

2025 Annual Implementation Plan

for improving student outcomes

Murrumbeena Primary School (3449)



Submitted for review by Rochellee Plumb (School Principal) on 13 February, 2025 at 05:49 PM
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 17 February, 2025 at 09:27 AM

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

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

Future planning	The KIS was able to be implemented and staff were provided with time for professional learning and support with implementation. The mental health and wellbeing programs have been positively received by staff and students. With new staff joining our school in 2025, and to reinforce school wide expectations regarding consistent mental health and wellbeing practices, we will be spending term one reviewing the positive behaviour management strategies along with revising these with our students within the context of the 'Learning to Learn' unit of inquiry (our first for the year).
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
To optimise student learning growth	Yes	By 2027, increase the percentage of students Exceeding on the NAPLAN proficiency scale • in Year 3 Reading from 38% (2023) to 42% • in Year 5 Reading from 50% (2023) to 53% • in Year 3 Writing from 24% (2023) to 27% • in Year 5 Writing from 31% (2023) to 35% • in Year 3 Numeracy from 34% (2023) to 37% • in Year 5 Numeracy from 33% (2023) to 37%	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. In 2025, achieve the following targets (percentage of students in exceeding category on NAPLAN)in Year 3 Reading from 38% (2024) to 42%in Year 5 Reading from 50% (2024) to 53%in Year 3 Writing from 24% (2024) to 27%in Year 5 Writing from 31% (2024) to 35%in Year 3 Numeracy from 34% (2024) to 37%in Year 5 Numeracy from 33% (2024) to 37%
		By 2027, increase the percentage of Year F-6 students above age expected Victorian Curriculum levels (teacher judgement) • in Reading and Viewing from 50% (2022, Semester 2) to 70% • in Writing from 25% (2022, Semester 2) to 50% (To be confirmed)	In 2025 to achieve the following percentage of Year F-6 students above age expected Victorian Curriculum levels (teacher judgement):In Reading and Viewing from 31% (2024, Semester 2) to 55% 2025 In Writing from 23% (2024, Semester 2) to 30% 2025
		By 2027, increase the percentage of Year F-6 students above age expected level in Number and Algebra (teacher judgement) from 47% (2022, Semester 2) to 60% (To be confirmed)	In 2025, increase the percentage of Year F-6 students above age expected level in Number and Algebra (teacher judgement) from

			42% (2024, Semester 2) to 50% (2025)
		By 2027, increase positive responses to the School Staff Survey factor Staff trust in colleagues from 61% (2023) to 82%	In 2025, increase positive responses to the School Staff Survey factor Staff trust in colleagues from 69% (2024) to 75%
		By 2027, maintain the percentage of students in Needs Additional Support on the NAPLAN proficiency scale at or below: • in Year 3 Reading 2% • in Year 5 Reading 1% • in Year 3 Writing 0% • in Year 5 Writing 1% • in Year 3 Numeracy 2% • in Year 5 Numeracy 3%	In 2025, the percentage of students in Needs Additional Support on the NAPLAN proficiency scale will reduce: - in Year 3 Reading from 2% to 1% - in Year 5 Reading from 1% to 0% - in Year 3 Writing from 0% to 0% - in Year 5 Writing from 1% to 0% - in Year 3 Numeracy from 2% to 1% - in Year 5 Numeracy from 3% to 2%
To strengthen student voice and agency in their learning	Yes	By 2027, increase the percentage of Year 4 to 6 students positive responses to the AtoSS factor in Stimulated Learning from 80% (2023) to 86%	In 2025, maintain the percentage of Year 4 to 6 students positive responses to the AtoSS factor in Stimulated Learning at or above 94% (2024)
		By 2027, increase the percentage of Year 4 to 6 students positive responses to the AtoSS factor Student voice and agency from 74% (2023) to 80%	In 2025, maintain the percentage of Year 4 to 6 students positive responses to the AtoSS factor Student voice and agency at or above 86% (2024)
		By 2027, increase the percentage of Parent Opinion Survey positive responses for the factor <i>Stimulated learning environment</i> from 79% (2023) to 85%	In 2025, increase the percentage of Parent Opinion Survey positive responses for the factor Stimulated learning environment at or above 86% (2024)

		By 2027, increase the percentage of School Staff Survey positive responses for the factor <i>Use student feedback to improve practice</i> from 79% (2023) to 85%	In 2025, increase the percentage of School Staff Survey positive responses for the factor Use student feedback to improve practice from 76% (2026) to 81%
		By 2027, maintain the percentage of School Staff Survey positive responses for the factor <i>Promote student ownership of learning</i> at or above 86% (2023)	In 2025, maintain the percentage of School Staff Survey positive responses for the factor Promote student ownership of learning at or above 86% (2024- 82%)

