

2025 Annual Implementation Plan

for improving student outcomes

Romsey Primary School (0366)



Submitted for review by Melanie Stewart (School Principal) on 20 December, 2024 at 12:33 PM
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 24 January, 2025 at 12:04 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	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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	

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Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	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 performance across literacy and numeracy.	Yes	By 2028, increase the percentage of students from Year 1 to Year 6 assessed above expected growth by semester 2 using Victorian Curriculum (Teacher Judgement Growth-Time Series) for: <ul style="list-style-type: none"> • Reading & viewing from 24% (2023) to 30% • Writing from 23% (2023) to 30% • Mathematics to be determined (TBD) 	By 2025, increase the percentage of students from Year 1 to Year 6 assessed above expected growth by semester 2 using Victorian Curriculum (Teacher Judgement Growth-Time Series) for: Reading & viewing from 24% (2023) to 25% Mathematics to be determined (TBD)
		By 2028, decrease or increase the percentage of students in Year 5 NAPLAN assessed in: <ul style="list-style-type: none"> • Reading needing additional support from 20% (2024) to 10% • Writing exceeding expected proficiency from 5% (2024) to 15% • Numeracy needing additional support from 27% (2024) to 15% 	By 2025, decrease the percentage of students in Year 5 NAPLAN assessed in: Reading needing additional support from 20% (2024) to 17% Numeracy needing additional support from 27% (2024) to 24%
		By 2028, increase the percentage of positive endorsements on the SSS for the following framework factors: <ul style="list-style-type: none"> • School climate module: <ul style="list-style-type: none"> ○ Guaranteed and viable curriculum from 71% (2023) to 76% 	By 2025, increase the percentage of positive endorsements on the SSS for the following framework factors: <ul style="list-style-type: none"> • School climate module: Teacher collaboration from 68% (2023) to 70% • Teaching and learning

		<ul style="list-style-type: none"> ○ Teacher collaboration from 68% (2023) to 73% • Teaching and learning implementation module: <ul style="list-style-type: none"> ○ Understand formative assessment from 57% (2023) to 65% • Teaching and learning planning module: <ul style="list-style-type: none"> ○ Use data for curriculum planning from 76% (2023) to 80% • Teaching and learning practice improvement module: <ul style="list-style-type: none"> ○ Seek feedback to improve practice from 57% (2023) to 65% 	<p>implementation module: Understand formative assessment from 57% (2023) to 59%</p> <p>Teaching and learning planning module: Use data for curriculum planning from 76% (2023) to 77%</p> <p>Teaching and learning practice improvement module: Seek feedback to improve practice from 57% (2023) to 60%</p>
		<p>By 2028, increase the percentage of positive endorsements on the AtoSS for the following framework factors:</p> <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement module: <ul style="list-style-type: none"> ○ Stimulated learning from 57% (2024) to 65% • Learner characteristics and disposition module: <ul style="list-style-type: none"> ○ Motivation and interest from 55% (2024) to 65% 	<p>By 2025, increase the percentage of positive endorsements on the AtoSS for the following framework factors:</p> <p>Effective teaching practice for cognitive engagement module: Stimulated learning from 57% (2024) to 59%</p>
Enhance student engagement, wellbeing outcomes and connectedness to school for all students.	Yes	<p>By 2028, increase the percentage of positive responses on POS for the following framework factors:</p> <ul style="list-style-type: none"> • Student cognitive engagement module: <ul style="list-style-type: none"> ○ Stimulating learning environment from 71% (2023) to 76% 	<p>By 2025, increase the percentage of positive responses on POS for the following framework factors:</p> <p>Student cognitive engagement module: Stimulating learning environment from 71% (2023) to 73%</p>

