

# 2025 Annual Implementation Plan

## for improving student outcomes

St Albans Primary School (2969)

St. Albans Primary School  
**S.A.P.S**

Submitted for review by Lynne Ord-Oraniuk (School Principal) on 19 December, 2024 at 02:31 PM  
Endorsed by Davide Lombardi (Senior Education Improvement Leader) on 15 May, 2025 at 11:32 AM

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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<b>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve student learning outcomes in literacy and numeracy.	Yes	By 2027 increase the percentage of Year 3 students achieving NAPLAN proficiency levels of exceeding or strong in: <ul style="list-style-type: none"> <li>• reading from 65% in 2023 to 67%</li> <li>• numeracy from 70% in 2023 to 72%.</li> </ul> (To be confirmed)	Reading from 57% in 2024 to 65% Numeracy from 64% in 2023 to 71%.
		By 2027 increase the percentage of Year 5 students achieving NAPLAN proficiency levels of exceeding or strong in: <ul style="list-style-type: none"> <li>• reading from 63% in 2023 to 67%</li> <li>• writing from 59% in 2023 to 63%</li> <li>• numeracy from 59% in 2023 to 63%</li> </ul> (To be confirmed)	Reading from 54% in 2024 to 60% Writing from 60% in 2024 to 67% Numeracy from 43% in 2024 to 50% Growth in NAPLAN Reading 50% to 55% Numeracy 57% to 60%
		By 2027 increase the percentages of students performing above the age expected level according to teacher judgements against the Victorian Curriculum in: <ul style="list-style-type: none"> <li>• reading and viewing from 43% in 2022 to 48%</li> <li>• writing from 13% in 2022 to 20%</li> <li>• number and algebra from 26% in 2022 to 29%.</li> </ul>	Reading and viewing 35% in 2024 to 40% in 2025 Writing 15% in 2024 to 20% in 2025 Number and algebra 35% in 2024 to 40% in 2025

		<p>By 2027 increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> <li>differentiated learning challenge from 85% (2023) to 88%</li> <li>student voice and agency from 65% (2023) to 68%</li> <li>self-regulation and goal setting 85% (2023) to 88%.</li> </ul>	<p>Student Voice and Agency from 60% (2024) to 65% in 2025 Stimulated Learning from 66% in 2024 to 70% in 2025 Academic Emphasis from 60% in 2024 to 70% in 2026</p>
Strengthen student health and wellbeing.	Yes	<p>By 2027 increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> <li>peer relationships from 78% (2023) to 83%</li> <li>emotional awareness and regulation from 68% (2023) to 73%</li> <li>sense of connectedness from 82% (2023) to 85%.</li> </ul>	<p>Sense of connectedness 76% in 2024 to 80% in 2025 Emotional awareness from 72% in 2024 to 75% in 2025 Managing bullying from 80% in 2024 to 80% in 2025 (maintain) Attendance from 89.2% to 92.2%</p>
		<p>By 2027 maintain the percentage of positive endorsement in the Parent School Survey for the following factors:</p> <ul style="list-style-type: none"> <li>promoting positive behaviour at 90% or above</li> <li>respect for diversity at 91% or above.</li> </ul>	<p>Respect for diversity- maintain currently 98% Promoting positive behaviour maintain currently 96%</p>
		<p>By 2027 increase the percentage of positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> <li>Trust in parents and students from 60% (2023) to 65%</li> <li>Parent and community involvement from 71% (2023) to 75%.</li> </ul>	<p>Trust in parents 53% in 2024 to 60% in 2025 Parent and community involvement 63% in 2024 to 70% in 2025</p>

<b>Goal 1</b>	<b>Improve student learning outcomes in literacy and numeracy.</b>
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<b>12-month target 1.1</b>	Reading from 57% in 2024 to 65% Numeracy from 64% in 2023 to 71%.
<b>12-month target 1.2</b>	Reading from 54% in 2024 to 60% Writing from 60% in 2024 to 67% Numeracy from 43% in 2024 to 50%  Growth in NAPLAN Reading 50% to 55% Numeracy 57% to 60%
<b>12-month target 1.3</b>	Reading and viewing 35% in 2024 to 40% in 2025 Writing 15% in 2024 to 20% in 2025 Number and algebra 35% in 2024 to 40% in 2025
<b>12-month target 1.4</b>	Student Voice and Agency from 60% (2024) to 65% in 2025 Stimulated Learning from 66% in 2024 to 70% in 2025 Academic Emphasis from 60% in 2024 to 70% in 2026
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1.a</b> Teaching and learning	Build teacher capabilities to refine and implement the sequence of learning in literacy and numeracy. Yes

