

# 2025 Annual Implementation Plan

## for improving student outcomes

Movelle Primary School (5139)



Submitted for review by Karen Wood (School Principal) on 09 December, 2024 at 10:31 AM  
Endorsed by Davide Lombardi (Senior Education Improvement Leader) on 10 February, 2025 at 11:33 AM  
Awaiting endorsement by School Council President

## 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
To improve student learning outcomes in literacy and numeracy	Yes	Increase the percentage of Year 3 students in the top two bands in: <ul style="list-style-type: none"> <li>• reading from 38% (2022) to 56% (2026)</li> <li>• writing from 28% (2022) to 51% (2026)</li> <li>• numeracy from 8% (2022) to 35% (2026).</li> </ul>	Increase the percentage of Year 3 students in the NAPLAN bands of Strong and Exceeding in: -reading to 60% in 2025-writing to 65% in 2025-numeracy to 50% in 2025
		Increase the percentage of Year 5 students in the top two bands in: <ul style="list-style-type: none"> <li>• reading from 25% (2022) to 38% (2026)</li> <li>• writing from 16% (2022) to 28% (2026)</li> <li>• numeracy from 18% (2022) to 26% (2026).</li> </ul>	Increase the percentage of Year 5 students in the NAPLAN bands of Strong and Exceeding in :-reading to 60% in 2025-writing to 65% in 2025-numeracy to 50% in 2025
		By 2026, increase the percentage of students working at or above the expected level in teacher judgements against the Victorian Curriculum in: <ul style="list-style-type: none"> <li>• reading and viewing from 59% in 2021 to 81%</li> <li>• writing from 54% in 2021 to 85%</li> <li>• number and algebra from 65% in 2021 to 85%.</li> </ul>	Increase the percentage of students working at or above the expected level in teacher judgements against the Victorian Curriculum in:-reading and viewing to 69 % in 2025-writing to 69% in 2025-numeracy 2.0 to 69% in 2025
		By 2026, increase the percentage of positive responses on the School Staff Survey for: <ul style="list-style-type: none"> <li>• Academic emphasis from 50% in 2022 to 70%</li> </ul>	Increase the percentage of positive responses on the School Staff Survey for:-Academic emphasis to 70% in

		<ul style="list-style-type: none"> <li>• Collective efficacy from 53% in 2022 to 70%</li> <li>• Understand how to analyse data from 36% in 2022 to 70%.</li> </ul>	2025-Collective efficacy to 80% in 2025-Understand how to analyse data to 70% in 2025
To improve student voice and agency	Yes	By 2026, increase the positive endorsement on the Student Attitudes to School Survey (Years 4 to 6) for student agency and voice to increase from 70% in 2022 to be at 80%.	Increase the positive endorsement on the Student Attitudes to School Survey (Years 4 to 6) for student agency and voice to 75% in 2025
		By 2026, increase the positive endorsement on the School Staff Survey for promote student ownership of learning goals' to increase from 55% in 2022 to be at 80%.	Increase the positive endorsement on the School Staff Survey for promote student ownership of learning goals' to 85% in 2025
		By 2026, increase the positive endorsement on the Parent Opinion Survey for student voice and agency to increase from 73% in 2021 to be at 93%.	Increase the positive endorsement on the Parent Opinion Survey for student voice and agency to 85% in 2025
To improve student health and wellbeing.	No	By 2026, the student absence of 20+ days will have reduced from 30% 2022 to 20%.	
		By 2026, increase the positive endorsement on the School Staff Survey for: <ul style="list-style-type: none"> <li>• parent and community involvement to increase from 49% in 2022 to 68%</li> <li>• trust in students and parents to increase from 54% in 2022 to 70%.</li> </ul>	
		By 2026, increase the positive endorsement on the Parent Opinion Survey for parent participation and involvement' to increase from 65% in 2022 to be at 92%.	

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<b>Goal 1</b>	<b>To improve student learning outcomes in literacy and numeracy</b>		
<b>12-month target 1.1</b>	Increase the percentage of Year 3 students in the NAPLAN bands of Strong and Exceeding in: -reading to 60% in 2025 -writing to 65% in 2025 -numeracy to 50% in 2025		
<b>12-month target 1.2</b>	Increase the percentage of Year 5 students in the NAPLAN bands of Strong and Exceeding in : -reading to 60% in 2025 -writing to 65% in 2025 -numeracy to 50% in 2025		
<b>12-month target 1.3</b>	Increase the percentage of students working at or above the expected level in teacher judgements against the Victorian Curriculum in: -reading and viewing to 69 % in 2025 -writing to 69% in 2025 -numeracy 2.0 to 69% in 2025		
<b>12-month target 1.4</b>	Increase the percentage of positive responses on the School Staff Survey for: -Academic emphasis to 70% in 2025 -Collective efficacy to 80% in 2025 -Understand how to analyse data to 70% in 2025		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?

