2025 Annual Implementation Plan

for improving student outcomes

Nullawarre and District Primary School (1652)

Submitted for review by Denise Kelly (School Principal) on 18 December, 2024 at 09:52 AM
Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 20 December, 2024 at 09:46 AM
Awaiting endorsement by School Council President

Self-evaluation summary

	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.	Emerging

	FISO 2.0 outcomes	Self-evaluation level
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving

	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	Emerging
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 Dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging

	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.	Evolving
	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	Emerging
	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	Evolving

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Goal 2: Maximise Learning Growth for All Students Progress Summary: 12-Month Targets: Partially met in areas like Year 3 Reading and Numeracy but fell short in Writing and above benchmark growth for NAPLAN. Reflection on KIS Implementation: The actions to embed a structured learning environment and improve collaborative curriculum planning were partially completed. Staff showed increased engagement with Professional Learning Communities (PLCs), but inconsistent application of data-driven practices hindered stronger outcomes. Challenges: Workforce variability in data literacy and readiness for change affected the consistency of differentiated practices. Limited time for peer observations and feedback cycles also impeded progress. Focus Areas for 2025: Strengthen teacher capacity in using data effectively through sustained professional learning and coaching. Fully implement the structured teacher/planning process to enhance differentiation and responsive teaching. Ensure consistent implementation of collaborative curriculum planning approaches across all classrooms. Goal 3: Embed a Culture of Wellbeing and Inclusion for All Students Progress Summary: 12-Month Targets: Attendance and engagement goals were not fully met. Absenteeism rates remained above target, and AtoSS scores for Social Engagement and Student Voice and Agency improved only marginally. Reflection on KIS Implementation: While SEL and SWPBS frameworks were partially embedded, inconsistent delivery across classrooms limited their impact. Engagement with families and students remained a barrier to addressing absenteeism effectively. Challenges: Variability in teacher confidence with SEL delivery and a lack of robust monitoring systems for attendance and engagement interventions. Focus Areas for 2025: Build teacher capacity to deliver SEL and SWPBS consistently and with fidelity. Introduce targeted family engagement programs to address barriers to attendance and foster stronger school-community connections.

Leverage Disability Inclusion and MHiPS funding to provide additional support for at-risk students.

Future Planning for 2025
Key Goals and KIS for Focus:
Goal 2: Maximise Learning Growth for All Students
KIS 2.a: Embed a teacher inquiry process to analyse assessment data, respond to student needs, and evaluate teaching impact.
KIS 2.b: Further develop and embed whole-school collaborative approaches to curriculum planning, assessment, and instructional practices.

Implementation Focus:
Use PLCs to drive consistent use of assessment data in planning differentiated lessons.
Provide coaching cycles to reinforce HITS (High Impact Teaching Strategies) and ensure uniform curriculum delivery.
Introduce peer observations to foster a culture of collaborative feedback and shared accountability.

Goal 3: Embed a Culture of Wellbeing and Inclusion
KIS 3.a: Activate student voice, agency, and leadership to strengthen participation and engagement.
KIS 3.b: Embed a culture of inclusion to enhance student engagement, learning, and wellbeing.

Implementation Focus:
Expand student leadership opportunities and integrate their input into school decision-making.
Deliver targeted SEL professional learning sessions to build teacher capacity in fostering resilience and emotional awareness.
Develop personalised attendance intervention plans for at-risk students and actively involve families in solutions.

Implementation Efforts for 2025:
Teacher Inquiry Process (KIS 2.a):
Professional learning series on data literacy and inquiry-based teaching.
Use of common assessment tools (e.g., NAPLAN, DIBELS) to identify student needs and evaluate teaching strategies.
Termly PLC reviews to monitor progress and adjust actions.

Collaborative Curriculum Planning (KIS 2.b):
Develop a whole-school curriculum map aligned with the Victorian Curriculum 2.0.
Facilitate moderation sessions to ensure consistency in teacher judgments and assessments.