<b>KIS 1.b</b> Engagement	Develop and implement a whole school approach to build greater autonomy and agency in student learning.	Yes
<b>KIS 1.c</b> Teaching and learning	Further strengthen teacher capabilities to teach a differentiated curriculum that targets each student's point of need.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The school Performance report has ranked the school as developing which highlights the need to target specific areas of the curriculum.</p> <p>Student agency and voice are key priorities, closely linked to the sequence of learning and the implementation of a differentiated curriculum. Efforts are being streamlined to support the introduction of the new phonics program and the Victorian Curriculum 2.0.</p> <p>Current student achievement data indicates performance below the expected level and strategic plan targets. Additionally, student voice and agency, as measured by ATOSS, has declined from a high of 69% in 2022 to 60% in 2024. The strategic plan target of 68% will be revised to reflect this decline while striving for improvement beyond the previous high.</p> <p>Differentiated practice aimed at enhancing academic emphasis is also a major focus. This priority is informed by staff surveys and NAPLAN data, which highlight the need to better support strong and exceeding students. These efforts are designed to foster greater student engagement, achievement, and ownership of learning.</p>	
<b>Goal 2</b>	<b>Strengthen student health and wellbeing.</b>	
<b>12-month target 2.1</b>	<p>Sense of connectedness 76% in 2024 to 80% in 2025</p> <p>Emotional awareness from 72% in 2024 to 75% in 2025</p> <p>Managing bullying from 80% in 2024 to 80% in 2025 (maintain)</p> <p>Attendance from 89.2% to 92.2%</p>	
<b>12-month target 2.2</b>	<p>Respect for diversity- maintain currently 98%</p> <p>Promoting positive behaviour maintain currently 96%</p>	

<b>12-month target 2.3</b>	Trust in parents 53% in 2024 to 60% in 2025 Parent and community involvement 63% in 2024 to 70% in 2025	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Engagement	Strengthen the whole school approach to wellbeing to provide a safe and supportive learning environment.	Yes
<b>KIS 2.b</b> Engagement	Implement strategies to support students to further develop personal and social capabilities.	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.	Well-being has been rated as a medium priority in the school performance report, highlighting the need to revisit and strengthen efforts in this area. A renewed focus will be placed on fostering a sense of belonging and connection within the school community. Building on the work of recent years, these initiatives will be integrated into a cohesive, whole-school approach to well-being.  To support this effort, teachers will collaborate with Dr. Adrian Bertolini, who will guide a renewed focus on the school's vision, mission, and core beliefs. Additionally, a team of staff will lead professional learning based on the principles of contextual well-being as outlined by Dr. Helen Street. These combined efforts aim to create a unified and supportive environment that promotes well-being for all members of the school community.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Improve student learning outcomes in literacy and numeracy.
<b>12-month target 1.1</b>	Reading from 57% in 2024 to 65% Numeracy from 64% in 2023 to 71%.
<b>12-month target 1.2</b>	Reading from 54% in 2024 to 60% Writing from 60% in 2024 to 67% Numeracy from 43% in 2024 to 50%  Growth in NAPLAN Reading 50% to 55% Numeracy 57% to 60%
<b>12-month target 1.3</b>	Reading and viewing 35% in 2024 to 40% in 2025 Writing 15% in 2024 to 20% in 2025 Number and algebra 35% in 2024 to 40% in 2025
<b>12-month target 1.4</b>	Student Voice and Agency from 60% (2024) to 65% in 2025 Stimulated Learning from 66% in 2024 to 70% in 2025 Academic Emphasis from 60% in 2024 to 70% in 2026
<b>KIS 1.a</b>	Build teacher capabilities to refine and implement the sequence of learning in literacy and numeracy.

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Actions</b></p>	<p>Coaching- teachers and ESS will receive weekly coaching in the the teaching of phonics and this will include attending planning sessions as needed.  Introduction of the Victorian Curriculum Numeracy 2.0 through planning and coaching sessions.  Learning Walks- Leadership will conduct weekly learning walks and provide feedback to staff.  Feedback- staff will be coached in delivering feedback inline with the whole school approach to teaching reading and numeracy.  Reading PLT to codesign implementation of the English Curriculum 2.0 including the Phonics Plus Program.</p>
<p><b>Outcomes</b></p>	<p>Proficiency in teaching phonics and a knowledge of the importance of each aspect of reading- phonics, phonemic awareness, fluency, vocabulary, oral language and comprehension  Planning for intervention and extension by scaffolding work up and down as needed.  Reading lessons reflect evidenced based research that has been extensively trialled and has strong evidence of impact.  Problem based extension activities for students in mathematics are planned weekly  Staff knowledge in making links between applied mathematics and number using real life problems  Planning for learning in flexible time slots that reflect the age of the students and the requirements of the task  Student voice and agency through goal setting and opportunities to share their thinking in numeracy lessons</p>
<p><b>Success Indicators</b></p>	<p>Streamline approach to teaching phonics Foundation to Year 2 and intervention Year 3-6.  80% of Foundation to Year 2 at recommended phonics level by the end of the year based on the LLARS  80% of Foundation to year 2 at recommended spelling level by the end of the year based on the LLASS  80% Year 1 students at level in phonics check conducted in Term 3 2025  80% Foundation students at expected phonics level at the end of 2025  Accountable Independent Reading year 3-6 and Extension Year 1 and 2 is embedded and feedback process established.  Reading journals in Year 3-6 and some extension students in Year 1 and 2. Identified students to be working 12 months ahead on teacher judgments based on their current year level.  Numeracy lessons are consistent across the school and incorporate problem solving alongside explicit teaching.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Classroom coaching- systematic phonics including phonemic awareness. Weekly classroom visits and attendance at planning by the coach session. This will begin from the start of the year in F-2 and will be used as the intervention program in Year 3-6. The coach will attend planning sessions and advise intervention for students at risk. Current school-based Speech Pathologist will monitor Tier 3 and 2 children.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$148,893.82  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Mathematics lessons to embed applied and number in problem solving activities using enabling and extending prompts. The school-based coach to attend planning sessions and team leaders to be trained in data collection to drive planning and both intervention and extension. Team leaders will be released together once a week to train in leadership, data collection and analysis and leading change.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Other funding will be used
<p>Professional development through the Primary English Teachers Association of Australia (PETAA) and Little Learners Love Literacy. Building staff capacity in line with the</p>	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 2	\$30,000.00

