

2025 Annual Implementation Plan

for improving student outcomes

Mirboo North Primary School (2383)



Submitted for review by Matthew Snell (School Principal) on 20 December, 2024 at 01:33 PM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 30 January, 2025 at 12:54 PM

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.	
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	
--	---	--

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
Maximise student learning attainment and growth Foundation to Year 6.	Yes	NAPLAN – Benchmark growth (all students) By 2025, the percentage of students meeting or above NAPLAN benchmark growth from Year 3 to Year 5 will increase: <ul style="list-style-type: none"> • Numeracy from 69 per cent (2021) to 77 per cent • Reading from 72 per cent (2021) to 80 per cent • Writing from 75 per cent (2021) to 79 per cent. 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Gr 3: 75% of students to be in Exceeding or Strong Proficiencies in Reading Gr 5: 80% of students to be in Exceeding or Strong Proficiencies in Reading
		Equity Funded - NAPLAN – Benchmark growth (priority grouping) By 2025, the per cent of students meeting or above NAPLAN benchmark growth from Year 3 to Year 5 will improve: <ul style="list-style-type: none"> • Numeracy from 40 per cent (2021) to 52 per cent • Reading from 63 per cent (2021) to 71 per cent. 	For less than 25% of students to fall in the Needs Additional Support and Developing Proficiencies for NAPLAN in Reading, Writing, and Numeracy
		Gender - NAPLAN – Benchmark growth (priority grouping) By 2025, the per cent of NAPLAN benchmark growth from Year 3 to Year 5 will improve: <ul style="list-style-type: none"> • Female students achieving above in numeracy will increase from 13 per cent (2021) to 21 per cent • Male students meeting or above in Writing will increase from 71 per cent (2021) to 75 per cent. 	N/A

		<p>Teacher Judgments Growth</p> <p>By 2025, at and above expected learning growth as measured by teacher judgment (Semester two to Semester two) will increase:</p> <ul style="list-style-type: none"> • Measurement and geometry from 68 per cent (2021) to 76 per cent • Number and algebra from 77 per cent (2021) to 85 per cent • Statistics and probability from 71 per cent (2021) to 79 per cent • Reading and Viewing from 69 per cent (2021) to 77 per cent • Writing from 68 per cent (2021) to 76 per cent. 	<p>For 75% of students in Gr 1-6 to show 12 months or more growth in Reading and Number & Algebra (Teacher judgements)</p>
		<p>Student Attitudes to School Survey Year 4 to 6 (AToSS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Stimulating learning from 70 per cent (2019) and 78 per cent (2021) to 82 per cent • Differentiated learning challenge from 83 per cent (2019) and 87 per cent (2021) to 91 per cent • Self-regulation and goal setting from 82 per cent (2019) and 84 per cent (2021) to 88 per cent • Sense of confidence from 72 per cent (2019) and 80 per cent (2021) to 84 per cent. 	<p>Maintain current improvement with 2024 SOS data and exceed targets as set in 2021.</p>
		<p>Staff Opinion Survey (SOS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 67 per cent (2021) to 81per cent 	<p>Maintain current improvement with 2024 StaffOS data and exceed targets as set in 2021.</p>

		<ul style="list-style-type: none"> • Understand how to analyse data from 50 per cent (2021) to 75 per cent • Use student feedback to inform practice from 55 per cent (2021) to 67 per cent • Understand curriculum from 60 per cent (2021) to 80 per cent • Use of pedagogical model from 60 per cent (2021) to 80 per cent. 	
Optimise student engagement and wellbeing.	Yes	<p>Student Attitudes to School Survey (AToSS)? By 2025, the positive percentage endorsement rate will improve the Student Attitudes to School Survey?factors. ?</p> <ul style="list-style-type: none"> • Student voice and agency from 74per cent (2019) and 69 per cent (2021) to 82 per cent • Resilience from 9 per cent (2021) to 21 per cent • Sense of connectedness from 83 per cent (2019) and 79 per cent (2021) to 91 per cent • Emotional awareness and regulation from 74 per cent (2021) to 78 per cent. 	<p>*SOS Teacher makes me feel like I matter 75% (2024) - Above 80% (2025)*SOS Student Voice and Agency (2024) 58% - Above 70%*SOS Resilience (normal) 69% (2024) - Above 75% 2025</p>
		<p>Staff Opinion Survey (SOS)? By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey?factors. ?</p> <ul style="list-style-type: none"> • Teacher collaboration from 80 per cent (2021) to 84 per cent • Staff professional safety from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent • Staff psychological safety from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent 	<p>*StaffOS Teacher Collaboration 73% (2024) - Above 80% (2025)*StaffOS Shielding/Buffering 83% (2024) - To maintain current improvement*StaffOS Collective efficacy 90% (2024) - To maintain current improvement</p>

