

2025 Annual Implementation Plan

for improving student outcomes

River Gum Primary School (5130)



*'Respect. Equality.
Inclusion & Excellence'*



Submitted for review by Robyn Trzeciak (School Principal) on 20 December, 2024 at 02:51 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2025

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	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	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	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.	
	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	
	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	

	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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Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Improve student learning outcomes in literacy and numeracy.</p>	<p>Yes</p>	<p>NAPLAN By 2028 increase the proportion of year 3 students within exceeding and strong proficiency levels for:</p> <ul style="list-style-type: none"> • Reading from 53% (2023) to 62% • Writing from 82% (2023) to 85% • Numeracy from 62% (2023) to 66%. <p>By 2028, increase the proportion of year 5 students within exceeding and strong proficiency levels for:</p> <ul style="list-style-type: none"> • Reading from 54% (2023) to 70% • Writing from 69% (2023) to 75% • Numeracy from 45% (2023) to 60% 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To improve the proportion of Year 3 NAPLAN students within exceeding and strong proficiency levels for:- Reading from 57% (2024) to 59% (2025)- Writing from 82% (2023) to 83% (2025)- Numeracy from 62% (2023) to 63% (2025)Reduce the number of NAS students in Year 3 NAPLAN for: - Reading from 20% (2024) to 19%(2025) - Writing from 13% (2024) to 12%(2025) - Numeracy from 16% (2024) to 15% (2025) To improve the proportion of Year 5 NAPLAN students within exceeding and strong proficiency levels for:- Reading from 54% (2023) to 60% (2025)- Writing from 69% (2023) to 71% (2025)- Numeracy from 50% (2024) to 53% (2025)Reduce the number of NAS students in Year 5 NAPLAN for: - Reading from 30% (2024) to 25%(2025) - Writing from 23% (2024) to 20%(2025) - Numeracy from 22% (2024) to 20%(2025)</p>

		<p>Teacher Judgements By 2028, achieve teacher judgement above expected growth averages across years 1 to 6 for:</p> <ul style="list-style-type: none"> • Reading from 20.8% (2023) to 25% • Writing from 29.6% (2023) to 32% • Numeracy from 32.1% (2023) to 34%. 	<p>To improve teacher judgement above expected growth averages across year 1 to 6 for:- Reading from 21% (2024) to 23% (2025)- Writing from 22% (2024) to 30% (2025) - Numeracy from 32.1% (2023) to 33% (2024) Maths 2.0 not available at this stage.</p>
		<p>Staff Opinion Survey By 2028, improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Academic emphasis 61% (2023) to 70% • Collective efficacy 72% (2023) to 80% • Instructional leadership 70% (2023) to 80% 	<p>To improve the percentage of positive responses for the following School Staff Opinion Survey factors: - Academic Emphasis from 71% (2024) to 72% (2025).- Collective Efficacy from 82% (2024) to % 83 (2025) - Instructional Leadership from 80% (2024) to 81% (2025)</p>
		<p>Attitudes to School Survey By 2028, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Stimulated learning 89% (2023) to 91% • Student voice and agency 82% (2023) to 85% 	<p>To improve the percentage of positive responses for the following Attitudes to School Survey factors: - Stimulated Learning from 89% (2024) to 90% (2025). - Student Voice & Agency from 86% (2024) to 87% (2025).</p>
<p>Strengthen the wellbeing of all students.</p>	<p>Yes</p>	<p>Attitudes to School Survey By 2028, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of connectedness 89% (2023) to 92% • Not experiencing bullying 82% (2023) to 85% • I know what to do if I experience racism 66% (2023) to 75% 	<p>To improve the percentage of positive responses for the following Attitudes to School Survey factors:- Sense of connectedness from 92% (2024) to 93% (2025).- Not Experiencing bullying from 92% (2024) to 93% (2025)- I know what to do if I experience racism from 82% (2024) to 83% (2025).</p>

	<p>Staff Opinion Survey By 2028, improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Teacher collaboration 65% (2023) to 70% • Build resilience and resilient supportive environment 58% to 68% • Visibility 36% (2023) to 68% 	To improve the percentage of positive responses for the following School Staff Opinion Survey factors: - Teacher collaboration from 68% (2024) to 69% (2025).- Build resilience and resilient supportive environment from 76% (2024) to 77% (2025).- Visibility 67% (2024) to 68% (2025).
	By 2028 decrease the percentage of students with 20+ days absence from 36% (2023) to 30%.	To decrease the percentage of students with 20+ days absence from 32% (2024) to 31% (2025).