<p>new VTLM 2.0 and the Departments Position on Reading including using Phonics Plus.</p> <p>Connection to VTLM 2.0  Elements of Learning: Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: planning, explicit teaching, supported application</p>			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<p>Reading comprehension and fluency- the Reading PLT will run professional learning sessions for staff based on their research during the term 1 PL sessions. the PL sessions will begin in term 2 after the plan in term one is completed.  Term 1 plan • Read: National Panel Report for Reading and Read articles, as required, to create the new list of non-negotiables for Reading 2025 and beyond</p> <ul style="list-style-type: none"> <li>• Make recommendations for Instructional time, instructional model and components of reading</li> <li>• Map a plan for implementation of recommendations</li> <li>• Create a timeline for implementation</li> <li>• Report to whole school PL meetings with updates and insights</li> </ul> <p>Connection to the VTLM 2.0  Elements of Learning- Knowledge and memory, retention and recall, mastery and application  elements of teaching- planning, explicit teaching, supported application</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Year 3-5 Growth in reading. In year 3and 4 students will have a half hour session in reading where they will read complex texts and answer prompts specific to that text. The areas covered will be text structure:  Plot, setting, character, figurative language and vocabulary, themes and ideas for writing that entertains</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$22,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<p>Compare and contrast, chronological order, description, cause and effect and problem and solution and text features for writing that informs Emotive language, topic sentences persuasive- emotive language, rhetorical questions, modality, persuasive techniques, facts and statistics and exaggeration a for writing opinions.</p> <p>The work will be modelled in Term 1 and rolled out as independent practice in Term 2.</p> <p>This work in reading will be used to supplement the writing program.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>				
<p><b>KIS 1.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and implement a whole school approach to build greater autonomy and agency in student learning.</p>			
<p><b>Actions</b></p>	<p>Goal setting and self efficacy through targeted feedback Problem solving in mathematics where students co teach strategies Employ a mental health practitioner</p>			

<b>Outcomes</b>	Teachers will show differentiated learning goals in work programs in line with DI and Assessment. Team leaders will develop tools to track and monitor cohort learning goals and differentiated approaches. Team leaders to coordinate learning across the cohort including small group instruction and ESS support			
<b>Success Indicators</b>	Student workbooks will show the feedback given by teachers and the goals set by students as a result of the feedback. Students are able to articulate their next steps for learning to staff during learning walks. Students will be able to articulate their goals when asked by staff during learning walks 70% of the time by the end of the year. Students will articulate what they are learning rather than what they are doing 70% of the time by the end of the year. Student Voice and Agency to 70% in 2025.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>Contextual Wellbeing- PLT group and professional learning thorough positive schools Dr Helen Street. Read: Contextual Wellbeing · Make recommendations for whole school approach · Map a plan for implementation of recommendations · Create a timeline for implementation · Report to whole school PL meetings with updates and insights</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Action Research project- possibility for Term 3, however the findings of the contextual well being group will determine if this is the next step or more time is needed to embed contextual wellbeing</p> <p>Connection to the VTLM 2.0</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<p>Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>				
<p>Learning Walks and Peer Observation. Scheduled learning walks to gather data in term 1 and this data will then be shared with PLT Reading and Wellbeing teams to add to recommendations for the remainder of the year. Data collection will focus on what the children are learning rather than what they are doing.</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation, Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: Enabling Learning, planning, explicit teaching, supported application</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> PLT leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 2 to: Term 4</p>	<p>\$20,000.00</p>
<p>Employ a mental health practitioner to support well being in the school and to promote a sense of belonging by building social skills for kids while working in the class. Social skills to be embedded in the classroom program not a withdrawal program.</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$100,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

<p>Year 5 and 6 learning space- create flexible learning spaces and cooperative learning spaces. The Year 5/6 students will move to the BER. The open space will be set up for STEM and a cohort library with flexible learning spaces to promote agency and voice.</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further strengthen teacher capabilities to teach a differentiated curriculum that targets each student's point of need.			
<b>Actions</b>	Accountable independent reading Year 2-6 including feedback and learning goals Systematic phonics instruction F-2 and intervention 3-6 Writing units to target craft, voice and agency New English model for teaching  Numeracy- extension problem solving tasks			
<b>Outcomes</b>	Extension in reading- students to read complex texts. Extension in numeracy- enabling and extending prompts are developed and used for numeracy lessons to promote extension and growth for high achieving students Weekly lesson plans reflect differentiated groups to enable extension and intervention Whole school approach to intervention is maintained and further developed in line with new curriculum and Phonics Plus program.			