	Provide resources and release time for teachers to collaboratively design differentiated learning plans.
	Student Voice and Agency (KIS 3.a):
	Establish a student council and create platforms for students to provide regular feedback on school initiatives.
	Integrate student-led components into classroom activities to foster ownership and leadership.
	Track engagement metrics through AtoSS surveys and monitor improvement against targets.
	Culture of Inclusion (KIS 3.b):
	Embed SWPBS practices across classrooms through regular learning walks and coaching sessions.
	Deliver SEL lessons weekly, focusing on emotional awareness, resilience, and positive relationships.
	Use attendance monitoring data to identify trends, and involve the wellbeing team in designing responsive interventions.
	Expected Impact on 4-Year Goals
	Improved consistency in curriculum delivery and differentiated instruction will drive progress in NAPLAN growth and Victorian Curriculum targets.
	Increased student engagement through leadership opportunities and SEL will enhance AtoSS results for Social Engagement (90%) and Student Voice and Agency (85%).
	Targeted family engagement strategies and attendance monitoring to reduce absenteeism rates to below 25%.
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise learning growth for all students.	Yes	By 2025 the three year rolling average percentage of student achieving in the top two bands in NAPLAN will increase for: • Year 3 Reading from 48 per cent (2018-21) to at least 55 per cent • Year 3 Writing from 35 per cent (2018-21) to at least 50 per cent • Year 3 Numeracy from 32 per cent (2018-21) to at least 40 per cent • Year 5 Reading from 19 per cent (2018-21) to at least 30 per cent • Year 5 Writing from 13 per cent (2018-21) to at least 30 per cent • Year 5 Numeracy from 8 per cent (2018-21) to at least 30 per cent.	Reading: Reduce the number of NAS students from 6 in Year 3 (2024) to 3 in Year 5 (2026). Numeracy: Reduce the number of NAS students from 5 in Year 3 (2024) to 2 in Year 5 (2026).
		By 2025 the three year rolling average percentage of students achieving above benchmark growth in NAPLAN will increase for: • Reading from 7 per cent (2018-21) to 20 per cent • Writing from 13 per cent (2018-21) to 20 per cent • Numeracy from 4 per cent (2018-21) to 20 per cent.	By 2025, the percentage of students achieving high relative growth in NAPLAN will increase for:Reading: 15%Writing: 18%Numeracy:12%.

		By Semester 2 2024, the percentage of F-6 students assessed against the Victorian Curriculum as above the expected level will increase for: • Reading and Viewing from 17 per cent in 2020 to at least 40 per cent • Speaking and Listening from 7 per cent in 2020 to at least 35 per cent • Writing from 13 per cent in 2020 to at least 35 per cent • Measurement and Geometry from 17 per cent in 2020 to at least 35 per cent • Number and Algebra from 19 per cent in 2020 to at least 35 per cent • Statistics and Probability from 2 per cent in 2020 to at least 25 per cent	By 2026, the percentage of F-6 students assessed against the Victorian Curriculum as "above expected levels" will increase for:Reading and Viewing: From 37% (2023) to 40%.Speaking and Listening: From 14% (2023) to 25%.Writing: From 26% (2023) to 35%.Mathematics: From 17% (2023) to 35%.
		By 2025 the percentage of staff reporting positive endorsement on the School Staff Survey will increase for: • Academic emphasis factor (in School Climate module) from 73 per cent in 2020 to 90 per cent • Teacher collaboration factor (in School Climate module) from 70 per cent in 2020 to 90 per cent • Teaching and Learning – Evaluation module from 91 per cent in 2020 to 100 per cent.	By 2026 the percentage of staff reporting positive endorsement on the School Staff Survey will increase for:Academic Emphasis: Increase to 90%.Teacher Collaboration: Increase to 90%.Teaching and Learning – Evaluation: Increase to 95%.
Embed a culture of wellbeing and inclusion for all students.	Yes	By 2025 the percentage of students reporting positive endorsement in the Social Engagement domain of the student Attitudes to School Survey, will increase from an average of 80 per cent (2019-21) to at least 90 per cent.	By 2026:Increase Social Engagement positive endorsements in the AtoSS from 87% (2024 baseline) to 90%.Increase Student Voice and Agency positive endorsements in the AtoSS from 78% (2024 baseline) to 85%.

		By 2025 the percentage of students with more than 20 days absence will be reduced form 31 per cent in 2020 to less than 20 per cent.	By 2026 the percentage of students with more than 20 days absence will be reduced form 25% or lower.