Goal 2	Improve student learning outcomes in literacy and numeracy.
12-month target 2.1-month target	<p>To improve the proportion of Year 3 NAPLAN students within exceeding and strong proficiency levels for:</p> <ul style="list-style-type: none"> - Reading from 57% (2024) to 59% (2025) - Writing from 82% (2023) to 83% (2025) - Numeracy from 62% (2023) to 63% (2025) <p>Reduce the number of NAS students in Year 3 NAPLAN for:</p> <ul style="list-style-type: none"> - Reading from 20% (2024) to 19%(2025) - Writing from 13% (2024) to 12%(2025) - Numeracy from 16% (2024) to 15% (2025) <p>To improve the proportion of Year 5 NAPLAN students within exceeding and strong proficiency levels for:</p> <ul style="list-style-type: none"> - Reading from 54% (2023) to 60% (2025) - Writing from 69% (2023) to 71% (2025) - Numeracy from 50% (2024) to 53% (2025) <p>Reduce the number of NAS students in Year 5 NAPLAN for:</p> <ul style="list-style-type: none"> - Reading from 30% (2024) to 25%(2025)

	<ul style="list-style-type: none"> - Writing from 23% (2024) to 20%(2025) - Numeracy from 22% (2024) to 20%(2025) 	
12-month target 2.2-month target	<p>To improve teacher judgement above expected growth averages across year 1 to 6 for:</p> <ul style="list-style-type: none"> - Reading from 21% (2024) to 23% (2025) - Writing from 22% (2024) to 30% (2025) - Numeracy from 32.1% (2023) to 33% (2024) Maths 2.0 not available at this stage. 	
12-month target 2.3-month target	<p>To improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> - Academic Emphasis from 71% (2024) to 72% (2025). - Collective Efficacy from 82% (2024) to % 83 (2025) - Instructional Leadership from 80% (2024) to 81% (2025) 	
12-month target 2.4-month target	<p>To improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> - Stimulated Learning from 89% (2024) to 90% (2025). - Student Voice & Agency from 86% (2024) to 87% (2025). 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Audit, refine, document, and embed an agreed whole school Instructional model and collaborative approaches to curriculum planning for literacy and numeracy.	Yes
KIS 2.b Assessment	Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.	No
KIS 2.c Leadership	Develop and strengthen the instructional leadership approach to support staff and student learning.	Yes
KIS 2.d Assessment	Embed systematic assessment practices to obtain and provide feedback on student learning growth and attainment	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.	The selected KIS are focus in 2025 to build upon the work of our AIP in 2024. The actions and activities outline our next steps aligned with our Strategic plan and targets.	
Goal 3	Strengthen the wellbeing of all students.	
12-month target 3.1-month target	To improve the percentage of positive responses for the following Attitudes to School Survey factors: - Sense of connectedness from 92% (2024) to 93% (2025). - Not Experiencing bullying from 92% (2024) to 93% (2025) - I know what to do if I experience racism from 82% (2024) to 83% (2025).	
12-month target 3.2-month target	To improve the percentage of positive responses for the following School Staff Opinion Survey factors: - Teacher collaboration from 68% (2024) to 69% (2025). - Build resilience and resilient supportive environment from 76% (2024) to 77% (2025). - Visibility 67% (2024) to 68% (2025).	
12-month target 3.3-month target	To decrease the percentage of students with 20+ days absence from 32% (2024) to 31% (2025).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.	Yes
KIS 3.b Teaching and learning	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of Tier 1, 2 and 3 students.	Yes
KIS 3.c	Continue to refine a whole-school approach to improving attendance rates.	Yes

Engagement		
KIS 3.d Engagement	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.	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.	The selected KIS are focus in 2025 to build upon the work of our AIP in 2024. The actions and activities outline our next steps aligned with our Strategic plan and targets.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning outcomes in literacy and numeracy.
12-month target 2.1 target	<p>To improve the proportion of Year 3 NAPLAN students within exceeding and strong proficiency levels for:</p> <ul style="list-style-type: none"> - Reading from 57% (2024) to 59% (2025) - Writing from 82% (2023) to 83% (2025) - Numeracy from 62% (2023) to 63% (2025) <p>Reduce the number of NAS students in Year 3 NAPLAN for:</p> <ul style="list-style-type: none"> - Reading from 20% (2024) to 19%(2025) - Writing from 13% (2024) to 12%(2025) - Numeracy from 16% (2024) to 15% (2025) <p>To improve the proportion of Year 5 NAPLAN students within exceeding and strong proficiency levels for:</p> <ul style="list-style-type: none"> - Reading from 54% (2023) to 60% (2025) - Writing from 69% (2023) to 71% (2025) - Numeracy from 50% (2024) to 53% (2025) <p>Reduce the number of NAS students in Year 5 NAPLAN for:</p> <ul style="list-style-type: none"> - Reading from 30% (2024) to 25%(2025) - Writing from 23% (2024) to 20%(2025) - Numeracy from 22% (2024) to 20%(2025)
12-month target 2.2 target	<p>To improve teacher judgement above expected growth averages across year 1 to 6 for:</p> <ul style="list-style-type: none"> - Reading from 21% (2024) to 23% (2025) - Writing from 22% (2024) to 30% (2025) - Numeracy from 32.1% (2023) to 33% (2024) Maths 2.0 not available at this stage.
12-month target 2.3 target	<p>To improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> - Academic Emphasis from 71% (2024) to 72% (2025). - Collective Efficacy from 82% (2024) to % 83 (2025) - Instructional Leadership from 80% (2024) to 81% (2025)