<b>Success Indicators</b>	<p>Increased growth in Naplan reading in particular students in strong and exceeding reflect at least 2 years growth</p> <p>Increased growth in Naplan numeracy in particular students in strong and exceeding reflect at least 2 years growth</p> <p>Attitude to Schools Survey- stimulated learning to 76% in 2025</p> <p>Staff Survey- academic emphasis 70% in 2025</p> <p>Year 3/4 accountable reading groups are able to complete set tasks at a satisfactory level by reading complex texts at least 2 levels above their current level. Year 2 students identified as above level to join accountable reading program by Term 2.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>English instructional model and lesson sequence reflected in planners and observed during learning walks and professional learning opportunities. The English instructional model will be in alignment with the new VTLM 2.0. Staff will receive professional learning around this model.</p> <p>Connection to VTLM 2.0            Elements of Learning: Knowledge and memory, retention and recall, mastery and application            Elements of Teaching: planning, explicit teaching, supported application</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> PLT leaders</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Numeracy instructional model to implement the Victorian curriculum and lesson sequence reflected in planners and observed during learning walks and professional learning opportunities. Professional learning will centre around rich tasks and the VTLM 2.0. Staff will be released for observations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> PLT leaders</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2

<p>Connection to VTLM 2.0  Elements of Learning: Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: planning, explicit teaching, supported application</p>				Funding will be used
<p>Middle Leaders coaching- external consultant Dr Adrian Bertolini who will coach staff around conversations for achieving school goals based on the vision and mission. Leading teams with trust and candour as a basis for communication. Team leaders will meet weekly and will have additional time to work with Adrian 1:1 throughout the year.</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
<p>Occupational therapy program in classes to support student need connected to DI and Tier 2 and 3 students. Classroom support programs to be created in consultation with the class teacher. ESS training as needed.</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>ICT and STEM- build capability of staff and students in STEM and ICT. Initially planning will be through units of inquiry with the goal to create a unit for each year level and build resources across the school. Dr Adrian Bertolini will be a point of contact as an expert in this space.</p>	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>				
<b>Goal 2</b>	Strengthen student health and wellbeing.			
<b>12-month target 2.1</b>	<p>Sense of connectedness 76% in 2024 to 80% in 2025</p> <p>Emotional awareness from 72% in 2024 to 75% in 2025</p> <p>Managing bullying from 80% in 2024 to 80% in 2025 (maintain)</p> <p>Attendance from 89.2% to 92.2%</p>			
<b>12-month target 2.2</b>	<p>Respect for diversity- maintain currently 98%</p> <p>Promoting positive behaviour maintain currently 96%</p>			
<b>12-month target 2.3</b>	<p>Trust in parents 53% in 2024 to 60% in 2025</p> <p>Parent and community involvement 63% in 2024 to 70% in 2025</p>			
<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students'	Strengthen the whole school approach to wellbeing to provide a safe and supportive learning environment.			

participation and engagement in school				
<b>Actions</b>	Contextual Wellbeing Connections to the hub through inquiry units Parent engagement through assemblies. Have grade performances at assemblies that are advertised ahead of time so parents can attend. Classroom environments, expectations and daily routines are established based on the work of contextual Wellbeing Establish a Wellbeing Team that includes leadership and staff.			
<b>Outcomes</b>	As the plan is to read Contextual Wellbeing in Term 1 and make a plan for the remainder of the year- The theme in contextual wellbeing is creating a sense of belonging and positivity. This will include an audit of our current policies and practices. A criterion for change will be arranged by the Wellbeing Team.			
<b>Success Indicators</b>	Attendance: Track and monitor the following students who have chronically low attendance- see files uploaded for targeted students. Reduce percentage of children in the 80-90% from 18% to 10%, students in the range 70-79% from 8% to 4% and below 70% from 7% to 3%  Learning Walks :Consistency in approaches to wellbeing based on belonging and positivity			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Well being staff professional learning team Term 1 outline <ul style="list-style-type: none"> <li>• Read: Contextual Wellbeing by Dr Helen Street</li> <li>• Make recommendations for whole school approach</li> <li>• Map a plan for implementation of recommendations</li> <li>• Create a timeline for implementation</li> <li>• Report to whole school PL meetings with updates and</li> </ul>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,893.82  <input checked="" type="checkbox"/> Other funding will be used

<p>insights Term 2-3 implementation of recommendations</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>				
<p>3-way conferences are held twice per year. Families are invited to the school to share their child's learning journey. A BBQ is also organised to encourage more families to attend.</p>	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
<p>Family Maths Night. This is an annual event designed to bring the community together as well as promoting how mathematics is taught at the school. Scheduled for 17th March.</p>	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$15,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Community Hub and Inquiry. The community hub is a valuable resource for the units of inquiry. Tapping into the resources and the parents to be involved as guest speakers for the units of inquiry is the goal. for example, a unit on immigration could be enriched with a firsthand experience from a parent in line with unit goals. This also introduces students to a primary source for research.</p>	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Whole School Assembly- to be held every fortnight where a class will present their learning. The alternative weeks will be time for Cohort Assemblies. The schedule will be created and published to parents at the beginning of the year.</p>	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

Attendance Agenda item at SIT meetings Wellbeing team to track and monitor and report actions to SIT meeting and Team Leaders meeting	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
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## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$568,099.14	\$568,099.14	\$0.00
Disability Inclusion Tier 2 Funding	\$188,050.23	\$188,050.23	\$0.00
Schools Mental Health Fund and Menu	\$29,744.45	\$29,744.45	\$0.00
<b>Total</b>	<b>\$785,893.82</b>	<b>\$785,893.82</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Classroom coaching- systematic phonics including phonemic awareness. Weekly classroom visits and attendance at planning by the coach session. This will begin from the start of the year in F-2 and will be used as the intervention program in Year 3-6. The coach will attend planning sessions and advise intervention for students at risk. Current school-based Speech Pathologist will monitor Tier 3 and 2 children.</p> <p>Connection to VTLM 2.0            Elements of Learning: Knowledge and memory, retention and recall, mastery and application            Elements of Teaching: planning, explicit teaching</p>	\$148,893.82
Professional development through the Primary English Teachers Association of Australia (PETAA) and Little Learners Love Literacy. Building staff	\$30,000.00