		<ul style="list-style-type: none"> • Staff safety and wellbeing consultation and participation from (< insert 2022 benchmark>) per cent (2022) to (< insert target value>) per cent. 	
		<p>Parent Opinion Survey (POS)? By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey?factors. ?</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 86 per cent (2019) to 90 per cent • Student voice and agency from 83 per cent (2019) to 91 per cent • Student motivation and support from 83 (2019) to 91 per cent • Teacher communication from 76 per cent (2021) to 80 per cent • Managing bullying from 79 per cent (2019) to 87 per cent. 	<p>*POS Student Confidence and Resiliency 90% (2024) - To maintain current improvement*Manage Bullying 85% (2024) - To above 87% (2025)</p>

Goal 1	Maximise student learning attainment and growth Foundation to Year 6.
12-month target 1.1	Gr 3: 75% of students to be in Exceeding or Strong Proficiencies in Reading Gr 5: 80% of students to be in Exceeding or Strong Proficiencies in Reading
12-month target 1.2	For less than 25% of students to fall in the Needs Additional Support and Developing Proficiencies for NAPLAN in Reading, Writing, and Numeracy
12-month target 1.3	N/A
12-month target 1.4	For 75% of students in Gr 1-6 to show 12 months or more growth in Reading and Number & Algebra (Teacher judgements)

12-month target 1.5	Maintain current improvement with 2024 SOS data and exceed targets as set in 2021.	
12-month target 1.6	Maintain current improvement with 2024 StaffOS data and exceed targets as set in 2021.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Establish and implement a school-wide instructional model	No
KIS 1.b Teaching and learning	Further develop and embed consistent whole school approaches to high quality teaching and learning in reading.	Yes
KIS 1.c Teaching and learning	Further develop and embed teacher capacity, understanding and knowledge of high quality teaching and learning strategies in numeracy.	Yes
KIS 1.d Assessment	Build staff capabilities in using and analysing data and assessment strategies to effectively inform planning and teaching and learning at student point of need.	No
KIS 1.e Leadership	Build the instructional and shared leadership capacity of all staff through a cycle of continuous improvement.	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.	2.b Our focus on Reading has seen the recent implementation and adaption of three of 'The Big 5' areas of effective reading instruction. 2025 will now see a shift into focusing on Vocabulary as part of our endeavours to improve literacy skills.	
Goal 2	Optimise student engagement and wellbeing.	

12-month target 2.1	*SOS Teacher makes me feel like I matter 75% (2024) - Above 80% (2025) *SOS Student Voice and Agency (2024) 58% - Above 70% *SOS Resilience (normal) 69% (2024) - Above 75% 2025	
12-month target 2.2	*StaffOS Teacher Collaboration 73% (2024) - Above 80% (2025) *StaffOS Shielding/Buffering 83% (2024) - To maintain current improvement *StaffOS Collective efficacy 90% (2024) - To maintain current improvement	
12-month target 2.3	*POS Student Confidence and Resiliency 90% (2024) - To maintain current improvement *Manage Bullying 85% (2024) - To above 87% (2025)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Empower students as agents in their own learning the agreed instructional model and high quality teaching practices.	No
KIS 2.b Assessment	Enhance the use of data and student feedback to shape and inform school operations and learning programs.	No
KIS 2.c Engagement	Develop and embed a sustainable student extension and intervention model to support all learners, focusing on priority cohorts.	No
KIS 2.d Support and resources	Strengthen student capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life through an agreed whole school approach to wellbeing.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Over 2023/4 our wellbeing approach has changed significantly through the development of a comprehensive wellbeing team. This will be adjusted further through the addition of a mental health and wellbeing leader in the school which will also require roles and responsibility adjustments. The schools capacity around DI continues to build and the school will need to continue to build teacher awareness to cater for children adjustments to maximise their learning.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise student learning attainment and growth Foundation to Year 6.
12-month target 1.1	Gr 3: 75% of students to be in Exceeding or Strong Proficiencies in Reading Gr 5: 80% of students to be in Exceeding or Strong Proficiencies in Reading
12-month target 1.2	For less than 25% of students to fall in the Needs Additional Support and Developing Proficiencies for NAPLAN in Reading, Writing, and Numeracy
12-month target 1.3	N/A
12-month target 1.4	For 75% of students in Gr 1-6 to show 12 months or more growth in Reading and Number & Algebra (Teacher judgements)
12-month target 1.5	Maintain current improvement with 2024 SOS data and exceed targets as set in 2021.
12-month target 1.6	Maintain current improvement with 2024 StaffOS data and exceed targets as set in 2021.
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed consistent whole school approaches to high quality teaching and learning in reading.
Actions	<p>Monitor the delivery of Sound Write (Prep-Grade 3) and SpellEx (Grade 4- 6) programs across the school to ensure consistency and fidelity.</p> <p>Develop and implement an explicit and consistent approach to teaching vocabulary across the school.</p>