		<ul style="list-style-type: none"> • Student development module: <ul style="list-style-type: none"> ○ Student agency and voice from 75% (2023) to 80% 	
		<p>By 2028 increase the percentage of positive endorsements on AtoSS for the following framework factors:</p> <ul style="list-style-type: none"> • Learner characteristics and disposition module: <ul style="list-style-type: none"> ○ Perseverance from 60% (2024) to 65% ○ Self-regulation and goal setting from 63% (2024) to 70% • Social engagement module: <ul style="list-style-type: none"> ○ Sense of connectedness from 59% (2024) to 65% ○ Student agency and voice from 47% (2024) to 55% • Teacher student relations module: <ul style="list-style-type: none"> ○ Teacher concern from 63% (2024) to 70% 	<p>By 2025 increase the percentage of positive endorsements on AtoSS for the following framework factors:</p> <p>Learner characteristics and disposition module: Perseverance from 60% (2024) to 62% Self-regulation and goal setting from 63% (2024) to 65% Social engagement module: Sense of connectedness from 59% (2024) to 61% Teacher student relations module: Teacher concern from 63% (2024) to 65%</p>
		<p>By 2028 increase the percentage of positive endorsements on the SSS for the following framework factors:</p> <ul style="list-style-type: none"> • Teaching and learning evaluation module: <ul style="list-style-type: none"> ○ Use student feedback to improve practice from 52% (2023) to 60% • Teaching and learning implementation module: <ul style="list-style-type: none"> ○ Promote student ownership of learning from 76% (2023) to 80% 	<p>N/A</p>

		By 2028, decrease the percentage of students with 20 or more days absence from 39% (2023) to 30%.	By 2025, decrease the percentage of students with 20 or more days absence from 39% (2023) to 37%.
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Goal 1	Maximise student performance across literacy and numeracy.
12-month target 1.1	By 2025, increase the percentage of students from Year 1 to Year 6 assessed above expected growth by semester 2 using Victorian Curriculum (Teacher Judgement Growth-Time Series) for: Reading & viewing from 24% (2023) to 25% Mathematics to be determined (TBD)
12-month target 1.2	By 2025, decrease the percentage of students in Year 5 NAPLAN assessed in: Reading needing additional support from 20% (2024) to 17% Numeracy needing additional support from 27% (2024) to 24%
12-month target 1.3	By 2025, increase the percentage of positive endorsements on the SSS for the following framework factors: School climate module: Teacher collaboration from 68% (2023) to 70% Teaching and learning implementation module: Understand formative assessment from 57% (2023) to 59% Teaching and learning planning module: Use data for curriculum planning from 76% (2023) to 77% Teaching and learning practice improvement module: Seek feedback to improve practice from 57% (2023) to 60%
12-month target 1.4	By 2025, increase the percentage of positive endorsements on the AtoSS for the following framework factors: Effective teaching practice for cognitive engagement module: Stimulated learning from 57% (2024) to 59%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Embed a culture of professional learning and collaboration.	No
KIS 1.b Leadership	Further develop, document and embed a whole school collaborative approach to planning and instructional approaches.	Yes
KIS 1.c Leadership	Strengthen teacher capability to analyse and use learning and wellbeing data to inform differentiated learning.	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>Our review conducted in Term 3, 2024, identified key opportunities for improvement in the following areas:</p> <p>Whole-School Instructional Models and Consistent Pedagogy -Refine and embed agreed whole-school instructional models. -Develop consistent pedagogical practices supported by targeted professional learning. -Ensure schoolwide implementation to drive changes in curriculum approaches, enhance teacher knowledge and capabilities, and build on the progress made in Mathematics from 2024.</p> <p>Professional Learning and Leadership Capacity Building -Provide professional learning to strengthen the capacity of middle leaders. -Focus on enhancing the Professional Learning Community (PLC) framework and inquiry cycles. -Collaborate to improve data literacy and analysis, ensuring informed planning and instruction.</p> <p>Data-Informed Teaching and Differentiation -Build teacher capability to effectively use data to differentiate learning tasks and meet students at their point of need. -Improve planning and documentation to integrate data-informed learning tasks, ensuring tailored and impactful instruction.</p>	
Goal 2	Enhance student engagement, wellbeing outcomes and connectedness to school for all students.	