<p>capacity in line with the new VTLM 2.0 and the Departments Position on Reading including using Phonics Plus.</p> <p>Connection to VTLM 2.0  Elements of Learning: Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: planning, explicit teaching, supported application</p>	
<p>Reading comprehension and fluency- the Reading PLT will run professional learning sessions for staff based on their research during the term 1 PL sessions. the PL sessions will begin in term 2 after the plan in term one is completed.</p> <p>Term 1 plan • Read: National Panel Report for Reading and Read articles, as required, to create the new list of non-negotiables for Reading 2025 and beyond</p> <ul style="list-style-type: none"> <li>• Make recommendations for Instructional time, instructional model and components of reading</li> <li>• Map a plan for implementation of recommendations</li> <li>• Create a timeline for implementation</li> <li>• Report to whole school PL meetings with updates and insights</li> </ul> <p>Connection to the VTLM 2.0  Elements of Learning- Knowledge and memory, retention and recall, mastery and application  elements of teaching- planning, explicit teaching, supported application</p>	<p>\$60,000.00</p>
<p>Year 3-5 Growth in reading. In year 3and 4 students will have a half hour session in reading where they will read complex texts and answer prompts specific to</p>	<p>\$22,000.00</p>

<p>that text. The areas covered will be text structure: Plot, setting, character, figurative language and vocabulary, themes and ideas for writing that entertains Compare and contrast, chronological order, description, cause and effect and problem and solution and text features for writing that informs Emotive language, topic sentences persuasive-emotive language, rhetorical questions, modality, persuasive techniques, facts and statistics and exaggeration a for writing opinions.</p> <p>The work will be modelled in Term 1 and rolled out as independent practice in Term 2.</p> <p>This work in reading will be used to supplement the writing program.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>	
<p>Contextual Wellbeing- PLT group and professional learning thorough positive schools Dr Helen Street. Read: Contextual Wellbeing · Make recommendations for whole school approach · Map a plan for implementation of recommendations · Create a timeline for implementation · Report to whole school PL meetings with updates and insights</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation</p>	<p>\$50,000.00</p>

Elements of Teaching: Enabling Learning, supported application	
<p>Action Research project- possibility for Term 3, however the findings of the contextual well being group will determine if this is the next step or more time is needed to embed contextual wellbeing</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>	\$50,000.00
<p>Employ a mental health practitioner to support well being in the school and to promote a sense of belonging by building social skills for kids while working in the class. Social skills to be embedded in the classroom program not a withdrawal program.</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>	\$100,000.00
<p>Year 5 and 6 learning space- create flexible learning spaces and cooperative learning spaces. The Year 5/6 students will move to the BER. The open space will be set up for STEM and a cohort library with flexible learning spaces to promote agency and voice.</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>	\$50,000.00

<p>English instructional model and lesson sequence reflected in planners and observed during learning walks and professional learning opportunities. The English instructional model will be in alignment with the new VTLM 2.0. Staff will receive professional learning around this model.</p> <p>Connection to VTLM 2.0  Elements of Learning: Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: planning, explicit teaching, supported application</p>	<p>\$20,000.00</p>
<p>Numeracy instructional model to implement the Victorian curriculum and lesson sequence reflected in planners and observed during learning walks and professional learning opportunities. Professional learning will centre around rich tasks and the VTLM 2.0. Staff will be released for observations.</p> <p>Connection to VTLM 2.0  Elements of Learning: Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: planning, explicit teaching, supported application</p>	<p>\$20,000.00</p>
<p>Middle Leaders coaching- external consultant Dr Adrian Bertolini who will coach staff around conversations for achieving school goals based on the vision and mission. Leading teams with trust and candour as a basis for communication. Team leaders will meet weekly and will have additional time to work with Adrian 1:1 throughout the year.</p> <p>Connection to the VTLM 2.0</p>	<p>\$40,000.00</p>

<p>Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>	
<p>Occupational therapy program in classes to support student need connected to DI and Tier 2 and 3 students. Classroom support programs to be created in consultation with the class teacher. ESS training as needed.</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>	\$50,000.00
<p>ICT and STEM- build capability of staff and students in STEM and ICT. Initially planning will be through units of inquiry with the goal to create a unit for each year level and build resources across the school. Dr Adrian Bertolini will be a point of contact as an expert in this space.</p> <p>Connection to VTLM 2.0  Elements of Learning: Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: planning, explicit teaching, supported application</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>	\$100,000.00
<p>3-way conferences are held twice per year. Families are invited to the school to share their child's learning</p>	\$10,000.00

journey. A BBQ is also organised to encourage more families to attend.	
Family Maths Night. This is an annual event designed to bring the community together as well as promoting how mathematics is taught at the school. Scheduled for 17th March.	\$15,000.00
Community Hub and Inquiry. The community hub is a valuable resource for the units of inquiry. Tapping into the resources and the parents to be involved as guest speakers for the units of inquiry is the goal. for example, a unit on immigration could be enriched with a firsthand experience from a parent in line with unit goals. This also introduces students to a primary source for research.	\$30,000.00
<b>Totals</b>	<b>\$795,893.82</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Classroom coaching- systematic phonics including phonemic awareness. Weekly classroom visits and attendance at planning by the coach session. This will begin from the start of the year in F-2 and will be used as the intervention program in Year 3-6. The coach will attend planning sessions and advise intervention for students at risk. Current school-	from: Term 1 to: Term 4	\$33,893.82	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

