changes in the new English curriculum. In doing this, we will also ensure the ELLA reflects our new approach to teaching phonics.</p> <p>Successful teaching and assessment approaches, such as Writing moderation meetings and assessment days will continue.</p> <p>Wellbeing: While we made excellent progress on our focus KIS 2.a (Further embed a whole-school tiered approach to wellbeing), this will remain a key focus for the remainder of this SSP. We have developed a draft document that outlines the direction of wellbeing at WELS. In 2025, we will consult with staff on this document and begin to embed its recommendations at WELS. The key elements of the document are SWPBS and Social and Emotional</p>
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	<p>Learning, which include Multi-Tiered Systems of Support, WELS Starting Well, Behaviour Response Matrix and Continuum and Creating Successful Classrooms.</p> <p>in 2025, we will also focus on KIS 2.b: Develop and embed a whole-school strategy to enhance student voice, leadership and learner agency. Part of this is closely linked with the work we are doing in wellbeing, as strong wellbeing outcomes necessitate student voice and agency. For example, by giving students the opportunity to advocate for themselves, and providing them with help-seeking skills, which was strengthened by the wellbeing PLCs.</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise learning growth for all students.	Yes	By 2026 increase the percentage of students achieving growth in Reading, over their stay: <ul style="list-style-type: none"> All Primary age students achieving two or more reading levels growth from 86% (2022) to 90% All Secondary age students achieving two EAL sub-levels from 67% (2022) to 72% 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		By 2026 increase the percentage of students achieving growth in Writing, over their stay: <ul style="list-style-type: none"> All Primary age students achieving one or more LLs growth from 89% (2022) to 93% All Secondary age students achieving one or more LLs growth 86% (2022) to 90% 	All Secondary age students achieving two EAL sub-levels from 48% (2024) to 67% All Primary age students achieving two or more reading levels growth from 88% (2024) to 89%
		By 2026 increase the percentage of positive endorsement in the SSS for: <ul style="list-style-type: none"> Academic emphasis from 66% (2022) to 80% Collective efficacy from 66% (2022) to 80% Guaranteed and viable curriculum involvement from 68% (2022) to 78% Teacher collaboration from 58% (2022) to 71% 	Maintain All Secondary age students achieving one or more LLs growth at 92% Maintain all Primary age students achieving one or more LLs growth at 97%

Enhance the wellbeing of all students.	Yes	<p>By 2026 increase the percentage of positive endorsement in the AtoSS for:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 86% (2022) to 90% • Respect for diversity from 83% (2022) to 87% • Advocate at school from 89% (2022) to 93% • Resilience from 90% (2022) to 94% 	Effective classroom behaviour from 86% (2022) to 93% I feel safe at this school from 85% (2024) to 87%* I feel like I belong at this school from 75% (2024) to 77%* I try again when I don't get things right from 89% (2024) to 91%*
		<p>By 2026 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 90% (2022) to 94% • Teacher communication from 87% (2022) to 91% • Student voice and agency from 91% (2022) to 95% 	Parent participation and involvement from 90% (2022) to 93% Teacher communication from 87% (2022) to 91% Student voice and agency from 91% (2022) to 93%
		<p>By 2026 increase the percentage of positive endorsement in the SSS for:</p> <ul style="list-style-type: none"> • Parent and community involvement from 45% (2022) to 62% • Trust in students and parents from 67% (2022) to 78% 	Parent and community involvement from 45% (2022) to 62% Trust in students and parents from 67% (2022) to 75%

Goal 1	Maximise learning growth for all students.
12-month target 1.1	<p>All Secondary age students achieving two EAL sub-levels from 48% (2024) to 67%</p> <p>All Primary age students achieving two or more reading levels growth from 88% (2024) to 89%</p>

12-month target 1.2	Maintain All Secondary age students achieving one or more LLs growth at 92%	
	Maintain all Primary age students achieving one or more LLs growth at 97%	
12-month target 1.3	Increase Academic emphasis from 73% (2024) to 77%	
	Maintain our already-exceeded Collective efficacy target of 84%	
	Maintain our already-exceeded Guaranteed and viable curriculum involvement target of 80%	
	Increase Teacher collaboration from 65% (2024) to 68%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Further embed consistent high–quality instructional practices across the school.	Yes
KIS 1.b Assessment	Build the capacity of teachers to monitor and evaluate the impact of teaching on student learning.	Yes
KIS 1.c Assessment	Develop and embed school specific assessment and reporting tools.	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.	We have selected all three KIS as all three align with our focus this year of improving Reading instruction and learning. We will be doing significant professional development with staff on the Sounds-Write systematic synthetic phonics program and the Science of Reading. A crucial part of this process will be improving teachers assessment practices in this macro-skill so that we can capture, monitor and evaluate the effectiveness of improved reading instruction on student outcomes. Concurrently, Secondary will be developing digitised versions of these assessment tools to enable us to evaluate data more efficiently, accurately and effectively at the individual class, cohort and whole-school levels.	
Goal 2	Enhance the wellbeing of all students.	
12-month target 2.1	Effective classroom behaviour from 86% (2022) to 93%	
	I feel safe at this school from from 85% (2024) to 87%*	