12-month target 2.4 target	To improve the percentage of positive responses for the following Attitudes to School Survey factors: - Stimulated Learning from 89% (2024) to 90% (2025). - Student Voice & Agency from 86% (2024) to 87% (2025).
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Audit, refine, document, and embed an agreed whole school Instructional model and collaborative approaches to curriculum planning for literacy and numeracy.
Actions	1. Build staff capability and understanding to apply an implement an evidence based Explicit Direct Instructional Model and lesson design (EDI) aligned with VTLM 2.0. 2. Implement and review curriculum documentation in English & Mathematics for implementation of Victorian Curriculum changes in 2025.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *Begin to be able to articulate the 'usual' structure of lessons, aligned with the revised EDI Instructional Model. *Strengthen their engagement, behaviour and beliefs in Numeracy (PMSS). *Take responsibility for their learning environment, tasks and resources. <p>Teachers will:</p> <ul style="list-style-type: none"> *Understand and explain why evidence-based changes to the Instructional Model & planning approaches were developed, and their specific role in the change. *Begin to implement the structure of the EDI Instructional Model. *Begin to collaboratively plan Mathematics 2.0 aligned with EDI resources using VTLM 2.0. <p>School Leaders will:</p> <ul style="list-style-type: none"> *Strengthen Instructional Coaching skills, including mentoring and modelling to work with middle leadership (PLC Leaders & LS) in EDI, core knowledge curriculum & collaborative planning in Numeracy. *Complete explicit instruction focused learning walks using a consistent checklist. *Implement and support whole school documentation in English 2.0 & Maths 2.0 for 2025. <p>Community will:</p>

	<p>*Engage in school communication around learning in the newsletter, school semester reports & provide feedback on school curriculum programs in School Parent Survey.</p> <p>*Attend Learning focused celebrations including Education Week & Parent Teacher Interviews to discuss student learning growth.</p>			
Success Indicators	<p>Early indicators:</p> <ol style="list-style-type: none"> 1. Micro data sets collected through PLC Improvement cycles in Numeracy that measure improvement in student engagement in Numeracy. 2. Evidence of Leadership Learning Walks, Instructional Coaching and Retrospective reflections on VTLM 2.0. 3. Staff using the EDI model and lesson design in Numeracy & Literacy planning documentation. <p>Late indicators:</p> <ol style="list-style-type: none"> 4. Improved students skills, knowledge and strategies in the Numeracy. (Teacher Judgements & reduced gap between equity/non equity funded students) 5. Improved AToSS results in Learner Characteristics & Disposition in Motivation & Interest from 92% (2023) to 93% (2025). 6. Improved AToSS results in Learner Characteristics & Disposition in Confidence from 88% (2024) to 89% (2025). 7. Improved School Staff Survey results in School Climate for Collective focus on learning from 87% (2024) to 88% (2025). 8. Improved School Parent Survey results in Student Cognitive Engagement in Stimulating learning from 86% (2024) to in 2025. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide professional learning and capacity building in whole school approaches for new staff (MSL Phonics).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning and capacity building through coaching, mentoring and modelling for middle learners.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$40,903.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Scheduled Leadership Learning Walks to align PLC peers goals with AIP targets.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,903.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement and monitor Victorian Curriculum 2.0 scope and sequences with EDI and Core Knowledge Curriculum.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,903.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement and monitor phonics and morphology scope and sequence for F-6. (Amy & Jess).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional learning and the use of PRIME and OCHRE.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.c 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 strengthen the instructional leadership approach to support staff and student learning.			

Actions	<ol style="list-style-type: none"> 1. Strengthen instructional coaching across the school through a whole school coaching mentoring and modelling approach. 2. Further strengthen our strategic direction through deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment. (VTLM 2.0)
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * Have consistent classroom routines and procedures. * Engage in explicit direct instruction lessons and learn through the elements of learning: attention, focus and regulation, knowledge and memory, retention and recall and mastery and application. <p>Teachers will:</p> <ul style="list-style-type: none"> * Be able to articulate definition of Instructional Leadership and Professional Learning. * Participate in professional learning and coaching for implementation of VTLM 2.0 including the elements of learning, and application of the elements of teaching: planning, enabling learning, explicit teaching and supported application. <p>School Leaders will:</p> <ul style="list-style-type: none"> * Implement the RGPS Instructional Playbook of effective practices aligned with PLC Improvement Cycles. * Middle leaders (PLC & LS & PMSS) provide targeted guidance and support to teachers and staff, based on student outcomes and feedback, teaching, engagement and support practices, and research aligned with the VTLM 2.0 * Monitor and implement evidence-based strategies and actions to improve student learning and wellbeing in response to needs identified through the improvement cycle with learning walks. * Develop coaching and mentoring allocation for all staff to build capacity. <p>Community will:</p> <ul style="list-style-type: none"> *Develop an understanding of the RGPS instructional Playbook and strategies to support learning at home that align with the science of learning (e.g. decodable readers, mClass Amplify parent resources)
Success Indicators	<p>Early indicators:</p> <ol style="list-style-type: none"> 1. Allocation of Instructional Coaches (LTs and APs and Prin) to PLT leaders (1 session per fortnight), and LS to Teachers for regular coaching, mentoring and modeling. 2. learning walk data from consistent template used by Instructional coaches to measure implementation and engagement of orderly environments, VTLM 2.0 and the EDI explicit instruction model. <p>Late indicators:</p> <ol style="list-style-type: none"> 3. To improve the percentage of positive responses for the following Attitudes to School Survey factors: - Stimulated