<b>KIS 1.a</b> Leadership	Implement the PLC process to ensure consistent and effective teaching practice that builds collaboration, differentiation and embeds evidence based teaching practices.	Yes
<b>KIS 1.b</b> Teaching and learning	Develop a consistent whole school approach to teaching and learning through further embedding of the components of the school's instructional model.	Yes
<b>KIS 1.c</b> Teaching and learning	Build staff capability to utilise data and evidence to teach a differentiated curriculum that targets each student's point of learning need.	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.	<p>Teachers have expressed the need for greater support in differentiation and evidence-based teaching strategies, pointing to the value of implementing the PLC (Professional Learning Community) process.</p> <p>While we have an instructional model, it varies between classrooms, impacting the quality of teaching and learning.</p> <p>There is a need for stronger differentiation practices to meet the diverse needs of students, particularly those with additional learning needs or who require extension.</p> <p>PLC Process: Focusing on the PLC process will foster a collaborative culture where teachers can share best practices, analyse student data and collaborate to design sessions. This approach will build teacher capacity and ensure that teaching strategies are responsive to student needs.</p> <p>Whole-School Instructional Model: Further embedding the instructional model will create consistency across classrooms, ensuring every student has access to high-quality teaching. By aligning teaching practices with evidence-based approaches, the school can address performance variability and enhance student learning outcomes.</p>	
<b>Goal 2</b>	<b>To improve student voice and agency</b>	
<b>12-month target 2.1</b>	Increase the positive endorsement on the Student Attitudes to School Survey (Years 4 to 6) for student agency and voice to 75% in 2025	
<b>12-month target 2.2</b>	Increase the positive endorsement on the School Staff Survey for promote student ownership of learning goals' to 85% in 2025	



<b>12-month target 2.3</b>	Increase the positive endorsement on the Parent Opinion Survey for student voice and agency to 85% in 2025	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Teaching and learning	Build staff understanding and capabilities to embed processes to respond to student feedback, learning needs, goals and interests.	Yes
<b>KIS 2.b</b> Engagement	Develop student capacity to set goals, articulate their next step and monitor their progress.	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.	<p>While we have made progress in creating a positive learning environment there is still work to be done in aligning teaching practices with the goals and interests of students. Embedding responsive teaching practices that incorporate student feedback is required to meeting our SSP target.</p> <p>We will focus on building staff understanding and capabilities to embed these processes by:</p> <ul style="list-style-type: none"> <li>-Enhancing Engagement: Responding to student feedback makes learning more meaningful, fostering a sense of ownership and motivation.</li> <li>-Student Voice and agency: Tailoring instruction based on feedback and individual goals ensures every student is supported in achieving growth.</li> <li>-Strengthening Teacher Capacity: Professional development in this area will provide staff with the tools to create dynamic, responsive classrooms.</li> </ul>	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To improve student learning outcomes in literacy and numeracy
<b>12-month target 1.1</b>	Increase the percentage of Year 3 students in the NAPLAN bands of Strong and Exceeding in: -reading to 60% in 2025 -writing to 65% in 2025 -numeracy to 50% in 2025
<b>12-month target 1.2</b>	Increase the percentage of Year 5 students in the NAPLAN bands of Strong and Exceeding in : -reading to 60% in 2025 -writing to 65% in 2025 -numeracy to 50% in 2025
<b>12-month target 1.3</b>	Increase the percentage of students working at or above the expected level in teacher judgements against the Victorian Curriculum in: -reading and viewing to 69 % in 2025 -writing to 69% in 2025 -numeracy 2.0 to 69% in 2025
<b>12-month target 1.4</b>	Increase the percentage of positive responses on the School Staff Survey for: -Academic emphasis to 70% in 2025 -Collective efficacy to 80% in 2025 -Understand how to analyse data to 70% in 2025
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Implement the PLC process to ensure consistent and effective teaching practice that builds collaboration, differentiation and embeds evidence based teaching practices.