	I feel like I belong at this school from 75% (2024) to 77%* I try again when I don't get things right from 89% (2024) to 91%*	
12-month target 2.2	Parent participation and involvement from 90% (2022) to 93% Teacher communication from 87% (2022) to 91% Student voice and agency from 91% (2022) to 93%	
12-month target 2.3	Parent and community involvement from 45% (2022) to 62% Trust in students and parents from 67% (2022) to 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Further embed a whole school tiered approach to wellbeing.	Yes
KIS 2.b Engagement	Develop and embed a whole school strategy to enhance student voice, leadership and learner agency.	No
KIS 2.c Support and resources	Enhance family and community partnerships to enrich student outcomes.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	While we made excellent progress on our focus KIS 2.a (Further embed a whole-school tiered approach to wellbeing), this will remain a key focus for the remainder of this SSP. We have developed a draft document that outlines the direction of wellbeing at WELS. In 2025, we will consult with staff on this document and begin to embed its recommendations at WELS. The key elements of the document are SWPBS and Social and Emotional Learning, which include Multi-Tiered Systems of Support, WELS Starting Well, Behaviour Response Matrix and Continuum and Creating Successful Classrooms. This work will be supported by Inclusion Outreach Coach. This is linked to our AIP/SSP goal to improve effective classroom behaviour (AtoSS).	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise learning growth for all students.
12-month target 1.1	All Secondary age students achieving two EAL sub-levels from 48% (2024) to 67% All Primary age students achieving two or more reading levels growth from 88% (2024) to 89%
12-month target 1.2	Maintain All Secondary age students achieving one or more LLs growth at 92% Maintain all Primary age students achieving one or more LLs growth at 97%
12-month target 1.3	Increase Academic emphasis from 73% (2024) to 77% Maintain our already-exceeded Collective efficacy target of 84% Maintain our already-exceeded Guaranteed and viable curriculum involvement target of 80% Increase Teacher collaboration from 65% (2024) to 68%
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further embed consistent high–quality instructional practices across the school.
Actions	(S) Train all >50 secondary teachers in the Sounds-Write phonics course. (P) Train all F-2 and some 3-6 classroom and Language and Literacy Support teachers in the Sounds-Write phonics course. Provide ongoing individual and whole-staff post-course support. (P) Campus Curriculum Leaders to support F-6 staff in Sounds-Write implementation, including PD, observations and feedback (P) F-6 Sounds-Write PLCs for trained staff (S) Align our 2025 PLC focus to increase staff capacity to deliver effective reading instruction. (S) Develop a reading scope & sequence that fulfills the specific needs of our NAP EAL cohort.

	<p>(P) Modify F-6 reading scope & sequence to align with Sounds-Write</p> <p>Deliver sustained professional development on all aspects of the Science of Reading through the FiveFromFive professional development series.</p> <p>Trial streaming phonics classes and introducing a daily literacy block in which phonics/reading is taught and learnt.</p> <p>(P) Developing F-6 Sounds-Write weekly planners which are appropriate for new arrival students</p> <p>(P&S) Assessment and Moderation once a term for all teachers</p> <p>(P&S) Teachers to begin/complete the HLW course</p> <p>(S) Decodable reading resources including online programs</p> <p>(S) Developing Secondary Mathematics Curriculum</p> <p>(P) Continue to roll out Top 10 Maths via mentoring, team-teaching and PLCs, with 4 new teachers involved every 6 months</p> <p>(P) Continue to modify Top10 approaches and activities to cater for newly arrived English language learners.</p> <p>(P) Share Top 10 Maths resources, worksheets, videos and photos between Primary teachers</p> <p>(P) Ensure provision/maintenance of core numeracy resources in every classroom</p>
Outcomes	<p>Primary (F-6)</p> <p>Use of Sounds-Write weekly planners</p> <p>All F-2 classes implementing Sounds-Write program into daily practice (minimum 25 mins a day)</p> <p>Improved application of letter-sound knowledge in student writing</p> <p>Increased proportion of students participating in Top 10 Maths lessons</p> <p>Increased proportion of Primary class teachers trained in Top10 and teaching Maths using Top10 approaches</p> <p>Secondary</p> <p>Teachers to have increased their knowledge on evidence-based reading instruction.</p> <p>Teachers to effectively teach students how to 'learn to read', especially phonemic awareness, phonics and fluency.</p> <p>Teachers to effectively teach students how to 'read to learn', especially effective vocabulary and comprehension instruction.</p> <p>Teachers to be able to confidently determine the right targeted reading intervention for different levels.</p> <p>The creation of a reading scope & sequence aligned to evidence-based reading instruction.</p> <p>Students to know how to decode as much of the Initial Code, Extended Code and Polysyllabic words as is possible.</p> <p>Students to increase their vocabulary and comprehension skills.</p> <p>We will have a mathematics curriculum framework that will enable teachers to prioritise student learning in mathematics</p> <p>Secondary teachers will feel more confident to teach mathematics and the language of mathematics</p>