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none">• Provide Soundwrite and SpellEx professional learning• Provide clarity of expectations around implemented of Soundwrite and SpellEx programs through school based documents and teaching resources• Provide regular observation and feedback to teachers in implementation of Soundwrite (Prep-Grade 3) and SpellEx (Grade 4- 6) programs• Provide coaching and mentoring to identified teachers to strengthen practice of Soundwrite and SpellEx <p>Teachers will:</p> <ul style="list-style-type: none">• Use Swivel cameras/lpads to record and reflect on their teaching practice implementing Soundwrite and SpellEx• Implement Soundwrite and SpellEx programs as per agreed school expectations• use consistent Soundwrite and SpellEx learning language• ensure classroom learning environment has required anchor charts/displays <p>Students will:</p> <ul style="list-style-type: none">• engage with Soundwrite and SpellEx learning routines• access tools in learning environment to support their clear learning goals				
Success Indicators	<p>Walk through data tracking successful implementation of Spellex program.</p> <p>Walkthrough/Observational data shows increased consistency and fidelity of implementation of Soundwrite and Spellex Morning Routines for Soundwrite and SpellEx detailed in work programs are very clear, transferable for other staff to use.</p> <p>Whole school spelling and reading data improvement across the year.</p> <p>Classroom practice consistent across PLC's particularly with Soundwrite and Spellex.</p>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	

Spellex - Build teacher understanding through Pd and walk through observation and feedback processes to monitor fidelity of implementation.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Soundwrite - Observations/feedback and coaching to ensure consistency of practice across the school.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to build teacher capacity around big 6, with pd targeting Vocabulary. Through combined curriculum day with MNSC and follow up after school professional learning through PLC's(see action plan).	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Spellex – develop agreed expectations around implementation of program across the school, (frequency, time requirements, use of resources/language, instructional approach, class environment)	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00
Spellex – Undertake walk through observation and feedback processes to monitor fidelity of implementation.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Further develop and embed teacher capacity, understanding and knowledge of high quality teaching and learning strategies in numeracy.			

incorporating extra-curricula programs				
Actions	Update schools instruction model for Numeracy which incorporates the explicit teaching focus of the VTLM.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • undertake action research around explicit teaching of numeracy • structure a professional learning schedule around refining the schools instructional model to a more explicit approach to numeracy instruction • Provide clarity of expectations around instructional approach, planning, practices and times of maths sessions across the school • Provide regular observation and feedback to teachers in implementation of numeracy instruction <p>Teachers will:</p> <ul style="list-style-type: none"> • Implement the schools new instructional model of numeracy instruction • Plan and deliver maths lessons as per school requirements, with consistent use of language • ensure classroom learning environment has required anchor charts/ displays to support Numeracy approach • reflect and refine maths instruction, as per feedback from learning specialists <p>Students will:</p> <ul style="list-style-type: none"> • actively engage in numeracy lessons and experience success and have clear known visible learning goals 			
Success Indicators	<p>Documented Numeracy action plan</p> <p>Documented Numeracy professional learning schedule</p> <p>Walk through data monitoring shows improved consistency of practice and instructional model adherence.</p> <p>Maths routines/lessons for numeracy outlined in work programs are very clear and transferable for other staff to use.</p> <p>Whole school maths data improvement across the year.</p> <p>Classroom practice consistent across PLC's.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Explore explicit teaching approaches for Numeracy which may include school visits and research.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00
Develop action plan to implement new instructional approach to Numeracy.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00
Document the schools revised approach to numeracy instruction to align with VTLM so as to provide clarity of expectations for staff	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Target whole school PD around revised numeracy instructional approach.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$15,000.00
Further develop a observation and feedback approach to implementation of the schools revised approach to numeracy instruction	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Optimise student engagement and wellbeing.			
12-month target 2.1	*SOS Teacher makes me feel like I matter 75% (2024) - Above 80% (2025) *SOS Student Voice and Agency (2024) 58% - Above 70% *SOS Resilience (normal) 69% (2024) - Above 75% 2025			