safe and orderly learning environment	
<b>Actions</b>	<p>Establishing a refined PLC Framework: Develop and communicate a clear structure and purpose for Professional Learning Communities (PLCs), aligned with our vision for consistent and effective teaching practices.</p> <p>Professional Learning: Provide targeted professional development to build staff capacity in collaboration, data analysis, differentiation and evidence-based practices</p> <p>Embedding Data: Regularly analyse student performance data within PLCs to identify trends, evaluate teaching strategies and inform differentiation</p> <p>Monitoring and Supporting PLC Effectiveness: Conduct regular reviews of PLC processes to ensure alignment with the school's goals for collaboration and teaching quality.</p>
<b>Outcomes</b>	<p>Leadership will:</p> <ul style="list-style-type: none"> <li>- see a strong alignment between the school's goals and classroom practices, driven by evidence-based decisions made through the PLC process.</li> <li>- develop greater capacity to support staff collaboration, facilitate professional learning and monitor the effectiveness of teaching strategies.</li> <li>- use data insights from PLCs to inform strategic decisions, resource allocation and school improvement priorities.</li> <li>- see a cohesive, collaborative culture across teaching teams will enhance the school's overall leadership effectiveness.</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- consistently apply evidence-based practices, ensuring more effective differentiation and engagement with students.</li> <li>- experience improved teamwork and shared accountability through regular, purposeful collaboration within PLCs.</li> <li>- gain confidence and skill in analysing student data, planning differentiated lessons, and implementing proven strategies, fostering continuous professional development.</li> <li>- feel empowered and valued as contributors to school wide improvement and student success.</li> </ul> <p>Students Will:</p>

	<ul style="list-style-type: none"> <li>- benefit from consistent, high-quality teaching practices tailored to their individual needs, leading to better academic achievement and growth.</li> <li>- be involved in learning experiences as differentiation will ensure all students, regardless of ability, have access to appropriate and challenging learning opportunities.</li> <li>-have Increased engagement that will result in improved student motivation and participation in learning.</li> <li>-develop skills such as problem-solving, collaboration resilience when teaching practices become more intentional and effective.</li> </ul>			
<b>Success Indicators</b>	<p>PLC Meetings scheduled on termly calendars and agendas  Leadership Surveys or Self-Assessments:  Data-Informed Decisions: Documentation of how student performance data is used to guide leadership decisions  AIP Monitoring  Observation and Feedback Records  Differentiation in Planning  PLC story success sharing end of cycle meetings  Planning Documents demonstrating consistent differentiation and use of data-informed strategies.  Student Achievement Data (Reports)  ATOSS  Differentiated Learning (samples of work)  Tracking of individual student progress through pre and post assessments or learning goals.  Improvements in behaviour incidents, positive behaviour acknowledgments, and student resilience surveys.</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>
Schedule professional learning to assist staff to develop strategies to support specific learning requirements including <ul style="list-style-type: none"> <li>- Inclusion coach</li> <li>- Behavioural specialist</li> <li>- Speech pathologist</li> <li>- Occupational therapist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied health</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Employ an Instructional Numeracy Coach to embed current practice and develop teacher numeracy content knowledge and confidence across Foundation to Year 6	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00
Utilise SIT team experience and skills by allocating time to team planning and involving leadership in planning to collaborate and drive differentiation and improved practice	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,069.04  <input checked="" type="checkbox"/> Equity funding will be used
Purchase new STEM equipment and resources to support a comprehensive STEM program as a new specialised area across P-6	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> STEM coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Purchase equipment resources for classrooms, external spaces and administration areas to ensure all students, regardless of their ability have access to suitable safe equipment.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>KIS 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent whole school approach to teaching and learning through further embedding of the components of the school's instructional model.			