Goal 1	**Maximise learning growth for all students.**	
12-month target 1.1	Reading: Reduce the number of NAS students from 6 in Year 3 (2024) to 3 in Year 5 (2026). Numeracy: Reduce the number of NAS students from 5 in Year 3 (2024) to 2 in Year 5 (2026).	
12-month target 1.2	By 2025, the percentage of students achieving high relative growth in NAPLAN will increase for: Reading: 15% Writing: 18% Numeracy:12%.	
12-month target 1.3	By 2026, the percentage of F-6 students assessed against the Victorian Curriculum as "above expected levels" will increase for: Reading and Viewing: From 37% (2023) to 40%. Speaking and Listening: From 14% (2023) to 25%. Writing: From 26% (2023) to 35%. Mathematics: From 17% (2023) to 35%.	
12-month target 1.4	By 2026 the percentage of staff reporting positive endorsement on the School Staff Survey will increase for: Academic Emphasis: Increase to 90%. Teacher Collaboration: Increase to 90%. Teaching and Learning – Evaluation: Increase to 95%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Embed a teacher inquiry process that enables teachers to analyse assessment data, respond to students' learning needs and evaluate the impact of teaching.	No

KIS 1.b Excellence in teaching and learning	Further develop document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.	Yes
KIS 1.c Excellence in teaching and learning	Strengthen teacher capacity in the delivery of a rich, engaging and differentiated curriculum.	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.	This strategy directly aligns with the goal of maximizing learning growth for all students, focusing on creating responsive teaching practices informed by assessment data to close achievement gaps. Key Justifications: Addressing Gaps in NAPLAN Growth: -Data Analysis: Current NAPLAN results show that fewer students are achieving above-benchmark growth, particularly in Numeracy (12% vs. target 20%) and Writing (18% vs. target 25%). -Actionable Need: Embedding a teacher inquiry process ensures that gaps are identified early and addressed through evidence-based interventions. Building Staff Capacity: -Self-Evaluation: Variability in the effective use of data to inform teaching was identified during the 2024 evaluation. -Impact: A structured inquiry process promotes systematic reflection, enabling teachers to assess the effectiveness of their strategies and improve instruction. Promoting Equity Through Differentiation: -Inquiry processes encourage individualized analysis of student needs, enabling tailored interventions for both high-performing and at-risk students. -This approach fosters equitable learning opportunities, ensuring that all students can achieve their full potential. Improving Accountability and Collaboration: -Embedding inquiry practices encourages a culture of shared responsibility and continuous improvement within teaching teams. KIS 2.b: Further develop and embed whole-school collaborative approaches to curriculum planning, assessment, and shared instructional approaches. Alignment with Strategic Goals: This strategy supports the goal of maximizing learning growth for all students by ensuring consistency and alignment across classrooms through collaborative practices.	

	Key Justifications: Addressing Curriculum Implementation Variability: -Self-Evaluation Findings: Observations highlighted inconsistencies in how the curriculum is delivered across classrooms, leading to unequal learning experiences for students. -Actionable Need: Collaborative planning ensures alignment with the Victorian Curriculum 2.0 and consistency in instructional strategies. Strengthening PLCs (Professional Learning Communities): -Key Role: PLCs are integral to fostering collaboration and shared expertise among teachers. -Impact: Embedding collaborative practices strengthens teacher moderation, enhances the accuracy of assessment judgments, and refines instructional approaches. Supporting Curriculum Innovations: -The rollout of Victorian Curriculum 2.0 requires staff to adapt their teaching methods. This strategy ensures that all staff are supported in integrating new methodologies effectively. Improving Student Outcomes: -Collaborative curriculum approaches empower teachers to design high-quality learning experiences, directly improving the percentage of students assessed as above expected level in Reading, Writing, and Numeracy. Building Teacher Agency and Trust: -Teachers are empowered to co-design curriculum plans, promoting professional growth, trust, and a culture of shared accountability.
Goal 2	**Embed a culture of wellbeing and inclusion for all students.**
12-month target 2.1	By 2026: Increase Social Engagement positive endorsements in the AtoSS from 87% (2024 baseline) to 90%. Increase Student Voice and Agency positive endorsements in the AtoSS from 78% (2024 baseline) to 85%.
12-month target 2.2	By 2026 the percentage of students with more than 20 days absence will be reduced form 25% or lower.
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 2.a Positive climate for learning	Activate student voice and agency and leadership to strengthen student participation and engagement in learning.	No
KIS 2.b Positive climate for learning	Embed a culture of commitment to inclusion of all students to enhance engagement, learning and wellbeing.	Yes
KIS 2.c Community engagement in learning	Embed a culture of partnership with parents and carers to enhance student learning.	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.	Key Improvement Strategy 3.a: Activate student voice, agency, and leadership to strengthen student participation and engagement in learning. Alignment with Strategic Priorities This strategy supports the school's commitment to fostering a positive climate for learning by empowering students to take ownership of their education, creating a culture where they feel valued and included. Justifications Addressing Gaps in Student Voice and Agency: -Current Data: AtoSS results show that only 78% of students positively endorse Student Voice and Agency, leaving a gap to the 85% target. -Actionable Need: Activating leadership opportunities and involving students in decision-making processes directly addresses this gap, fostering greater engagement and ownership. Mental Health in Primary Schools (MHiPS) Alignment: -Program Goals: MHiPS emphasizes creating safe and supportive environments that enhance students' social and emotional wellbeing. -Impact: Empowering students to voice their needs and concerns aligns with MHiPS by promoting resilience and emotional regulation. Equity and Inclusion: -Focus on Marginalised Students: Amplifying the voices of students from vulnerable groups (e.g., those with disabilities, chronic absenteeism, or low engagement) ensures equitable participation and a sense of belonging. Enhancing Lifelong Skills: -Connection to Learning: When students are engaged in leadership and decision-making, they develop critical