Success Indicators	<p>Primary</p> <p>Campus timetables include daily common Sounds-Write lessons across F-2 classes (streaming)</p> <p>Feedback from use of Sounds-Write weekly planners</p> <p>Writing FWC ELLA - phonics thread - increase in students' ability to apply letter-sound knowledge in writing</p> <p>Top10 entry and exit data recorded for an increased number of classes</p> <p>Increased range of resources and videos shared in Top10 GoogleDrive folder</p> <p>Secondary</p> <p>Teacher development of lesson and unit plans demonstrating the incorporation of Sounds-Write and Science of Reading concepts, theories and strategies.</p> <p>Student improvement results on their phonics speaking, phonemes listening and spelling tests.</p> <p>Teacher feedback from staff consultation meetings.</p> <p>Staff evidence in Performance and Development Plans.</p> <p>Student feedback on the new teaching of reading approaches.</p> <p>Staff reporting increased confidence to teach mathematics (WELS-designed survey)</p> <p>Improved student outcomes in mathematics (WELS-designed mathematics assessments)</p> <p>Primary and Secondary</p> <p>Attendance records and successful completion of course requirements of the Sounds-Write training.</p> <p>Attendance records for the FiveFromFive professional development sessions.</p> <p>Peer observations and team teaching focused on improved reading instruction, including through PLCs.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Sounds-Write Phonics PLC for all Secondary teaching staff (53)	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$269,434.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a reading scope & sequence that fulfills the specific needs of our NAP EAL cohort (Secondary) (P) Modify reading scope & sequence to align with Sounds-	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,854.20

Write (Primary)				<input checked="" type="checkbox"/> Equity funding will be used
Assessment and Moderation once a term for all teachers	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$103,953.25 <input checked="" type="checkbox"/> Equity funding will be used
EAL Consultants (Sounds-Write trainer)	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,000.00 <input checked="" type="checkbox"/> Equity funding will be used
(P&S) Teachers to begin/complete the HLW course	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$109,742.08 <input checked="" type="checkbox"/> Equity funding will be used
(S) Phonics and Decodable reading resources including online programs	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build the capacity of teachers to monitor and evaluate the impact of teaching on student learning.			

Actions	Secondary Devise a reading assessment schedule. Deliver professional development on newly created reading assessments. Engage in PLCs focused on the trialling and refining of the collection of reliable and valid reading data. Deliver PD on how to analyse, monitor and evaluate reading data informed by interpreting the results of the newly digitised reading assessment tools.				
Outcomes	Teachers collect reliable and valid reading assessment data. Teachers use the gathered data to inform their planning and any differentiation required. Teachers to be able to quantify the impact of their reading interventions through analysing data.				
Success Indicators	Staff responses and feedback during reading assessment professional development. Evidence of reading assessments informing planning in lesson and unit plans. Peer observations and team teaching foci informed by the analysis of reading data. Staff evidence in Performance and Development Plans.				
Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver PD on how to analyse, monitor and evaluate reading data informed by interpreting the results of the newly digitised reading assessment tools.		<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and embed school specific assessment and reporting tools.				
Actions	Develop a phonics speaking, a phonemes listening and a spelling test to assess phonemic awareness and phonics competence.				