	<p>Learning from 89% (2024) to 90% (2025). - Student Voice & Agency from 86% (2024) to 87% (2025).</p> <p>4. School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> - Academic Emphasis from 71% (2024) to 72% (2025). - Instructional Leadership from 80% (2024) to 81% (2025). <p>5. To improve the proportion of Year 3 NAPLAN students within exceeding and strong proficiency levels for:</p> <ul style="list-style-type: none"> - Reading from 57% (2024) to 59% (2025) - Writing from 82% (2023) to 83% (2025) - Numeracy from 62% (2023) to 63% (2025) <p>6. To improve the proportion of Year 5 NAPLAN students within exceeding and strong proficiency levels for:</p> <ul style="list-style-type: none"> - Reading from 54% (2023) to 60% (2025) - Writing from 69% (2023) to 71% (2025) - Numeracy from 50% (2024) to 53% (2025) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning in EDI for staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,776.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning on the VTLM 2.0 including the elements of learning and the elements of teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,776.00 <input checked="" type="checkbox"/> Equity funding will be used
The Impact Cycle professional learning for PLT leaders, Learning Specialists and Leading teachers	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Time allocation for Instructional Coaching sessions for PLT Leaders with their Instructional Coach (1 hour per fortnight)	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$37,776.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Mentoring, modeling and coaching sessions for teachers, utilising learning specialists	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,207.04 <input checked="" type="checkbox"/> Equity funding will be used
Regular and consistent learning walks by instructional coaches (LS, LT, AP, Prin) focussing on the engagement of orderly environments, VTLM 2.0 and the EDI explicit instruction model.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,776.00 <input checked="" type="checkbox"/> Equity funding will be used
Middle leader professional learning courses (Vic Teaching Academy)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PMSS staff to attend PMSS professional learning sessions to prepare for school implementation (model use of PRIME and OCHRE).	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 2.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Embed systematic assessment practices to obtain and provide feedback on student learning growth and attainment			

attainment and wellbeing capabilities	
Actions	<ol style="list-style-type: none"> 1. Build staff capabilities to use student growth and attainment data and evidence to inform targeted planning & teaching. 2. Continue to further develop PLC structures to support teacher collaboration and strengthen practice in Numeracy.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *Articulate the purpose of learning in any lesson. *Know their goal and the next steps they need to take to progress their learning. *Achieve 12 months or more learning growth, for a year of teaching. <p>Teachers will:</p> <ul style="list-style-type: none"> *Plan according to the Whole School Explicit Instructional Model (EDI), aligned to the Victorian Mathematics Curriculum (version 2) *Engage in moderation through PLC improvement cycles using Numeracy Common Assessment Tasks. *Use summative and formative evidence to drive responsive and targeted teaching. <p>School leaders will:</p> <ul style="list-style-type: none"> *Build the capabilities of staff to plan collaboratively, using evidence to inform these plans. *Support teams to enact responsive and targeted teaching techniques in PLCs. *Build the capabilities of teacher leaders to lead their teams to use summative and formative evidence to inform planning. *Implement the Instructional Playbooks to create a handbook of effective practices aligned with Improvement Cycles. <p>Community will:</p> <ul style="list-style-type: none"> *Engage in school communication around learning in the newsletter, school semester reports & provide feedback on school curriculum programs in School Parent Survey. *Attend Learning focused celebrations including Education Week & Parent Teacher Interviews to discuss student learning growth.
Success Indicators	<p>Early indicators:</p> <ol style="list-style-type: none"> 1. PLC Agendas and Professional Learning Schedules that show evidence of moderation, planning and reflections. 2. Records of learning walks, instructional coaching, modelling and collegiate observations.

	<p>Late indicators:</p> <p>4. Improved students skills, knowledge and strategies in Numeracy. (Teacher Judgements & reduced gap between equity/non equity funded students, PAT band growth)</p> <p>5. Improved Numeracy cohort data for EAL, Equity funded, ATSI students & students in TLI groups.</p> <p>6. Improved AToSS results in Learner Characteristics & Disposition in Goal Setting from 93% (2024) to 94% (2025).</p> <p>7. Improved School Parent Survey results in Student Cognitive Engagement in Effective Teaching from 91% (2023) to 92% in 2024. ***</p> <p>8. Improved School Staff Survey results in School Climate for teacher collaboration from 69% (2024) to 70% (2025).</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a whole school data spread sheet to track student achievement/growth and support teacher judgements.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$29,372.00 <input checked="" type="checkbox"/> Equity funding will be used
Build the capabilities of staff to use summative and formative evidence to drive responsive and targeted teaching in PLCs.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,372.00 <input checked="" type="checkbox"/> Equity funding will be used
Creation, implementation and monitoring of common assessment tasks from F-6.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,372.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used