thinking, collaboration, and communication skills, preparing them for future success.

Key Improvement Strategy 3.b: Embed a culture of commitment to inclusion of all students to enhance engagement, learning, and wellbeing.
Alignment with Strategic Priorities
This strategy ensures the school embraces inclusive practices that prioritize equity, wellbeing, and engagement, leveraging resources such as the Disability Inclusion Reform and MHiPS to support diverse student needs.

Justifications
Introduction of Disability Inclusion Reform:
-Increased Resources: Disability Inclusion Reform provides funding and resources to support inclusive practices.
-Actionable Need: Embedding a culture of inclusion ensures these resources are maximized to meet the needs of students with disabilities and additional needs.

Addressing Attendance and Engagement Gaps:
-Current Data: Chronic absenteeism rates remain above target. Inclusive practices that address individual needs can reduce barriers to attendance and foster a supportive learning environment.
-Focus: Tailored strategies will re-engage students who feel disconnected from school due to learning or wellbeing challenges.

Alignment with MHiPS Goals:
-Proactive Wellbeing Support: Embedding inclusive practices aligns with MHiPS by prioritizing early intervention for mental health concerns.
-Impact: Inclusive environments foster resilience, belonging, and a sense of safety, reducing disengagement and absenteeism.

Enhancing Wellbeing Outcomes:
-Social Engagement: AtoSS Social Engagement results (87% positive) show improvement but fall short of the 90% target. Inclusive practices strengthen relationships and respect, driving improved outcomes.

Building Staff Capacity:
-Professional Learning: Embedding inclusion requires staff to develop trauma-informed and inclusive teaching practices, enabling them to better meet the needs of diverse learners.

Define actions, outcomes, success indicators and activities

Goal 1	Maximise learning growth for all students.
12-month target 1.1	Reading: Reduce the number of NAS students from 6 in Year 3 (2024) to 3 in Year 5 (2026). Numeracy: Reduce the number of NAS students from 5 in Year 3 (2024) to 2 in Year 5 (2026).
12-month target 1.2	By 2025, the percentage of students achieving high relative growth in NAPLAN will increase for: Reading: 15% Writing: 18% Numeracy:12%.
12-month target 1.3	By 2026, the percentage of F-6 students assessed against the Victorian Curriculum as "above expected levels" will increase for: Reading and Viewing: From 37% (2023) to 40%. Speaking and Listening: From 14% (2023) to 25%. Writing: From 26% (2023) to 35%. Mathematics: From 17% (2023) to 35%.
12-month target 1.4	By 2026 the percentage of staff reporting positive endorsement on the School Staff Survey will increase for: Academic Emphasis: Increase to 90%. Teacher Collaboration: Increase to 90%. Teaching and Learning – Evaluation: Increase to 95%.
KIS 1.b Curriculum planning and assessment	Further develop document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.
Actions	Strengthen PLC Inquiry Cycles: Use VTLM2.0 frameworks to guide PLCs in analyzing data (e.g., NAPLAN, PAT-M, DIBELS) and developing evidence-based interventions. Align PLC practices with agreed school-wide goals, particularly in reducing NAS and increasing growth metrics.