Goal 1	To optimise student learning growth
12-month target 1.1	In 2025, achieve the following targets (percentage of students in exceeding category on NAPLAN) in Year 3 Reading from 38% (2024) to 42% in Year 5 Reading from 50% (2024) to 53% in Year 3 Writing from 24% (2024) to 27% in Year 5 Writing from 31% (2024) to 35% in Year 3 Numeracy from 34% (2024) to 37% in Year 5 Numeracy from 33% (2024) to 37%
12-month target 1.2	In 2025 to achieve the following percentage of Year F-6 students above age expected Victorian Curriculum levels (teacher judgement): In Reading and Viewing from 31% (2024, Semester 2) to 55% 2025 In Writing from 23% (2024, Semester 2) to 30% 2025
12-month target 1.3	In 2025, increase the percentage of Year F-6 students above age expected level in Number and Algebra (teacher judgement) from 42% (2024, Semester 2) to 50% (2025)
12-month target 1.4	In 2025, increase positive responses to the School Staff Survey factor Staff trust in colleagues from 69% (2024) to 75%

12-month target 1.5	In 2025, the percentage of students in Needs Additional Support on the NAPLAN proficiency scale will reduce: in Year 3 Reading from 2% to 1% in Year 5 Reading from 1% to 0% in Year 3 Writing from 0% to 0% in Year 5 Writing from 1% to 0% in Year 3 Numeracy from 2% to 1% in Year 5 Numeracy from 3% to 2%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Reinvigorate the school's vision and values	No
KIS 1.b Teaching and learning	Develop the capacity of leaders and teachers to implement consistent high quality pedagogical practices	Yes
KIS 1.c Assessment	Embed the consistent use of data and assessment to inform differentiation at student point of 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.	In 2025 the school will implement some Dept of Education initiatives across the school: Victorian Teaching and Learning Model 2.0, and new curriculums in Mathematics and English. In light of this it is important for the school to ensure that staff are supported to understand and implement these initiatives. The school will use coaching and mentoring as a method of supporting their consistent, impactful implementation.	
Goal 2	To strengthen student voice and agency in their learning	
12-month target 2.1	In 2025, maintain the percentage of Year 4 to 6 students positive responses to the AtoSS factor in Stimulated Learning at or above 94% (2024)	

12-month target 2.2	In 2025, maintain the percentage of Year 4 to 6 students positive responses to the AtoSS factor Student voice and agency at or above 86% (2024)
12-month target 2.3	In 2025, increase the percentage of Parent Opinion Survey positive responses for the factor Stimulated learning environment at or above 86% (2024)
12-month target 2.4	In 2025, increase the percentage of School Staff Survey positive responses for the factor Use student feedback to improve practice from 76% (2026) to 81%
12-month target 2.5	In 2025, maintain the percentage of School Staff Survey positive responses for the factor Promote student ownership of learning at or above 86% (2024- 82%)
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop and embed an agreed school-wide understanding of student agency in learning and wellbeing.
KIS 2.b Engagement	Create opportunities for students to have agency and influence in their learning.
KIS 2.c Support and resources	Strengthen staff capability to respond to the learning and wellbeing needs of students.
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.	In 2025 the school will implement the Dept of Education PCMS across the school. In light of this it is important for the school to ensure that staff are supported to understand and implement this initiative. The school would also like to continue to embed the Respectful Relationships and Resilience Project as key supports of student mental health and wellbeing. Furthermore, the school wants to continue to work towards consistent practices in visible learning, continuing on the work of recent AIP cycles.

Define actions, outcomes, success indicators and activities

Goal 1	To optimise student learning growth
12-month target 1.1	In 2025, achieve the following targets (percentage of students in exceeding category on NAPLAN) in Year 3 Reading from 38% (2024) to 42% in Year 5 Reading from 50% (2024) to 53% in Year 3 Writing from 24% (2024) to 27% in Year 5 Writing from 31% (2024) to 35% in Year 3 Numeracy from 34% (2024) to 37% in Year 5 Numeracy from 33% (2024) to 37%
12-month target 1.2	In 2025 to achieve the following percentage of Year F-6 students above age expected Victorian Curriculum levels (teacher judgement): In Reading and Viewing from 31% (2024, Semester 2) to 55% 2025 In Writing from 23% (2024, Semester 2) to 30% 2025
12-month target 1.3	In 2025, increase the percentage of Year F-6 students above age expected level in Number and Algebra (teacher judgement) from 42% (2024, Semester 2) to 50% (2025)
12-month target 1.4	In 2025, increase positive responses to the School Staff Survey factor Staff trust in colleagues from 69% (2024) to 75%
12-month target 1.5	In 2025, the percentage of students in Needs Additional Support on the NAPLAN proficiency scale will reduce: in Year 3 Reading from 2% to 1% in Year 5 Reading from 1% to 0% in Year 3 Writing from 0% to 0% in Year 5 Writing from 1% to 0% in Year 3 Numeracy from 2% to 1% in Year 5 Numeracy from 3% to 2%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and	Develop the capacity of leaders and teachers to implement consistent high quality pedagogical practices