12-month target 2.1	By 2025, increase the percentage of positive responses on POS for the following framework factors: Student cognitive engagement module: Stimulating learning environment from 71% (2023) to 73%	
12-month target 2.2	By 2025 increase the percentage of positive endorsements on AtoSS for the following framework factors: Learner characteristics and disposition module: Perseverance from 60% (2024) to 62% Self-regulation and goal setting from 63% (2024) to 65% Social engagement module: Sense of connectedness from 59% (2024) to 61% Teacher student relations module: Teacher concern from 63% (2024) to 65%	
12-month target 2.3	N/A	
12-month target 2.4	By 2025, decrease the percentage of students with 20 or more days absence from 39% (2023) to 37%.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Engagement	Strengthen the implementation of the School-wide Positive Behaviours Support framework across the whole school.	Yes
KIS 2.b Engagement	Develop staff and student capabilities to activate student leadership, agency and voice in learning.	No
KIS 2.c Engagement	Embed a framework of student goal setting and feedback across the school.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

The Term 3, 2024 review highlighted key opportunities for improvement in the following areas:

Revamping the School-Wide Positive Behaviour (SWPB) Framework

- Review and enhance the SWPB framework to establish consistency in approaches and language across the school.
- Collaborate with all stakeholders—parents, staff, and students—to foster engagement and commitment, leveraging the strong willingness of parents and staff to support a positive whole-school culture.
- Ensure the framework’s consistent implementation to promote positive and respectful behaviours throughout the school community.

Strengthening a Culture of Trust and Respect

- Foster a culture of trust by setting clear expectations and supporting respectful relationships and behaviours across the school.

Enhancing Staff Capabilities in Wellbeing and Inclusion

- Provide ongoing professional development to build staff expertise in wellbeing and inclusion.
- Regularly analyse and utilise wellbeing data to inform practices and support continuous improvement in student wellbeing.

Define actions, outcomes, success indicators and activities

Goal 1	Maximise student performance across literacy and numeracy.
12-month target 1.1	By 2025, increase the percentage of students from Year 1 to Year 6 assessed above expected growth by semester 2 using Victorian Curriculum (Teacher Judgement Growth-Time Series) for: Reading & viewing from 24% (2023) to 25% Mathematics to be determined (TBD)
12-month target 1.2	By 2025, decrease the percentage of students in Year 5 NAPLAN assessed in: Reading needing additional support from 20% (2024) to 17% Numeracy needing additional support from 27% (2024) to 24%
12-month target 1.3	By 2025, increase the percentage of positive endorsements on the SSS for the following framework factors: School climate module: Teacher collaboration from 68% (2023) to 70% Teaching and learning implementation module: Understand formative assessment from 57% (2023) to 59% Teaching and learning planning module: Use data for curriculum planning from 76% (2023) to 77% Teaching and learning practice improvement module: Seek feedback to improve practice from 57% (2023) to 60%
12-month target 1.4	By 2025, increase the percentage of positive endorsements on the AtoSS for the following framework factors: Effective teaching practice for cognitive engagement module: Stimulated learning from 57% (2024) to 59%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared	Further develop, document and embed a whole school collaborative approach to planning and instructional approaches.

goals and values; high expectations; and a positive, safe and orderly learning environment				
Actions	Review, refine and embed Whole-School Instructional Models and consistent pedagogical practices Build capacity of middle leaders to enable the enhancement of a professional learning culture which would promote consistency of pedagogical understandings and instructional approaches. Develop a structure to monitor and observe in classrooms and strengthen the implementation and consistency of instructional practice across the school.			
Outcomes	Teachers will have a shared understanding of the new Maths curriculum, scope and sequence and instructional model. Students will know how lessons are structured and how this supports their learning. Whole school understanding of instructional models and consistent implementation of these.			
Success Indicators	Whole school documentation in Maths - instructional model, scope and sequence and assessment schedule Student feedback on differentiation, the instructional model, and use of common strategies Peer observations documentation demonstrating use of strategies from professional learning PLC planning/inquiry cycle documentation NAPLAN results Data walls clearly indicating student progress A documented assessment schedule and evidence of teachers inputting data and moderating assessments Student, staff and parent feedback from annual perception surveys related to identified modules in set target			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Release of Maths Leader to work with EIL as part of the Intensive Support School Initiative. Maths leader and EIL to work with PLC teams in collaborative planning time. Maths leader to model and coach new instructional model Maths leader to deliver ongoing professional learning	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Principal and Assistant Principal to participate in Professional Learning Agile School Leadership program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and document structures to facilitate whole school peer observations, coaching and mentoring	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Regularly meet with PLC leaders to build capacity and develop consistent protocols, agendas, planning documentation and data literacy. PLC leaders to be allocated extra NFF time to perform their role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish processes and protocols for regular moderation of student work within teaching teams	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Employment of Disability Inclusion Leading teacher to be out of the classroom 2 days per week to support teachers in building their knowledge and capacity in inclusive practices, differentiation, adjustments and student engagement through coaching, professional learning and attending PLC planning.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$151,292.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 1.c The strategic direction and deployment of resources to create and reflect shared	Strengthen teacher capability to analyse and use learning and wellbeing data to inform differentiated learning.			