12-month target 2.2	<p>*StaffOS Teacher Collaboration 73% (2024) - Above 80% (2025)</p> <p>*StaffOS Shielding/Buffering 83% (2024) - To maintain current improvement</p> <p>*StaffOS Collective efficacy 90% (2024) - To maintain current improvement</p>
12-month target 2.3	<p>*POS Student Confidence and Resiliency 90% (2024) - To maintain current improvement</p> <p>*Manage Bullying 85% (2024) - To above 87% (2025)</p>
KIS 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen student capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life through an agreed whole school approach to wellbeing.
Actions	<p>Revise whole school and classroom behaviour matrix's with recently updated school values and mission statement.</p> <p>Adjust and document roles of wellbeing team members to ensure work clarity.</p> <p>Continue to build understanding of a range of disabilities to assist with the development of appropriate adjustments to learning and wellbeing.</p>
Outcomes	<p>Leaders will-</p> <ul style="list-style-type: none"> - document and communicate a revised school and classroom behaviour matrix which is inclusive of school values and mission statement - regularly monitor behaviour data in leadership meetings to track impact of changed approach - revise roles and responsibilities of wellbeing team and communicate these to all stakeholders; student, family, teacher, and system leaders - Develop a professional learning plan to build teacher understanding of inclusive practices <p>Teachers will-</p> <ul style="list-style-type: none"> - Demonstrate increased understanding/capacity to make adjustments to learning to cater for students with diverse needs in planners - Access wellbeing team to support student learning and wellbeing needs - Direct students to school based supports to assist them with their social and emotional wellbeing <p>Students will-</p> <ul style="list-style-type: none"> - be able to explain an understanding of grade and school behaviour expectations and how they line with new values.

	- Increase their access to wellbeing hub and participation in lunchtime yard activities.			
Success Indicators	Documented revised school and classroom behaviour matrix and associated class artifacts Reduction in number of school wide behaviour issues in comparison to 2023/24 data. Documented 2025 inclusive practices professional learning plan Increased positive outlook on emotional self regulation/voice and agency/resilience data. DI Profile Implementation Plan			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Adjust wellbeing team roles and responsibilities to incorporate Mental Health and wellbeing leader role. Inclusive of school process that will need to be followed to identify and make adjustment for student support.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00
All staff to workshop school behaviour statement with new school values and mission statement and develop artefacts/charts to be utilised around the school as in line with our child safety behaviour and wellbeing policy.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes to collect analyse behaviour trends and data at leadership to monitor impact of changes that our refresh of our students wellbeing approach.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00

DI continued roll out of three year plan transferring from PSD. Identification of new foundation students that have/will be screened and supported by profile process.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Sequence targeted PD focused on building teacher awareness of how to cater for students with specific disabilities(One after school PD per term).	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Further promote wellbeing hub and the different supports available to children and families at our school to build self regulation.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$165,633.48	\$145,000.00	\$20,633.48
Disability Inclusion Tier 2 Funding	\$170,022.45	\$100,000.00	\$70,022.45
Schools Mental Health Fund and Menu	\$33,472.87	\$205,000.00	-\$171,527.13
Total	\$369,128.80	\$450,000.00	-\$80,871.20

Activities and milestones – Total Budget

Activities and milestones	Budget
Spellex - Build teacher understanding through Pd and walk through observation and feedback processes to monitor fidelity of implementation.	\$5,000.00
Soundwrite - Observations/feedback and coaching to ensure consistency of practice across the school.	\$5,000.00
Continue to build teacher capacity around big 6, with pd targeting Vocabulary. Through combined curriculum day with MNSC and follow up after school professional learning through PLC's(see action plan).	\$50,000.00
Spellex – Undertake walk through observation and feedback processes to monitor fidelity of implementation.	\$5,000.00