<p><b>Actions</b></p>	<p>Enhance teacher capacity through PL using evidence-based literacy and numeracy teaching practices, such as the Science of Reading, the big 6 explicit phonics or though explicit teaching of mathematical reasoning .</p> <p>Strengthen early intervention programs and run focused literacy and numeracy intervention groups where teachers Identify students at risk of falling below proficiency early in Prep-Year 2 and provide targeted support through small-group or one-on-one sessions.</p> <p>Foster a culture of high expectations and growth mindset by incorporating goal-setting and student self-assessment though student friendly learning goals aligned with NAPLAN skill sets.</p> <p>Facilitate workshops and provide resources to help families support literacy and numeracy development at home</p>
<p><b>Outcomes</b></p>	<p>Leadership Will:</p> <ul style="list-style-type: none"> <li>-Facilitate regular professional learning (PL) sessions on evidence-based literacy and numeracy practices, including explicit phonics or mathematical reasoning.</li> <li>-Provide resources and time for teachers to implement targeted interventions and track student progress effectively.</li> <li>-Monitor and analyse NAPLAN and formative assessment data to identify trends and inform school-wide planning.</li> <li>-Foster a culture of accountability and continuous improvement by supporting teachers with coaching and feedback cycles.</li> </ul> <p>Teachers Will:</p> <ul style="list-style-type: none"> <li>-Implement evidence-based literacy and numeracy teaching practices, such as explicit phonics instruction and structured problem-solving in mathematics.</li> <li>-Use data to identify students at risk and design targeted intervention programs for Prep-Year 2 students.</li> <li>-Set clear, student-friendly learning goals aligned with NAPLAN skill sets and help students self-assess their progress.</li> <li>-Communicate regularly with families about student progress and provide practical resources for home-based learning support.</li> </ul> <p>Students Will:</p> <ul style="list-style-type: none"> <li>-Actively participate in small-group or one-on-one intervention sessions to address their specific needs in literacy or numeracy.</li> <li>-Develop confidence and resilience by celebrating milestones in their learning growth.</li> <li>-Show improved proficiency in foundational skills, achieving higher bands in NAPLAN through consistent effort and growth mindset practices.</li> </ul>

	<p>Families Will:</p> <ul style="list-style-type: none"> <li>-Attend school-facilitated workshops to understand how to support literacy and numeracy development at home.</li> <li>-Use the resources provided by the school to engage in reading, numeracy games, or other learning activities with their children.</li> <li>-Collaborate with teachers by discussing their child’s learning goals and progress during regular updates.</li> <li>-Foster a supportive home environment that encourages a positive attitude toward learning and effort.</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Increased implementation of evidence-based practices in classrooms  Higher engagement in professional learning sessions  Increase in NAPLAN results  Students in intervention groups showing measurable progress in targeted areas  Fewer students identified as "at risk" in Prep–Year 2 diagnostic assessments.  Increased attendance at parent workshops and positive feedback from families  Evidence of explicit teaching practices during instructional rounds or peer observations.  Progress tracking for students in small-group or one-on-one intervention programs, using the school data trackers or tiered intervention documentation.  Entry and exit assessments to measure individual student growth.  Staff surveys measuring confidence and proficiency in implementing new teaching strategies.  Parent surveys evaluating the effectiveness of workshops and resources provided.  Student self-assessments or reflections on goal achievement and learning progress.  COMPASS logs for attendance at workshops and events is available  Parent engagement numbers are increased at onsite events and completion of surveys and or PTI/Home School</p>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>
<p>Employ an Instructional Numeracy Coach to embed current practice and develop teacher numeracy content knowledge and confidence across Foundation to Year 6</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Numeracy improvement teacher</li> <li><input checked="" type="checkbox"/> Principal</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>\$30,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

Facilitate PL and coaching to continue the momentum of growth and academic achievement across Foundation to Year 6 in Reading and Writing	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student voice and agency			
<b>12-month target 2.1</b>	Increase the positive endorsement on the Student Attitudes to School Survey (Years 4 to 6) for student agency and voice to 75% in 2025			
<b>12-month target 2.2</b>	Increase the positive endorsement on the School Staff Survey for promote student ownership of learning goals' to 85% in 2025			
<b>12-month target 2.3</b>	Increase the positive endorsement on the Parent Opinion Survey for student voice and agency to 85% in 2025			
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff understanding and capabilities to embed processes to respond to student feedback, learning needs, goals and interests.			
<b>Actions</b>	Establish student leadership teams and forums through Train staff on facilitating student voice and agency Improve communication about student-led initiatives to families Facilitate parent workshops on student voice and agency Improve communication about student-led initiatives Incorporate parent feedback on agency initiatives Integrate goal-setting and reflection practices Utilise the Student Attitudes to School Survey data Promote student to student learning and collaboration across all curriculum areas Establish systems for students to mentor and support each other			