	Enhance Teacher Capacity through Coaching and Feedback Cycles: Conduct peer observations and coaching sessions to refine teaching strategies and ensure differentiation aligns with student data. Embed Data Literacy and Curriculum Consistency: Deliver professional learning sessions focusing on data interpretation, moderation, and collaborative planning aligned with Victorian Curriculum 2.0.
Outcomes	Teachers Collaboratively plan and implement high-quality, consistent lessons using shared instructional approaches. Increased confidence in using assessment data and moderating judgments to inform teaching. Leaders Facilitate targeted professional learning and provide resources for consistent curriculum alignment and data-driven practices. Monitor and support staff through structured feedback cycles and curriculum reviews. Students Experience improved academic growth due to differentiated, evidence-based teaching practices. Demonstrate increased engagement and achievement in Reading, Writing, Spelling, and Numeracy.
Success Indicators	Early Indicators: Completion of a draft whole-school curriculum map by Term 1, with feedback from at least 50% of staff. Two moderation sessions conducted by the end of Term 2, with 100% staff participation. Evidence from planning logs and meeting minutes showing collaborative development of unit plans, with at least two shared resources implemented per term. Later Indicators: Finalised curriculum map integrated into classroom planning and used consistently by all teachers by Term 4. PAT-M and DIBELS data show a 10% reduction in assessment discrepancies across classrooms. Teacher Collaboration scores in the School Staff Survey increase from 69% to 85%. NAPLAN results show a 5% increase in students achieving in the top two bands for Writing and Numeracy.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Curriculum Review: Conduct workshops to align curriculum with Victorian Curriculum 2.0 and develop subject-specific guides	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Peer Observations and Feedback Cycles: Schedule peer observation sessions to promote consistent implementation of instructional strategies and identify areas for improvement.	☑ Literacy leader ☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Schedule termly team planning sessions for teachers to create shared lesson plans and resources.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Professional Learning: Deliver sessions on VTLM2.0 elements, assessment tools, and data analysis practices.	☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 2 to: Term 4	$0.00

Goal 2	Embed a culture of wellbeing and inclusion for all students.
12-month target 2.1	By 2026: Increase Social Engagement positive endorsements in the AtoSS from 87% (2024 baseline) to 90%. Increase Student Voice and Agency positive endorsements in the AtoSS from 78% (2024 baseline) to 85%.
12-month target 2.2	By 2026 the percentage of students with more than 20 days absence will be reduced form 25% or lower.
KIS 2.b Health and wellbeing	Embed a culture of commitment to inclusion of all students to enhance engagement, learning and wellbeing.

Actions	Strengthen Inclusive Practices through Disability Inclusion Framework: Implement targeted professional development to support staff in embedding inclusive practices across classrooms, aligning with Disability Inclusion reforms. Incorporate SEL programs across all year levels to support student wellbeing and resilience, with explicit lessons on empathy, inclusion, and collaboration. Develop personalised attendance plans for at-risk students in collaboration with families, using targeted interventions supported by the Schools Mental Health Fund and MHiPS framework.
Outcomes	Students Increased engagement in classroom and school activities due to stronger feelings of inclusion and support. Students will improve their social and emotional skills, particularly in resilience, empathy, and self-regulation, as a result of explicit SEL instruction.. Teachers Teachers will show increased capacity to embed inclusive strategies, differentiate effectively, and address diverse student needs through training in Disability Inclusion and MHiPS.. Greater consistency in delivering SEL lessons and using SWPBS behavior matrices will enhance classroom climate and reduce behavioral incidents. Leaders Strengthened ability to monitor and respond to attendance trends and engagement data, ensuring timely interventions for at-risk students. Active promotion of inclusive practices and clear communication with staff, students, and families about the school's commitment to wellbeing.
Success Indicators	Early Indicators: -Professional Learning: 100% of staff participate in Disability Inclusion and SEL training by mid-year, with post-training surveys indicating increased understanding of inclusion principles. -Attendance Plans: Personalised attendance plans are developed and implemented for at least 80% of students identified as at-risk by the end of Term 1. -SEL Program Implementation: Evidence from lesson plans and teacher observations demonstrates that explicit SEL lessons are delivered weekly in all classrooms by Term 2. Later Indicators: -Absenteeism Reduction: By the end of the year, absenteeism rates for students with 20+ days absent are reduced to 25% or lower.