<p>based Speech Pathologist will monitor Tier 3 and 2 children.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching</p>			
<p>Professional development through the Primary English Teachers Association of Australia (PETAA) and Little Learners Love Literacy. Building staff capacity in line with the new VTLM 2.0 and the Departments Position on Reading including using Phonics Plus.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>	<p>from: Term 2 to: Term 4</p>	<p>\$30,000.00</p>	<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT</p>
<p>Reading comprehension and fluency- the Reading PLT will run professional learning sessions for staff based on their</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p>	<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets</p>

<p>research during the term 1 PL sessions. the PL sessions will begin in term 2 after the plan in term one is completed.</p> <p>Term 1 plan • Read: National Panel Report for Reading and Read articles, as required, to create the new list of non-negotiables for Reading 2025 and beyond</p> <ul style="list-style-type: none"> <li>• Make recommendations for Instructional time, instructional model and components of reading</li> <li>• Map a plan for implementation of recommendations</li> <li>• Create a timeline for implementation</li> <li>• Report to whole school PL meetings with updates and insights</li> </ul> <p>Connection to the VTLM 2.0 Elements of Learning- Knowledge and memory, retention and recall, mastery and application elements of teaching- planning, explicit teaching, supported application</p>			
<p>Year 3-5 Growth in reading. In year 3and 4 students will have a half hour session in reading where they will read complex</p>	<p>from: Term 2 to: Term 4</p>	<p>\$22,000.00</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p>

<p>texts and answer prompts specific to that text. The areas covered will be text structure:  Plot, setting, character, figurative language and vocabulary, themes and ideas for writing that entertains  Compare and contrast, chronological order, description, cause and effect and problem and solution and text features for writing that informs  Emotive language, topic sentences persuasive- emotive language, rhetorical questions, modality, persuasive techniques, facts and statistics and exaggeration a for writing opinions.</p> <p>The work will be modelled in Term 1 and rolled out as independent practice in Term 2.</p> <p>This work in reading will be used to supplement the writing program.</p> <p>Connection to VTLM 2.0  Elements of Learning:  Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: planning, explicit teaching, supported</p>			
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application			
<p>Contextual Wellbeing- PLT group and professional learning through positive schools Dr Helen Street.</p> <p>Read: Contextual Wellbeing ·          Make recommendations for whole school approach ·          Map a plan for implementation of recommendations ·          Create a timeline for implementation ·          Report to whole school PL meetings with updates and insights</p> <p>Connection to the VTLM 2.0          Elements of Learning: Attention, focus and regulation          Elements of Teaching: Enabling Learning, supported application</p>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p>	<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)  <input checked="" type="checkbox"/> CRT</p>
<p>Action Research project- possibility for Term 3, however the findings of the contextual well being group will determine if this is the next step or more time is needed to embed contextual wellbeing</p> <p>Connection to the VTLM 2.0          Elements of Learning: Attention, focus and regulation          Elements of Teaching: Enabling</p>	<p>from: Term 3 to: Term 4</p>	<p>\$50,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing  <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)  <input checked="" type="checkbox"/> CRT</p>

Learning, supported application			
<p>Employ a mental health practitioner to support well being in the school and to promote a sense of belonging by building social skills for kids while working in the class. Social skills to be embedded in the classroom program not a withdrawal program.</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>
<p>Year 5 and 6 learning space- create flexible learning spaces and cooperative learning spaces. The Year 5/6 students will move to the BER. The open space will be set up for STEM and a cohort library with flexible learning spaces to promote agency and voice.</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>	<p>from: Term 1 to: Term 2</p>	<p>\$50,000.00</p>	<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets</p>

<p>English instructional model and lesson sequence reflected in planners and observed during learning walks and professional learning opportunities. The English instructional model will be in alignment with the new VTLM 2.0. Staff will receive professional learning around this model.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>	<p>from: Term 1 to: Term 4</p>	<p>\$19,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School-based staffing</li> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> CRT</li> </ul>
<p>Numeracy instructional model to implement the Victorian curriculum and lesson sequence reflected in planners and observed during learning walks and professional learning opportunities. Professional learning will centre around rich tasks and the VTLM 2.0. Staff will be released for observations.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory,</p>	<p>from: Term 1 to: Term 4</p>	<p>\$19,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School-based staffing</li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li><input checked="" type="checkbox"/> CRT</li> </ul>

<p>retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>			
<p>Middle Leaders coaching-external consultant Dr Adrian Bertolini who will coach staff around conversations for achieving school goals based on the vision and mission. Leading teams with trust and candour as a basis for communication. Team leaders will meet weekly and will have additional time to work with Adrian 1:1 throughout the year.</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p>	<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT</p>
<p>Occupational therapy program in classes to support student need connected to DI and Tier 2 and 3 students. Classroom support programs to be created in consultation with the class teacher. ESS training as needed.</p> <p>Connection to the VTLM 2.0</p>	<p>from: Term 1 to: Term 4</p>	<p>\$29,205.32</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources</p>