Development of moderation protocol and template in Numeracy to support capacity building around assessment and next steps in using data.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,372.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Utilising student data to monitor student growth and teacher judgement through PLC improvement cycles.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,372.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Strengthen the wellbeing of all students.			
12-month target 3.1 target	To improve the percentage of positive responses for the following Attitudes to School Survey factors: - Sense of connectedness from 92% (2024) to 93% (2025). - Not Experiencing bullying from 92% (2024) to 93% (2025) - I know what to do if I experience racism from 82% (2024) to 83% (2025).			
12-month target 3.2 target	To improve the percentage of positive responses for the following School Staff Opinion Survey factors: - Teacher collaboration from 68% (2024) to 69% (2025). - Build resilience and resilient supportive environment from 76% (2024) to 77% (2025). - Visibility 67% (2024) to 68% (2025).			
12-month target 3.3 target	To decrease the percentage of students with 20+ days absence from 32% (2024) to 31% (2025).			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students'	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.			

participation and engagement in school	
Actions	<ol style="list-style-type: none"> 1. Develop a whole-school understanding of what student voice, agency and leadership in learning looks like. 2. Enhance student leadership to provide additional opportunities for student feedback, engagement and participation. 3. Further develop SWPBS to enhance school pride and connectedness.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * Articulate and act in accordance with the Expected Behaviours matrix. * Understand and explain the importance of our school vision and values. * Enact strategies in their Ready to Learn plans. <p>Teachers will:</p> <ul style="list-style-type: none"> * Articulate our school vision and values with confidence. * Reference the Expected Behaviours when positively acknowledging students, or when reteaching expected behaviours. * Support students in creating their own Ready to Learn plan. <p>Leaders will:</p> <ul style="list-style-type: none"> * Leaders communicate the importance of voice, agency and leadership through the school's vision and values, and establish systems and structures that enhance students' participation and engagement and foster a sense of connectedness. <p>Community will:</p> <ul style="list-style-type: none"> * Become more aware of our school vision and school values.
Success Indicators	<p>Early indicators:</p> <ol style="list-style-type: none"> 1. By the end of Term 1, at least 1 student forum will be held to gather student feedback on learning and wellbeing programs. 2. Running of SWPBS professional development for new and existing staff. <p>Late indicators:</p> <ol style="list-style-type: none"> 1. Improved AToSS results in Social Engagement in Student Voice and Agency from 86% (2024) to 87% (2025). 2. Improved School Staff Survey results in Teaching and Learning - Evaluation in Use student feedback to improve practice from 88% (2024) to 89% (2025).

3. Improved School Parent Survey results in Student Cognitive Engagement in Stimulated learning environment from 83% (2024) to 84% (2025).

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Termly student forums to gather student feedback on school learning and wellbeing programs.	<input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Student leadership capacity will be built through learning conducted both here at school and at leadership conference.	<input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Introduction of student mentors/peer leaders.	<input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Building staff capacity at utilising SWPBS through the use of the Positive Classroom Management Strategies.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Begin to develop a whole-school understanding of what student voice, agency and leadership in learning looks like.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Running of Masterclass high ability program.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Opportunities for students to participate in a wide variety of Specialist subjects.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$57,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of Tier 1, 2 and 3 students.			
Actions	<ol style="list-style-type: none"> 1. Further build staff capabilities to understand, identify, implement and document reasonable adjustments. 2. Continue to embed staff capability in trauma informed practices through the Berry Street Education Model. 3. Refine our TLI/EAL approach to address point of need targeted teaching for students based on whole school data. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> *Understand and describe what success looks like for them aligned with their student plans. *Strengthen understanding and confidence about how they learn best. * Participate in relevant interventions including TLI, EAL, Mental Health Fund Programs, Speech Programs. <p>Teachers will:</p> <ul style="list-style-type: none"> *Continue to document the reasonable adjustments that they make to support their students, in learning and wellbeing aligned to the Disability Inclusion Model. *Strengthen skills in developing high quality student plans through school based professional learning. * Engage in and apply professional learning from the Berry Street Education Model. * Provide feedback on student progress with TLI staff and leadership. <p>School Leaders will:</p> <ul style="list-style-type: none"> *Monitor attendance, IEPs, BSPs and safety plans, in collaboration with teachers and families through SSGs, ensuring 			

	<p>that reasonable adjustments are documented to a high standard. *Conduct an annual review of school wide expectations for student plans and Disability Inclusion in Wellbeing Handbook. *Consolidate clear concise templates/ documents for student plans & provide staff with professional learning in creating high quality student plans and adjustments on planning documentation. * Annually review and document whole school Wellbeing Scope & Sequence to include e-safety, RRRR, Berry Street & HIWS. * Identify and determine targeted students for TLI & EAL using whole school data. * Track identified student progress and growth in Tier 2 programs with progress monitoring assessments.</p> <p>Community will: *Participate, support and collaborate in SSGs to meet learning and wellbeing needs of student/s.</p>			
<p>Success Indicators</p>	<p>Early indicators: 1. Creation of SMART goals in student plans and evidence of growth data of those identified students in priority cohorts. 2. Staff continue to include and build adjustments into Team Planning documents. 2. School data used to identify students for EAL, TLI, Mental Health Fund Programs, Speech Programs and Disability Inclusion profiles.</p> <p>Late indicators: 3. Improved AToSS results in Learning Characteristics and Disposition in sense of confidence from 88% (2024) to 90% (2025). 4. Improved School Staff Survey results in School Climate for teacher collaboration from 69% (2024) to 70% (2025).</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Build Leadership skill and capacity in Tiered responses (MhipS, DIP training, IEP training, behaviour support/trauma informed training).</p>	<p><input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$158,671.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>