Document the schools revised approach to numeracy instruction to align with VTLM so as to provide clarity of expectations for staff	\$15,000.00
Further develop a observation and feedback approach to implementation of the schools revised approach to numeracy instruction	\$10,000.00
All staff to workshop school behaviour statement with new school values and mission statement and develop artefacts/charts to be utilised around the school as in line with our child safety behaviour and wellbeing policy.	\$5,000.00
DI continued roll out of three year plan transferring from PSD. Identification of new foundation students that have/will be screened and supported by profile process.	\$100,000.00
Sequence targeted PD focused on building teacher awareness of how to cater for students with specific disabilities(One after school PD per term).	\$20,000.00
Totals	\$215,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Spellex - Build teacher understanding through Pd and walk through observation and	from: Term 1	\$5,000.00	✅ Professional development (excluding CRT costs and new FTE)

feedback processes to monitor fidelity of implementation.	to: Term 2		
Soundwrite - Observations/feedback and coaching to ensure consistency of practice across the school.	from: Term 1 to: Term 4	\$5,000.00	☑ Teaching and learning programs and resources
Continue to build teacher capacity around big 6, with pd targeting Vocabulary. Through combined curriculum day with MNSC and follow up after school professional learning through PLC's(see action plan).	from: Term 1 to: Term 4	\$50,000.00	☑ Professional development (excluding CRT costs and new FTE)
Spellex – Undertake walk through observation and feedback processes to monitor fidelity of implementation.	from: Term 1 to: Term 2		
Document the schools revised approach to numeracy instruction to align with VTLM so as to provide clarity of expectations for staff	from: Term 1 to: Term 2	\$15,000.00	☑ Professional development (excluding CRT costs and new FTE)
Further develop a observation and feedback approach to implementation of the schools revised approach to numeracy instruction	from: Term 3 to: Term 4		
Totals		\$75,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
DI continued roll out of three year plan transferring from PSD. Identification of new foundation students that have/will be screened and supported by profile process.	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff •
Totals		\$100,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
All staff to workshop school behaviour statement with new school values and mission statement and develop artefacts/charts to be utilised around the school as in line with our child safety behaviour and wellbeing policy.	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Be You Initiative for Educators (free)
Sequence targeted PD focused on building teacher awareness of how to cater for students with specific disabilities(One after school PD per term).	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> Arts Therapists

Totals		\$205,000.00	
---------------	--	--------------	--

Additional funding planner – Total Budget

Activities and milestones	Budget
DI supports	
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
DI supports	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$70,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
DI supports	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
DI supports	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Spellex - Build teacher understanding through Pd and walk through observation and feedback processes to monitor fidelity of implementation.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<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"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Continue to build teacher capacity around big 6, with pd targeting Vocabulary. Through combined curriculum day with MNSC and follow up after school professional learning through PLC's(see action plan).	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Spellex – develop agreed expectations around implementation of program across the school, (frequency, time requirements, use of resources/language, instructional approach, class environment)	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site

Spellex – Undertake walk through observation and feedback processes to monitor fidelity of implementation.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Explore explicit teaching approaches for Numeracy which may include school visits and research.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Develop action plan to implement new instructional approach to Numeracy.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Document the schools revised approach to numeracy instruction to align with VTLM so as to provide clarity of expectations for staff	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Target whole school PD around revised numeracy instructional approach.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<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"/> Leadership partners <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site

					✓ Pedagogical Model	
Further develop a observation and feedback approach to implementation of the schools revised approach to numeracy instruction	✓ Learning specialist(s) ✓ Principal	from: Term 3 to: Term 4	✓ Peer observation including feedback and reflection	✓ PLC/PLT meeting	✓ Learning specialist ✓ Maths/Sci specialist	✓ On-site
Adjust wellbeing team roles and responsibilities to incorporate Mental Health and wellbeing leader role. Inclusive of school process that will need to be followed to identify and make adjustment for student support.	✓ Mental health and wellbeing leader ✓ Principal	from: Term 1 to: Term 1	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions ✓ Network professional learning	✓ Leadership partners	✓ On-site
All staff to workshop school behaviour statement with new school values and mission statement and develop artefacts/charts to be utilised around the school as in line with our child safety behaviour and wellbeing policy.	✓ Mental health and wellbeing leader ✓ School improvement team	from: Term 1 to: Term 1	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ Internal staff	✓ On-site
Establish processes to collect analyse behaviour trends and data at leadership to monitor	✓ Mental health and wellbeing leader	from: Term 1 to: Term 4	✓ Collaborative inquiry/action research team	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site

impact of changes that our refresh of our students wellbeing approach.				✓ PLC/PLT meeting		
DI continued roll out of three year plan transferring from PSD. Identification of new foundation students that have/will be screened and supported by profile process.	✓ Assistant principal	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ Leadership partners	✓ On-site
Sequence targeted PD focused on building teacher awareness of how to cater for students with specific disabilities(One after school PD per term).	✓ Disability inclusion coordinator	from: Term 1 to: Term 4	✓ Collaborative inquiry/action research team	✓ Professional practice day	✓ Academy program/course	✓ On-site