goals and values; high expectations; and a positive, safe and orderly learning environment				
Actions	Build staff capacity in data literacy, assessment and differentiation in Mathematics in order to identify and meet students' individual learning needs. Enhancing the PLC structures to support teacher collaboration and strengthen teaching practice			
Outcomes	Teachers will confidently and accurately identify the learning needs of all of their students Teachers will plan for differentiation based on student learning data Students in need of targeted support or intervention in mathematics will be identified and supported Students will report higher levels of confidence with numeracy skills Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning PLC's will meet regularly to engage in reflective practice and evaluate and plan curriculum, assessment and lessons building their data literacy. Teachers and leaders will establish intervention/small group tutoring programs to be conducted within the classroom.			
Success Indicators	Differentiated curriculum planning documentation and work programs with evidence of students learning at different levels Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress PLC planning/inquiry cycle documentation Progress made against Individual Education Plans NAPLAN results A documented assessment schedule and evidence of teachers inputting data and moderating assessments Assessment data and student surveys from intervention/small group in class tutoring support Student, staff and parent feedback from annual perception surveys related to identified modules in set target			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Release of Maths leader to work with EIL as part of the Intensive Support School School initiative.	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

Maths leader and EIL to work with PLC teams in collaborative planning time. Maths leader to deliver ongoing professional learning.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching partners (DSSI)		to: Term 4	
Middle leaders to participate in Academy Professional Learning - Data Driven school improvement 25th June online	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Maths leader to work with small groups of identified high ability students in maths	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Employment of tutor as part of the DET tutor learning initiative to support identified students and work in classrooms with classroom teachers to improve academic outcomes in Numeracy - in years 3/4	<input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review the professional learning calendar and timetable to prioritise collaboration time in PLCs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Identified Education Support Staff to deliver Pre-Lit (systematic synthetic phonics program) intervention with identified students.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$55,772.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
SSG's held for all identified students and IEP's written for identified students - coordinated by Assistant principal and Leading teacher Inclusion	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Education Support Staff to work closely with DE SSS speech supports in identifying and working with students implementing the SPADES program	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,000.00
Middle leaders to attend Network Professional learning	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Enhance student engagement, wellbeing outcomes and connectedness to school for all students.			
12-month target 2.1	By 2025, increase the percentage of positive responses on POS for the following framework factors: Student cognitive engagement module: Stimulating learning environment from 71% (2023) to 73%			
12-month target 2.2	By 2025 increase the percentage of positive endorsements on AtoSS for the following framework factors: Learner characteristics and disposition module: Perseverance from 60% (2024) to 62%			

	<p>Self-regulation and goal setting from 63% (2024) to 65%</p> <p>Social engagement module: Sense of connectedness from 59% (2024) to 61%</p> <p>Teacher student relations module: Teacher concern from 63% (2024) to 65%</p>
12-month target 2.3	N/A
12-month target 2.4	By 2025, decrease the percentage of students with 20 or more days absence from 39% (2023) to 37%.
<p>KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen the implementation of the School-wide Positive Behaviours Support framework across the whole school.
Actions	<p>Build staff capacity to collect, analyse and respond to student wellbeing data</p> <p>Build staff capacity to use the Positive Classroom Management Strategies</p> <p>Review and relaunch our School Wide Positive Behaviour Framework including our school values and behaviour management flow chart</p> <p>Implementation of the Resilience project in Years 3-6 by MHWL</p>
Outcomes	<p>Students will feel supported and engaged in the classroom and school environment</p> <p>Increased student connections to school with improvement in attendance data</p> <p>Students who are at risk will be identified, feel supported and receive targeted support in a timely manner</p> <p>Students will have a strong relationship with their peers and staff</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing - School Wide Positive Behaviour Framework</p> <p>Teachers will feel confident in analysing and responding to wellbeing data</p> <p>Teachers will employ Positive Classroom Management Strategies and continue to build their capacity to understand and utilise best practice in student inclusion and wellbeing</p> <p>Improved student wellbeing through the delivery of the resilience project - improved confidence and self esteem, student knowledge and ability to express their emotions, improved relationships at school and home.</p>