Build staff capacity to record and monitor student progress and adjustments according to universal standards. DI Profiles scheduled at point of need.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,360.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Monitor and support EAL new arrival program to include a documented yearly overview and planning.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,416.00 <input checked="" type="checkbox"/> Equity funding will be used
Refinement and audit of wellbeing scope and sequence to address point of need wellbeing topics.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$22,416.00
Scheduled professional reading for staff of the Berry Street book and booked catch up sessions for staff who have missed PL.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Targeted point of need speech groups building upon social skills and individual student goals.	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$110,828.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Review student data sets in Term 2 & 4 (PAT, DIBELS, NAPLAN, DAL) to identify students for TLI groups.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,416.00 <input checked="" type="checkbox"/> Other funding will be used
Track student growth in Tier 2 programs (EAL & TLI) through implementation of progress monitoring assessments.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,416.00 <input checked="" type="checkbox"/> Other funding will be used
Utilisation of Mental Health Fund to enhance student wellbeing opportunities.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,777.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue to refine a whole-school approach to improving attendance rates.			
Actions	1. Further build staff capability to identify and address student absence concerns.			

<p>Outcomes</p>	<p>Students will: *Articulate the importance of attendance and their role.</p> <p>Teachers will: *Follow up attendance daily through phone calls to home. *Identify patterns of absence to allow for early intervention. *Promote and encourage school attendance in classrooms through quality teaching and learning programs.</p> <p>School Leaders will: *Meet regularly to review & track absence data. *Monitor & support development of attendance plans in collaboration with teachers and families through SSGs. *Recognise and promote high levels of attendance through positive acknowledgment system. *Run attendance 'sprints' to support students that require early intervention.</p> <p>Community will: *Articulate importance of attendance and their role in supporting student/s. *Engage with newsletter content each month on the importance of school attendance.</p>			
<p>Success Indicators</p>	<p>Early Indicators: 1. Attendance as an agenda item on rotation in PLC admin meetings with a focus on actions taken to address concerns. 2. The running of Termly attendance 'sprints' with identified students to minimise the total number of students with 20+ days absent.</p> <p>Late indicators: 3. Improved AToSS results in Social Engagement in Student Connectedness from 92% (2024) to 93% (2025). 4. Improved School Parent Survey results in Connection & Progression in Student Connectedness from 93% (2024) to 94% (2025).</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Attendance Improvement Team Meetings held at least fortnightly.</p>	<p><input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$26,828.00</p>

	<input checked="" type="checkbox"/> Mental health and wellbeing leader		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Attendance discussion in PLC agenda for a minimum of two times per Term.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,828.00 <input checked="" type="checkbox"/> Equity funding will be used
Attendance discussion in Leadership PLC agenda for a minimum of two times per Term.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,828.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate school funds for students to attend school activities such as camps and excursions through subsidy. (\$30 per student for excursions/incursions)	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$57,428.00 <input checked="" type="checkbox"/> Equity funding will be used
Running of Termly attendance 'sprints' with identified students to minimise the total number of students with 20+ days absent.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,828.00 <input checked="" type="checkbox"/> Equity funding will be used
A considered wellbeing and engagement events calendar, targeting the needs of identified students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$49,200.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,448,892.80	\$1,448,892.00	\$0.80
Disability Inclusion Tier 2 Funding	\$371,983.00	\$371,983.00	\$0.00
Schools Mental Health Fund and Menu	\$54,591.12	\$54,591.00	\$0.12
Total	\$1,875,466.92	\$1,875,466.00	\$0.92

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide professional learning and capacity building in whole school approaches for new staff (MSL Phonics).	\$25,000.00
Professional Learning and capacity building through coaching, mentoring and modelling for middle learners.	\$40,903.00
Scheduled Leadership Learning Walks to align PLC peers goals with AIP targets.	\$40,903.00
Implement and monitor Victorian Curriculum 2.0 scope and sequences with EDI and Core Knowledge Curriculum.	\$40,903.00
Professional learning and the use of PRIME and OCHRE.	\$10,000.00
Professional learning in EDI for staff.	\$37,776.00

Professional learning on the VTLM 2.0 including the elements of learning and the elements of teaching	\$37,776.00
The Impact Cycle professional learning for PLT leaders, Learning Specialists and Leading teachers	\$10,000.00
Time allocation for Instructional Coaching sessions for PLT Leaders with their Instructional Coach (1 hour per fortnight)	\$37,776.00
Mentoring, modeling and coaching sessions for teachers, utilising learning specialists	\$120,207.04
Regular and consistent learning walks by instructional coaches (LS, LT, AP, Prin) focussing on the engagement of orderly environments, VTLM 2.0 and the EDI explicit instruction model.	\$37,776.00
Develop a whole school data spread sheet to track student achievement/growth and support teacher judgements.	\$29,372.00
Build the capabilities of staff to use summative and formative evidence to drive responsive and targeted teaching in PLCs.	\$29,372.00
Creation, implementation and monitoring of common assessment tasks from F-6.	\$29,372.00
Development of moderation protocol and template in Numeracy to support capacity building around assessment and next steps in using data.	\$29,372.00
Utilising student data to monitor student growth and teacher judgement through PLC improvement cycles.	\$29,372.00
Opportunities for students to participate in a wide variety of Specialist subjects.	\$57,000.00