	<p>Develop a reading assessment continuum based on fluency and genre. Digitise all our reading assessments, which will lead to increased accuracy of reading data, including students entering responses directly into online platforms. Collect reliable and valid reading assessment data to inform the determination of future whole-school reading achievement goals.</p> <p>Primary Modification of initial assessment to reflect Sounds-Write program scope and sequence Modify reading assessment continuum. Digitise Reading ELLA</p>
Outcomes	<p>Developed phonics speaking, phonemes listening and spelling tests. Developed reading assessment continuum. All reading assessments digitised. Data to be collected, collated and appropriately presented for analysis by the digital system. Teachers analysing reading assessment data at Assessment & Moderation Days.</p> <p>Primary More accurate understanding of students' phonics knowledge on entry to WELS Accurate placement of new students into Sounds-Write streaming groups</p>
Success Indicators	<p>Secondary Having accurate and reliable data collected and collated on our new digitised RVELLA system. Minuted discussions in home group teams on reading data to synergise teaching to maximise learning outcomes. Students demonstrating improvement in reading data on the phonics speaking, phonemes listening, spelling, fluency and genre reading assessments. Staff evidence of use of new reading data tools in their Performance and Development Plans.</p> <p>Primary Successful streaming of students into Sounds-Write groups Completion of modified reading assessment continuum/ELLA for all students.</p>

Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Digitise WAT to ELLA		<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Data leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Enhance the wellbeing of all students.				
12-month target 2.1	Effective classroom behaviour from 86% (2022) to 93% I feel safe at this school from 85% (2024) to 87%* I feel like I belong at this school from 75% (2024) to 77%* I try again when I don't get things right from 89% (2024) to 91%*				
12-month target 2.2	Parent participation and involvement from 90% (2022) to 93% Teacher communication from 87% (2022) to 91% Student voice and agency from 91% (2022) to 93%				
12-month target 2.3	Parent and community involvement from 45% (2022) to 62% Trust in students and parents from 67% (2022) to 75%				
KIS 2.a 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	Further embed a whole school tiered approach to wellbeing.				
Actions	We will map WELS whole-school approach to differentiation. We will map current whole-school evidence-based Wellbeing and Learning Multi-Tiered Systems of Support (MTSS). We will further embed educators' understanding of MTSS and build their capacity to track, identify and support students through the differentiated levels of adjustment. This				

	<p>work will be supported by our Inclusion Outreach Coach across terms 2 and 3.</p> <p>We will continue to embed key evidence-based school-wide initiatives; ActiveSchools, WELS Social and Emotional Learning Curriculum, HITS & HIWS, School-Wide Positive Behaviour Supports (SWPBS), Health Talks, Respectful Relationships, Disability Inclusion, Man Cave and Body Safety Australia.</p> <p>We will continue to develop the F-10 Wellbeing Team, with a focus on whole-school systems, processes and practices (MHP, MHWLs, teachers).</p> <p>We will continue embedding the Disability Inclusion process.</p> <p>We will continue to support students with access to speech pathology and associated recommended supports.</p>
Outcomes	<p>Teachers will be able to track, identify and support students through the differentiated levels of adjustment within WELS MTSS.</p> <p>Teachers will have access to resources and supports that align with students' level of need within the newly developed WELS wellbeing intranet space.</p> <p>Teachers and students will use a common metalanguage to describe and talk about regulation experiences, support and strategies. Students will develop the capacity to recognise their level of regulation, self-regulate or seek help to regulate.</p>
Success Indicators	<p>We will have a whole-school map of our tiered systems. As a result of this, we will use language aligned to the tiered approach in conversations, systems, processes and practices, and student records (SMT).</p> <p>We will increase the number of students accessing tier 3 supports across WELS campuses.</p> <p>Staff will have increased access and understanding of Student Mapping Tool to record wellbeing observations.</p> <p>In 2025, increase the percentage of positive endorsement in the AtoSS for:</p> <ul style="list-style-type: none"> -Effective classroom behaviour from 86% (2022) to 93% - (our SSP goal is 90% but we achieved 92% in 2024) -I feel safe at this school from 85% (2024) to 87%* -I feel like I belong at this school from 75% (2024) to 77%* -I try again when I don't get things right from 89% (2024) to 91%* <p>*Note: These three goals have been added this year as our previous targets were based on AtoSS items that are not</p>

	<p>included in the accessible survey.</p> <p>By 2024 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for:</p> <ul style="list-style-type: none"> -Parent participation and involvement from 90% (2022) to 92% - 88% in 2024 -Teacher communication from 87% (2022) to 89% - 92% in 2024 -Student voice and agency from 91% (2022) to 93% - 91% in 2024 <p>By 2024 increase the percentage of positive endorsement in the SSS for:</p> <ul style="list-style-type: none"> -Parent and community involvement from 45% (2022) to 53% - 59% in 2024 -Trust in students and parents from 67% (2022) to 73% - 74% in 2024 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Body Safety Australia	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	\$36,000.00 ☑ Equity funding will be used
Health and Human Relations Talks	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	\$17,100.00