<p><b>Outcomes</b></p>	<p>Leadership will:</p> <ul style="list-style-type: none"> <li>-Understand how to align student voice and agency initiatives with broader school improvement goals.</li> <li>-Design and implement systems to monitor and support student voice and agency at a whole-school level.</li> <li>-Analyse and use data, such as the Student Attitudes to School Survey and Parent Opinion Survey, to guide decision making.</li> <li>-Provide consistent support, resources and professional learning opportunities for staff.</li> <li>-Regularly communicate the impact of student-led initiatives to the school community.</li> <li>-Foster a culture of trust and collaboration across all levels of the school.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-Gain an understanding of student voice and agency principles and their role in fostering them.</li> <li>-Learn strategies to facilitate student-led initiatives, mentor systems, and collaborative learning.</li> <li>-Incorporate student voice in lesson planning and curriculum design.</li> <li>-Facilitate reflective practices and mentor students in setting and achieving goals.</li> <li>-Build strong partnerships with families to support student agency.</li> <li>-Actively create opportunities for student participation in classroom and school decisions.</li> <li>-Encourage a culture of collaboration and peer learning among students.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Understand the importance of their voice and agency in shaping their learning and school environment.</li> <li>-Demonstrate effective communication skills to articulate their opinions and ideas confidently.</li> <li>-Set goals, monitor their progress, and reflect on their achievements.</li> <li>-Actively participate in leadership opportunities, decision-making processes and school initiatives.</li> <li>-Show increased engagement and accountability for their learning.</li> <li>-Exhibit school values in problem solving in collaborative tasks.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Results from Student Attitudes to School Survey, specifically measuring voice and agency.  Classroom-based participation records in leadership or goal-setting activities.  Peer and self-assessment data showing improved collaboration and reflection.  Professional learning attendance at meetings</p>

	<p>Feedback from staff opinion survey on confidence in fostering agency and voice.  Lesson observation and planning documentation indicating evidence of student-centered practices.  Evidence of co-designed curricula or initiatives involving students  Parent attendance at workshops or school events.  Feedback collected during parent teacher meetings  Number and quality of family contributions to school initiatives via co-design or feedback sessions  Meeting minutes showing student leadership contributions to decision-making.  Survey analysis reports tracking improvements in student and parent perceptions.  Action plans co-developed with staff and students based on survey data.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Student Voice and Agency in learning:  Allow time on the timetable for student voice and agency teacher to facilitate student led discussions and leadership conferences</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student leadership coordinator</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>
<p>Allocate funds for workshops and educational materials aimed at parents to increase their understanding of mental health  Allocate funds to support student-led well-being initiatives.  Allocate funds for guest speakers and external workshops on mental health topics</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$27,602.50</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Ensure every child has access to a personal device and the school is fully equipped to address the needs of students with equity funding.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Information Technology leader/team</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$45,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

Employ a School based Disability Inclusion Leader and education support staff to develop and run MTSS programs across the school	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$79,992.46  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employ a cultural liasion officer (Vietnamese) to facilitate school meetings, communications and cultural onsite group activities	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,930.96  <input checked="" type="checkbox"/> Equity funding will be used
Allocate a curriculum day to staff wellbeing though an offsite team building activity day that promotes collaboration and teamwork	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Staff development coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$16,930.96  <input checked="" type="checkbox"/> Equity funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$356,930.96	\$356,930.96	\$0.00
Disability Inclusion Tier 2 Funding	\$115,992.46	\$115,992.46	\$0.00
Schools Mental Health Fund and Menu	\$27,602.50	\$27,602.50	\$0.00
<b>Total</b>	<b>\$500,525.92</b>	<b>\$500,525.92</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule professional learning to assist staff to develop strategies to support specific learning requirements including <ul style="list-style-type: none"> <li>- Inclusion coach</li> <li>- Behavioural specialist</li> <li>- Speech pathologist</li> <li>- Occupational therapist</li> </ul>	\$10,000.00
Utilise SIT team experience and skills by allocating time to team planning and involving leadership in planning to collaborate and drive differentiation and improved practice	\$53,069.04
Purchase new STEM equipment and resources to support a comprehensive STEM program as a new specialised area across P-6	\$50,000.00
Purchase equipment resources for classrooms, external spaces and administration areas to ensure all	\$50,000.00