Build Leadership skill and capacity in Tiered responses (MhipS, DIP training, IEP training, behaviour support/trauma informed training).	\$158,671.00
Build staff capacity to record and monitor student progress and adjustments according to universal standards. DI Profiles scheduled at point of need.	\$53,360.00
Monitor and support EAL new arrival program to include a documented yearly overview and planning.	\$22,416.00
Scheduled professional reading for staff of the Berry Street book and booked catch up sessions for staff who have missed PL.	\$5,000.00
Targeted point of need speech groups building upon social skills and individual student goals.	\$110,828.00
Utilisation of Mental Health Fund to enhance student wellbeing opportunities.	\$19,777.00
Attendance Improvement Team Meetings held at least fortnightly.	\$26,828.00
Attendance discussion in PLC agenda for a minimum of two times per Term.	\$26,828.00
Attendance discussion in Leadership PLC agenda for a minimum of two times per Term.	\$26,828.00
Allocate school funds for students to attend school activities such as camps and excursions through subsidy. (\$30 per student for excursions/incursions)	\$57,428.00
Running of Termly attendance 'sprints' with identified students to minimise the total number of students with 20+ days absent.	\$26,828.00
A considered wellbeing and engagement events calendar, targeting the needs of identified students.	\$49,200.00
Totals	\$1,226,872.04

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide professional learning and capacity building in whole school approaches for new staff (MSL Phonics).	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Professional Learning and capacity building through coaching, mentoring and modelling for middle learners.	from: Term 1 to: Term 4	\$40,903.00	<input checked="" type="checkbox"/> School-based staffing
Scheduled Leadership Learning Walks to align PLC peers goals with AIP targets.	from: Term 1 to: Term 4	\$40,903.00	<input checked="" type="checkbox"/> School-based staffing
Implement and monitor Victorian Curriculum 2.0 scope and sequences with EDI and Core Knowledge Curriculum.	from: Term 1 to: Term 4	\$40,903.00	<input checked="" type="checkbox"/> School-based staffing
Professional learning and the use of PRIME and OCHRE.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional learning in EDI for staff.	from: Term 1 to: Term 4	\$37,776.00	<input checked="" type="checkbox"/> School-based staffing

Professional learning on the VTLM 2.0 including the elements of learning and the elements of teaching	from: Term 1 to: Term 4	\$37,776.00	<input checked="" type="checkbox"/> School-based staffing
The Impact Cycle professional learning for PLT leaders, Learning Specialists and Leading teachers	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Time allocation for Instructional Coaching sessions for PLT Leaders with their Instructional Coach (1 hour per fortnight)	from: Term 1 to: Term 4	\$37,776.00	<input checked="" type="checkbox"/> School-based staffing
Mentoring, modeling and coaching sessions for teachers, utilising learning specialists	from: Term 1 to: Term 4	\$120,207.00	<input checked="" type="checkbox"/> School-based staffing
Regular and consistent learning walks by instructional coaches (LS, LT, AP, Prin) focussing on the engagement of orderly environments, VTLM 2.0 and the EDI explicit instruction model.	from: Term 1 to: Term 4	\$37,776.00	<input checked="" type="checkbox"/> School-based staffing
Develop a whole school data spread sheet to track student achievement/growth and support teacher judgements.	from: Term 1 to: Term 2	\$29,372.00	<input checked="" type="checkbox"/> School-based staffing
Build the capabilities of staff to use summative and formative	from: Term 1	\$29,372.00	<input checked="" type="checkbox"/> School-based staffing