	All community stakeholders feeling empowered to proactively support students and contribute positively to building their social and emotional wellbeing.			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Classroom and peer observations, with a focus on Positive Classroom management Strategies - Planning documents include inclusive adjustments and consideration of social and emotional learning programs. - Documentation of monitoring/referrals process for inclusion and mental health and wellbeing - Documentation of protocols and processes of wellbeing data analysis - Student engagement in wellbeing programs. <p>Late Indicators</p> <ul style="list-style-type: none"> - School Wide Positive Behaviour Framework documentation - Semester 2 teacher judgements against the Victorian Curriculum personal and social capabilities. - Student, staff and parent feedback from annual perception surveys related to identified modules - Attendance data - Data from the DET Health and wellbeing dashboard - Student survey data - resilience project 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff professional learning and implementation of The Resilience Project program in Years 3-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of Mental Health in Primary Schools Leader to deliver SEL program as specialist subject	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$27,607.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Kimochis Social and Emotional Learning program will be run across F-2 as a specialist subject for Semester 2.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Stephanie Alexander Kitchen Garden Program delivered by trained education support staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Disability Inclusion resourcing for classrooms, movement room and other areas of the school	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Professional Learning conducted by MHWL in the following areas: -analysing wellbeing data - PULSE -resilience project -analysing student survey data	<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 4	\$0.00
Set up of a breakfast club provided 2x days per week and coordinated by DI inclusion leader	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Time given to staff to complete Disability Inclusion Professional learning and documentation/paperwork and conduct SSG's CRT costs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implementation of "inform and Empower" a program on cyber safety and digital wellbeing education across F-6 Funded by Bendigo Bank	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Promotion and communication of information to the community in relation to SWPB , RR curriculum, cybersafety and The Resilience Project	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Anti-Bullying programs and resources incursion/excursion options from Mental health menu	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Employment of Education Support Staff to run small intervention groups - social skills groups, singing, dance and movement, life skills, transition, lego	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Engagement of Visiting Teacher Service Supports/DE allied health supports to deliver professional learning in areas of expertise eg: speech, hearing	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and relaunch SWPB program and school values	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$94,928.15	\$95,772.00	-\$843.85
Disability Inclusion Tier 2 Funding	\$199,619.64	\$200,292.00	-\$672.36
Schools Mental Health Fund and Menu	\$38,373.66	\$38,607.00	-\$233.34
Total	\$332,921.45	\$334,671.00	-\$1,749.55

Activities and milestones – Total Budget

Activities and milestones	Budget
Develop and document structures to facilitate whole school peer observations, coaching and mentoring	\$5,000.00
Employment of Disability Inclusion Leading teacher to be out of the classroom 2 days per week to support teachers in building their knowledge and capacity in inclusive practices, differentiation, adjustments and student engagement through coaching, professional learning and attending PLC planning.	\$151,292.00
Middle leaders to participate in Academy Professional Learning - Data Driven school improvement 25th June online	\$10,000.00
Identified Education Support Staff to deliver Pre-Lit (systematic synthetic phonics program) intervention with identified students.	\$55,772.00