<p>Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>			
<p>ICT and STEM- build capability of staff and students in STEM and ICT. Initially planning will be through units of inquiry with the goal to create a unit for each year level and build resources across the school. Dr Adrian Bertolini will be a point of contact as an expert in this space.</p> <p>Connection to VTLM 2.0  Elements of Learning: Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: planning, explicit teaching, supported application</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$100,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> CRT</li> <li><input checked="" type="checkbox"/> Assets</li> </ul>
<p>Family Maths Night. This is an annual event designed to bring the community together as well as promoting how mathematics</p>	<p>from:  Term 1  to:  Term 1</p>	<p>\$15,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School-based staffing</li> <li><input checked="" type="checkbox"/> CRT</li> </ul>

is taught at the school. Scheduled for 17th March.			
Community Hub and Inquiry. The community hub is a valuable resource for the units of inquiry. Tapping into the resources and the parents to be involved as guest speakers for the units of inquiry is the goal. for example, a unit on immigration could be enriched with a firsthand experience from a parent in line with unit goals. This also introduces students to a primary source for research.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
<b>Totals</b>		\$568,099.14	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Classroom coaching- systematic phonics including phonemic awareness. Weekly classroom visits and attendance at planning by the coach session. This will begin from the start of the year in F-2 and will be used as the intervention program in Year 3-6. The coach will attend planning sessions and advise intervention for	from: Term 1 to: Term 4	\$115,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• Speech pathologists</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul>

<p>students at risk. Current school-based Speech Pathologist will monitor Tier 3 and 2 children.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching</p>			
<p>Reading comprehension and fluency- the Reading PLT will run professional learning sessions for staff based on their research during the term 1 PL sessions. the PL sessions will begin in term 2 after the plan in term one is completed.</p> <p>Term 1 plan • Read: National Panel Report for Reading and Read articles, as required, to create the new list of non-negotiables for Reading 2025 and beyond</p> <ul style="list-style-type: none"> <li>• Make recommendations for Instructional time, instructional model and components of reading</li> <li>• Map a plan for implementation of recommendations</li> <li>• Create a timeline for implementation</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> </li> <li><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Literacy aids</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>Report to whole school PL meetings with updates and insights</li> </ul> <p>Connection to the VTLM 2.0 Elements of Learning- Knowledge and memory, retention and recall, mastery and application elements of teaching- planning, explicit teaching, supported application</p>			
<p>Employ a mental health practitioner to support well being in the school and to promote a sense of belonging by building social skills for kids while working in the class. Social skills to be embedded in the classroom program not a withdrawal program.</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>	<p>from: Term 1 to: Term 4</p>	<p>\$30,255.55</p>	<p><input checked="" type="checkbox"/> Other workforces to support students with disability</p> <ul style="list-style-type: none"> <li>School counsellors (inclusive education related services)</li> </ul>
<p>English instructional model and lesson sequence reflected in planners and observed during learning walks and professional learning opportunities. The English instructional model will be in alignment with the new</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <ul style="list-style-type: none"> <li>Other materials as needed</li> </ul>

<p>VTLM 2.0. Staff will receive professional learning around this model.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>			
<p>Numeracy instructional model to implement the Victorian curriculum and lesson sequence reflected in planners and observed during learning walks and professional learning opportunities. Professional learning will centre around rich tasks and the VTLM 2.0. Staff will be released for observations.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p>	<p><input checked="" type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> <li>• Teachers</li> </ul>

Occupational therapy program in classes to support student need connected to DI and Tier 2 and 3 students. Classroom support programs to be created in consultation with the class teacher. ESS training as needed.  Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application	from: Term 1 to: Term 4	\$20,794.68	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  <ul style="list-style-type: none"> <li>Other Occupational Therapist</li> </ul>
3-way conferences are held twice per year. Families are invited to the school to share their child's learning journey. A BBQ is also organised to encourage more families to attend.	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  <ul style="list-style-type: none"> <li>Education support staff</li> </ul>
<b>Totals</b>		\$188,050.23	

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

Activities and milestones	When	Funding allocated (\$)	Category
Contextual Wellbeing- PLT group and professional learning thorough positive schools Dr Helen Street.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free)

<p>Read: Contextual Wellbeing ·          Make recommendations for whole school approach ·          Map a plan for implementation of recommendations ·          Create a timeline for implementation ·          Report to whole school PL meetings with updates and insights</p> <p>Connection to the VTLM 2.0          Elements of Learning: Attention, focus and regulation          Elements of Teaching: Enabling Learning, supported application</p>			
<p>Employ a mental health practitioner to support well being in the school and to promote a sense of belonging by building social skills for kids while working in the class. Social skills to be embedded in the classroom program not a withdrawal program.</p> <p>Connection to the VTLM 2.0          Elements of Learning: Attention, focus and regulation          Elements of Teaching: Enabling Learning, supported application</p>	<p>from:          Term 1          to:          Term 4</p>	<p>\$9,744.45</p>	<p><input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students</p>
<p><b>Totals</b></p>		<p>\$29,744.45</p>	

### 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
<p>Classroom coaching-systematic phonics including phonemic awareness. Weekly classroom visits and attendance at planning by the coach session. This will begin from the start of the year in F-2 and will be used as the intervention program in Year 3-6. The coach will attend planning sessions and advise intervention for students at risk. Current school-based Speech Pathologist will monitor Tier 3 and 2 children.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching</p>	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<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"/> External consultants  speech pathologist Little Learners Love Literacy Primary English Teachers Association of Australia	<input checked="" type="checkbox"/> On-site
Mathematics lessons to embed applied and	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>number in problem solving activities using enabling and extending prompts. The school-based coach to attend planning sessions and team leaders to be trained in data collection to drive planning and both intervention and extension. Team leaders will be released together once a week to train in leadership, data collection and analysis and leading change.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>		to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons		<input checked="" type="checkbox"/> Subject association	
<p>Reading comprehension and fluency- the Reading PLT will run professional learning sessions for staff based on their research during the term 1 PL sessions. the PL sessions will begin in term 2 after the plan in term one is</p>	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