	-Student Wellbeing: SEL assessments show that 80% of students demonstrate improved resilience, empathy, and self-regulation by Term 4. -Parent Satisfaction: End-of-year parent surveys indicate a 15% increase in satisfaction with the school's inclusivity and support systems. -Behavioral Improvements: SWPBS tracking data shows a 20% reduction in major behavioral incidents compared to the previous year.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ suitably qualified teaching staff to undertake the role of Disability Inclusion Coordinator	☑ Disability inclusion coordinator ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$48,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Employ a teacher to strengthen students' skills in health, safety, and active living.	☑ Principal ☑ Respectful relationships implementation team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$48,000.00 ☑ Equity funding will be used
Employ a suitably qualified teacher to implement the MHiPS program and to develop personalised attendance plans for students with high absenteeism, involving families in the process.	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$58,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Conduct training sessions for all staff on Disability Inclusion principles.	☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Coordinate Resilience, Rights, and Respectful Relationships (RRRR) instruction.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$73,831.24	$73,831.00	$0.24
Disability Inclusion Tier 2 Funding	$52,784.13	$52,784.00	$0.13
Schools Mental Health Fund and Menu	$30,362.75	$30,362.00	$0.75
Total	**$156,978.12**	**$156,977.00**	**$1.12**

Activities and milestones – Total Budget

Activities and milestones	Budget
Curriculum Review: Conduct workshops to align curriculum with Victorian Curriculum 2.0 and develop subject-specific guides	$5,000.00
Peer Observations and Feedback Cycles: Schedule peer observation sessions to promote consistent implementation of instructional strategies and identify areas for improvement.	$5,000.00
Schedule termly team planning sessions for teachers to create shared lesson plans and resources.	$5,000.00
Employ suitably qualified teaching staff to undertake the role of Disability Inclusion Coordinator	$48,000.00
Employ a teacher to strengthen students' skills in health, safety, and active living.	$48,000.00

	$58,000.00
Employ a suitably qualified teacher to implement the MHiPS program and to develop personalised attendance plans for students with high absenteeism, involving families in the process.	
Totals	$169,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Curriculum Review: Conduct workshops to align curriculum with Victorian Curriculum 2.0 and develop subject-specific guides	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT
Peer Observations and Feedback Cycles: Schedule peer observation sessions to promote consistent implementation of instructional strategies and identify areas for improvement.	from: Term 1 to: Term 4	$5,000.00	☑ CRT
Schedule termly team planning sessions for teachers to create shared lesson plans and resources.	from: Term 1 to: Term 4	$5,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Employ a teacher to strengthen students' skills in health, safety, and active living.	from: Term 1 to: Term 4	$48,000.00	☑ School-based staffing

Employ a suitably qualified teacher to implement the MHiPS program and to develop personalised attendance plans for students with high absenteeism, involving families in the process.	from: Term 1 to: Term 4	$10,831.00	☑ School-based staffing
Totals		**$73,831.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ suitably qualified teaching staff to undertake the role of Disability Inclusion Coordinator	from: Term 1 to: Term 1	$52,784.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Totals		**$52,784.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Employ a suitably qualified teacher to implement the MHiPS program and to develop personalised attendance plans for students with high	from: Term 1 to: Term 4	$30,362.00	☑ Mental Health in Primary Schools (MHiPS)(free)

absenteeism, involving families in the process.			
Totals		$30,362.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Curriculum Review: Conduct workshops to align curriculum with Victorian Curriculum 2.0 and develop subject-specific guides	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Literacy leaders ☑ Departmental resources Curriculum Framework	☑ On-site
Schedule termly team planning sessions for teachers to create shared lesson plans and resources.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Professional Learning: Deliver sessions on VTLM2.0 elements, assessment tools, and data analysis practices.	☑ Literacy leader ☑ Numeracy leader	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Whole school pupil free day	☑ Leadership partners	☑ On-site
Employ suitably qualified teaching staff to undertake the role of Disability Inclusion Coordinator	☑ Disability inclusion coordinator ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Preparation	☑ PLC/PLT meeting	☑ Internal staff ☑ Departmental resources Disability Inclusion Frameworks and modules	☑ On-site

Conduct training sessions for all staff on Disability Inclusion principles.	☑ Disability inclusion coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site