SSG's held for all identified students and IEP's written for identified students - coordinated by Assistant principal and Leading teacher Inclusion	\$2,000.00
Middle leaders to attend Network Professional learning	\$10,000.00
Staff professional learning and implementation of The Resilience Project program in Years 3-6	\$10,000.00
Employment of Mental Health in Primary Schools Leader to deliver SEL program as specialist subject	\$27,607.00
Stephanie Alexander Kitchen Garden Program delivered by trained education support staff	\$12,000.00
Disability Inclusion resourcing for classrooms, movement room and other areas of the school	\$10,000.00
Set up of a breakfast club provided 2x days per week and coordinated by DI inclusion leader	\$3,000.00
Time given to staff to complete Disability Inclusion Professional learning and documentation/paperwork and conduct SSG's CRT costs	\$5,000.00
Anti-Bullying programs and resources incursion/excursion options from Mental health menu	\$1,000.00
Employment of Education Support Staff to run small intervention groups - social skills groups, singing, dance and movement, life skills, transition, lego	\$32,000.00
Totals	\$334,671.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop and document structures to facilitate whole school peer observations, coaching and mentoring	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Middle leaders to participate in Academy Professional Learning - Data Driven school improvement 25th June online	from: Term 2 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> CRT
Identified Education Support Staff to deliver Pre-Lit (systematic synthetic phonics program) intervention with identified students.	from: Term 1 to: Term 4	\$55,772.00	<input checked="" type="checkbox"/> School-based staffing
Middle leaders to attend Network Professional learning	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> CRT
Stephanie Alexander Kitchen Garden Program delivered by trained education support staff	from: Term 2 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing
Set up of a breakfast club provided 2x days per week and coordinated by DI inclusion leader	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Other Resourcing
Totals		\$95,772.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Disability Inclusion Leading teacher to be out of the classroom 2 days per week to support teachers in building their knowledge and capacity in inclusive practices, differentiation, adjustments and student engagement through coaching, professional learning and attending PLC planning.	from: Term 1 to: Term 4	\$151,292.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher
SSG's held for all identified students and IEP's written for identified students - coordinated by Assistant principal and Leading teacher Inclusion	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend Profile meetings) • CRT (to attend school planning)
Disability Inclusion resourcing for classrooms, movement room and other areas of the school	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> •
Time given to staff to complete Disability Inclusion Professional learning and documentation/paperwork and conduct SSG's CRT costs	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • Other teacher release
Employment of Education Support Staff to run small intervention groups - social	from: Term 1	\$32,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

skills groups, singing, dance and movement, life skills, transition, lego	to: Term 4		<ul style="list-style-type: none"> Education support staff
Totals		\$200,292.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Staff professional learning and implementation of The Resilience Project program in Years 3-6	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> The Resilience Project This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Employment of Mental Health in Primary Schools Leader to deliver SEL program as specialist subject	from: Term 1 to: Term 4	\$27,607.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Anti-Bullying programs and resources incursion/excursion options from Mental health menu	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Brainstorm Productions
Totals		\$38,607.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
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Totals	\$0.00
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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>Release of Maths Leader to work with EIL as part of the Intensive Support School Initiative.</p> <p>Maths leader and EIL to work with PLC teams in collaborative planning time.</p> <p>Maths leader to model and coach new instructional model</p> <p>Maths leader to deliver ongoing professional learning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching partners (DSSI) 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Principal and Assistant Principal to participate in Professional Learning Agile School Leadership program.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Regional leadership conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academy program/course 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Simon Breakspeare online course
<p>Develop and document structures to facilitate whole school peer observations, coaching and mentoring</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 2</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Employment of Disability Inclusion Leading teacher to be out of the classroom 2 days per week to support teachers in building their knowledge and capacity in inclusive practices, differentiation, adjustments and student engagement through coaching, professional learning and attending PLC planning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Release of Maths leader to work with EIL as part of the Intensive Support School School initiative. Maths leader and EIL to work with PLC teams in collaborative planning time. Maths leader to deliver ongoing professional learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching partners (DSSI) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Middle leaders to participate in Academy Professional Learning - Data Driven school improvement 25th June online</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal 	<p>from: Term 2 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional practice day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academy program/course 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site online

Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Middle leaders to attend Network Professional learning	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site network professional development days
Staff professional learning and implementation of The Resilience Project program in Years 3-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning conducted by MHWL in the following areas: -analysing wellbeing data	<input checked="" type="checkbox"/> Mental health and wellbeing leader	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"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>- PULSE -resilience project -analysing student survey data</p>	<p><input checked="" type="checkbox"/> Principal</p>		<p><input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs</p>	<p><input checked="" type="checkbox"/> PLC/PLT meeting</p>		
<p>Review and relaunch SWPB program and school values</p>	<p><input checked="" type="checkbox"/> Mental health and wellbeing leader</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <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>