evidence to drive responsive and targeted teaching in PLCs.	to: Term 4		
Creation, implementation and monitoring of common assessment tasks from F-6.	from: Term 1 to: Term 4	\$29,372.00	<input checked="" type="checkbox"/> School-based staffing
Development of moderation protocol and template in Numeracy to support capacity building around assessment and next steps in using data.	from: Term 1 to: Term 4	\$29,372.00	<input checked="" type="checkbox"/> School-based staffing
Utilising student data to monitor student growth and teacher judgement through PLC improvement cycles.	from: Term 1 to: Term 4	\$29,372.00	<input checked="" type="checkbox"/> School-based staffing
Opportunities for students to participate in a wide variety of Specialist subjects.	from: Term 1 to: Term 4	\$57,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Monitor and support EAL new arrival program to include a documented yearly overview and planning.	from: Term 1 to: Term 4	\$22,416.00	<input checked="" type="checkbox"/> School-based staffing
Scheduled professional reading for staff of the Berry Street book and booked catch up sessions for staff who have missed PL.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Attendance Improvement Team Meetings held at least fortnightly.	from: Term 1	\$26,828.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Attendance discussion in PLC agenda for a minimum of two times per Term.	from: Term 1 to: Term 4	\$26,828.00	<input checked="" type="checkbox"/> School-based staffing
Attendance discussion in Leadership PLC agenda for a minimum of two times per Term.	from: Term 1 to: Term 4	\$26,828.00	<input checked="" type="checkbox"/> School-based staffing
Allocate school funds for students to attend school activities such as camps and excursions through subsidy. (\$30 per student for excursions/incursions)	from: Term 1 to: Term 4	\$57,428.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other School subsidy for incursions and excursions.
Running of Termly attendance 'sprints' with identified students to minimise the total number of students with 20+ days absent.	from: Term 1 to: Term 4	\$26,828.00	<input checked="" type="checkbox"/> School-based staffing
A considered wellbeing and engagement events calendar, targeting the needs of identified students.	from: Term 1 to: Term 4	\$49,200.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Additional school events to promote experiences related to teaching and learning programs.
Totals		\$884,236.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Build Leadership skill and capacity in Tiered responses (MhipS, DIP training, IEP training, behaviour support/trauma informed training).	from: Term 1 to: Term 4	\$158,671.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Build staff capacity to record and monitor student progress and adjustments according to universal standards. DI Profiles scheduled at point of need.	from: Term 1 to: Term 4	\$53,360.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator
Targeted point of need speech groups building upon social skills and individual student goals.	from: Term 1 to: Term 4	\$75,828.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Speech pathologists
Totals		\$287,859.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Targeted point of need speech groups building upon social skills and individual student goals.	from: Term 1 to: Term 4	\$34,814.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Utilisation of Mental Health Fund to enhance student wellbeing opportunities.	from: Term 1	\$19,777.00	<input checked="" type="checkbox"/> Animal Therapists <p style="text-align: center;">This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Program delivered in school by external service provider

	to: Term 4		
Totals		\$54,591.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Disability Inclusion resources, plant and equipment.	\$39,583.00
Additional ES support 1-1 students.	\$44,541.00
Leased IT technologies	\$148,900.00
Student supplies and booklists	\$25,000.00
Additional PL & CRT costs	\$75,000.00
Learning Curriculum resources	\$65,000.00
Camp & Swimming Subsidy	\$7,000.00
Minor Capital Works	\$50,000.00
Additional Leadership & Additional Staffing- specialist subjects.	\$193,756.00
Totals	\$648,780.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Disability Inclusion resources, plant and equipment.	from: Term 1 to: Term 4	\$0.00	
Additional ES support 1-1 students.	from: Term 1 to: Term 4	\$0.00	
Leased IT technologies	from: Term 1 to: Term 4	\$148,900.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Student supplies and booklists	from: Term 1 to: Term 2	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Additional PL & CRT costs	from: Term 1 to: Term 4	\$75,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Learning Curriculum resources	from: Term 1 to: Term 4	\$65,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Camp & Swimming Subsidy	from: Term 1 to: Term 3	\$7,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Minor Capital Works	from: Term 1 to: Term 2	\$50,000.00	<input checked="" type="checkbox"/> Assets
Additional Leadership & Additional Staffing- specialist subjects.	from: Term 1 to: Term 4	\$193,756.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$564,656.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion resources, plant and equipment.	from: Term 1 to: Term 4	\$39,583.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Inclusive recreation equipment and resources
Additional ES support 1-1 students.	from: Term 1 to: Term 4	\$44,541.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff
Leased IT technologies	from: Term 1 to: Term 4	\$0.00	
Student supplies and booklists	from: Term 1	\$0.00	

	to: Term 2		
Additional PL & CRT costs	from: Term 1 to: Term 4	\$0.00	
Learning Curriculum resources	from: Term 1 to: Term 4	\$0.00	
Camp & Swimming Subsidy	from: Term 1 to: Term 3	\$0.00	
Minor Capital Works	from: Term 1 to: Term 2	\$0.00	
Additional Leadership & Additional Staffing- specialist subjects.	from: Term 1 to: Term 4	\$0.00	
Totals		\$84,124.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Disability Inclusion resources, plant and equipment.	from: Term 1 to: Term 4	\$0.00	
Additional ES support 1-1 students.	from: Term 1 to: Term 4	\$0.00	
Leased IT technologies	from: Term 1 to: Term 4	\$0.00	
Student supplies and booklists	from: Term 1 to: Term 2		
Additional PL & CRT costs	from: Term 1 to: Term 4	\$0.00	
Learning Curriculum resources	from: Term 1 to: Term 4	\$0.00	
Camp & Swimming Subsidy	from: Term 1 to: Term 3	\$0.00	

Minor Capital Works	from: Term 1 to: Term 2	\$0.00	
Additional Leadership & Additional Staffing- specialist subjects.	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Scheduled Leadership Learning Walks to align PLC peers goals with AIP targets.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning and the use of PRIME and OCHRE.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Professional learning in EDI for staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning on the VTLM 2.0 including the elements of learning and the elements of teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Building staff capacity at utilising SWPBS through the use of the Positive Classroom Management Strategies.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Build Leadership skill and capacity in Tiered responses (MhipS, DIP training, IEP training, behaviour support/trauma informed training).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources Mhips, IEP modules, Behaviour Modules. DIP. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site