students, regardless of their ability have access to suitable safe equipment.	
Employ an Instructional Numeracy Coach to embed current practice and develop teacher numeracy content knowledge and confidence across Foundation to Year 6	\$30,000.00
Facilitate PL and coaching to continue the momentum of growth and academic achievement across Foundation to Year 6 in Reading and Writing	\$50,000.00
Student Voice and Agency in learning: Allow time on the timetable for student voice and agency teacher to facilitate student led discussions and leadership conferences	\$5,000.00
Allocate funds for workshops and educational materials aimed at parents to increase their understanding of mental health Allocate funds to support student-led well-being initiatives. Allocate funds for guest speakers and external workshops on mental health topics	\$27,602.50
Ensure every child has access to a personal device and the school is fully equipped to address the needs of students with equity funding.	\$45,000.00
Employ a School based Disability Inclusion Leader and education support staff to develop and run MTSS programs across the school	\$79,992.46
Employ a cultural liaison officer (Vietnamese) to facilitate school meetings, communications and cultural onsite group activities	\$26,930.96

Allocate a curriculum day to staff wellbeing though an offsite team building activity day that promotes collaboration and teamwork	\$16,930.96
<b>Totals</b>	<b>\$444,525.92</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Schedule professional learning to assist staff to develop strategies to support specific learning requirements including - Inclusion coach - Behavioural specialist - Speech pathologist - Occupational therapist	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Utilise SIT team experience and skills by allocating time to team planning and involving leadership in planning to collaborate and drive differentiation and improved practice	from: Term 1 to: Term 4	\$53,069.04	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Purchase new STEM equipment and resources to support a comprehensive STEM program as a new specialised area across P-6	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Employ an Instructional Numeracy Coach to embed current practice and develop	from: Term 1	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing

teacher numeracy content knowledge and confidence across Foundation to Year 6	to: Term 4		
Facilitate PL and coaching to continue the momentum of growth and academic achievement across Foundation to Year 6 in Reading and Writing	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Student Voice and Agency in learning: Allow time on the timetable for student voice and agency teacher to facilitate student led discussions and leadership conferences	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Ensure every child has access to a personal device and the school is fully equipped to address the needs of students with equity funding.	from: Term 1 to: Term 1	\$45,000.00	<input checked="" type="checkbox"/> Assets
Employ a cultural liasion officer (Vietnamese) to facilitate school meetings, communications and cultural onsite group activities	from: Term 1 to: Term 4	\$26,930.96	<input checked="" type="checkbox"/> School-based staffing
Allocate a curriculum day to staff wellbeing though an offsite team building activity day that promotes collaboration and teamwork	from: Term 2 to: Term 2	\$16,930.96	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$356,930.96	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Purchase equipment resources for classrooms, external spaces and administration areas to ensure all students, regardless of their ability have access to suitable safe equipment.	from: Term 1 to: Term 4	\$36,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Employ a School based Disability Inclusion Leader and education support staff to develop and run MTSS programs across the school	from: Term 1 to: Term 4	\$79,992.46	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$115,992.46	

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

Activities and milestones	When	Funding allocated (\$)	Category
Allocate funds for workshops and educational materials aimed at parents to increase their understanding of mental health Allocate funds to support student-led well-being initiatives. Allocate funds for guest speakers and external	from: Term 1 to: Term 4	\$27,602.50	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students



workshops on mental health topics			
<b>Totals</b>		\$27,602.50	

Additional funding planner – Total Budget

<b>Activities and milestones</b>	<b>Budget</b>
<b>Totals</b>	\$0.00

Additional funding planner – Equity Funding

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

Additional funding planner – Disability Inclusion Funding

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule professional learning to assist staff to develop strategies to support specific learning requirements including - Inclusion coach - Behavioural specialist - Speech pathologist - Occupational therapist	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Employ an Instructional Numeracy Coach to embed current practice and develop teacher numeracy content knowledge and confidence across Foundation to Year 6	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <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"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Employ an Instructional Numeracy Coach to embed current practice and develop teacher numeracy content knowledge and confidence across Foundation to Year 6	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Allocate funds for workshops and educational materials aimed at parents to increase their understanding of mental health</p> <p>Allocate funds to support student-led well-being initiatives.</p> <p>Allocate funds for guest speakers and external workshops on mental health topics</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>SWPBS RRRR</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Allocate a curriculum day to staff wellbeing through an offsite team building activity day that promotes collaboration and teamwork</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Staff development coordinator</li> </ul>	<p>from: Term 2 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>TBA</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site</li> </ul> <p>Team building, collaboration. Venue to be advised.</p>