<p>completed.  Term 1 plan • Read:  National Panel Report for  Reading and Read  articles, as required, to  create the new list of non-  negotiables for Reading  2025 and beyond</p> <ul style="list-style-type: none"> <li>• Make  recommendations for  Instructional time,  instructional model and  components of reading</li> <li>• Map a plan for  implementation of  recommendations</li> <li>• Create a timeline  for implementation</li> <li>• Report to whole  school PL meetings with  updates and insights</li> </ul> <p>Connection to the VTLM  2.0  Elements of Learning-  Knowledge and memory,  retention and recall,  mastery and application  elements of teaching-  planning, explicit teaching,  supported application</p>						
<p>Year 3-5 Growth in  reading. In year 3 and 4  students will have a half</p>	<p><input checked="" type="checkbox"/> All staff</p>	<p>from:  Term 2</p>	<p><input checked="" type="checkbox"/> Design of formative  assessments</p>	<p><input checked="" type="checkbox"/> PLC/PLT meeting</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>hour session in reading where they will read complex texts and answer prompts specific to that text. The areas covered will be text structure: Plot, setting, character, figurative language and vocabulary, themes and ideas for writing that entertains</p> <p>Compare and contrast, chronological order, description, cause and effect and problem and solution and text features for writing that informs</p> <p>Emotive language, topic sentences persuasive-emotive language, rhetorical questions, modality, persuasive techniques, facts and statistics and exaggeration a for writing opinions.</p> <p>The work will be modelled in Term 1 and rolled out as independent practice in Term 2.</p> <p>This work in reading will be used to supplement the writing program.</p>		<p>to: Term 4</p>	<p><input checked="" type="checkbox"/> Moderated assessment of student learning</p> <p><input checked="" type="checkbox"/> Student voice, including input and feedback</p>			
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<p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>						
<p>Contextual Wellbeing- PLT group and professional learning thorough positive schools Dr Helen Street. Read: Contextual Wellbeing . Make recommendations for whole school approach . Map a plan for implementation of recommendations . Create a timeline for implementation . Report to whole school PL meetings with updates and insights</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning,</p>	<p><input checked="" type="checkbox"/> All staff</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Collaborative inquiry/action research team</p>	<p><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting</p>	<p><input checked="" type="checkbox"/> Learning specialist</p>	<p><input checked="" type="checkbox"/> On-site</p>

supported application						
<p>Learning Walks and Peer Observation. Scheduled learning walks to gather data in term 1 and this data will then be shared with PLT Reading and Wellbeing teams to add to recommendations for the remainder of the year. Data collection will focus on what the children are learning rather than what they are doing.</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation, Knowledge and memory, retention and recall, mastery and application  Elements of Teaching: Enabling Learning, planning, explicit teaching, supported application</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Employ a mental health practitioner to support well being in the school and to promote a sense of belonging by building	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants mental health practitioner	<input checked="" type="checkbox"/> On-site

<p>social skills for kids while working in the class. Social skills to be embedded in the classroom program not a withdrawal program.</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>						
<p>Year 5 and 6 learning space- create flexible learning spaces and cooperative learning spaces. The Year 5/6 students will move to the BER. The open space will be set up for STEM and a cohort library with flexible learning spaces to promote agency and voice.</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning,</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1 to: Term 2</p>	<p><input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> PLC/PLT meeting</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>

supported application						
<p>English instructional model and lesson sequence reflected in planners and observed during learning walks and professional learning opportunities. The English instructional model will be in alignment with the new VTLM 2.0. Staff will receive professional learning around this model.</p> <p>Connection to VTLM 2.0 Elements of Learning: Knowledge and memory, retention and recall, mastery and application Elements of Teaching: planning, explicit teaching, supported application</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
<p>Middle Leaders coaching-external consultant Dr Adrian Bertolini who will coach staff around conversations for achieving school goals based on the vision and mission. Leading teams with trust and candour as a basis for communication.</p>	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants Dr Adrian Bertolini	<input checked="" type="checkbox"/> On-site

<p>Team leaders will meet weekly and will have additional time to work with Adrian 1:1 throughout the year.</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>						
<p>Occupational therapy program in classes to support student need connected to DI and Tier 2 and 3 students. Classroom support programs to be created in consultation with the class teacher. ESS training as needed.</p> <p>Connection to the VTLM 2.0  Elements of Learning: Attention, focus and regulation  Elements of Teaching: Enabling Learning, supported application</p>	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants Occupational therapist	<input checked="" type="checkbox"/> On-site

<p>Well being staff professional learning team Term 1 outline</p> <ul style="list-style-type: none"> <li>• Read: Contextual Wellbeing by Dr Helen Street</li> <li>• Make recommendations for whole school approach</li> <li>• Map a plan for implementation of recommendations</li> <li>• Create a timeline for implementation</li> <li>• Report to whole school PL meetings with updates and insights</li> </ul> <p>Term 2-3 implementation of recommendations</p> <p>Connection to the VTLM 2.0 Elements of Learning: Attention, focus and regulation Elements of Teaching: Enabling Learning, supported application</p>	<p><input checked="" type="checkbox"/> All staff</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Collaborative inquiry/action research team</p>	<p><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>
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