senior secondary pathways, incorporating extra-curricula programs	
Actions	- Familiarise and implement the VTLM 2.0, - Implement the Mathematics 2.0 and English 2.0 curriculums. - Implement a whole school coaching and mentoring model. - Implement the Education Department approach to teaching reading which includes a systematic phonics program and the Big 6. - Maintain the systematic phonemic awareness and phonics programs (daily 50 minute lessons) for all F to 2 classes.
Outcomes	Leaders will: - Review current instructional model and make adjustments to support the implementation of VTLM 2.0. - Support teachers to familiarise themselves with and implement the learning and teaching elements of the VTML 2.0 - Support teachers to utilise the Mathematics 2.0 and English 2.0 Victorian curriculum for whole school and level planning and assessment. - Plan and implement a whole school approach to instructional coaching and mentoring to support teacher development. - Support teachers to make relevant adjustments to the teaching of reading to include the Big 6. - Facilitate training for all teachers new to F to 2 in the MSL (Multi structured Language) phonics/ phonemic awareness program and undertake observations of the MSL lessons in classes to ensure fidelity of the program following the scope and sequence of skills for F- 2. Teachers will: - Become knowledgeable about and implement learning and teaching elements of the VTML 2.0. - Plan, implement and assess against the Mathematics 2.0 and English 2.0 Victorian curriculum. - Participate in cycles of instructional coaching - ensure their reading program incorporates the Big 6 on a weekly basis (fluency, comprehension, phonemic awareness, phonics, oral language, vocabulary) - F to 2 teachers implement the daily MSL lessons following the school's phonics scope and sequence and participate in training and observations of practice. Students will: - Engage with learning as a result of the VTLM 2.0 elements being implemented. - Engage in learning and assessments aligned with the Mathematics 2.0 and English 2.0 Victorian curriculum. - F - 2 students will participate in daily phonics lessons and apply knowledge of sounds to reading and writing.

Success Indicators	Early Indicators: - Planning documents reference achievement and assessment of Mathematics and English 2.0 Victorian Curriculum - Learning walks and peer observations collect evidence and provide feedback on explicit teaching and supported application elements of teaching, as outlined in VTLM 2.0 - Level leaders participate in coaching PD and cycles of coaching - Professional learning at staff meetings and collaborative planning meetings focussing on VTLM 2.0 and Mathematics 2.0 and English 2.0 Victorian curriculum - The school's scope and sequence for phonics instruction is implemented with fidelity in all F to 2 classrooms. Late Indicators: - Learning walks and peer observations provide evidence of consistent use of explicit teaching and supported application elements of teaching, as outlined in VTLM 2.0 - Compass Continuum and semester reports provide evidence of teachers consistently reporting against Maths and English 2.0 Victorian Curriculum - Staff survey item "Teachers in this school regularly engage professional learning to support peer observation" will improve on results from 2024. - A reduction in the number of F - 2 students not reaching at standard' in the Victorian Curriculum progression points and students deemed 'at risk' will be identified early as a result of the systematic phonics program and assessments being implemented.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Year level PLC's will implement FISO inquiry cycles to address problems of practice (or starting points to improve pedagogical practices) based on the student data of each year level. (Funding for professional resources)	□ Learning specialist(s) □ School improvement team □ Teacher(s)	□ PLP Priority	from: Term 2 to: Term 3	\$2,000.00 □ Other funding will be used
After school meetings (Mon and Wed) are dedicated to professional learning development related to the implementation of the VTLM and new curriculum.	□ Literacy leader □ Numeracy leader □ School improvement team □ Teacher(s)	□ PLP Priority	from: Term 1 to: Term 4	\$500.00 □ Other funding will be used

Literacy leaders will lead peer observations of reading lessons to support consistent implementation of the Education Department approach to teaching reading (the Big 6). (Angela to support teachers in P-2, Elle to support 3 and 4 teachers and Joe to support year 5 and 6 teachers). Organise weekly classroom release for 50 mins to undertake this work.	□ Learning specialist(s) □ Literacy leader	□ PLP Priority	from: Term 1 to: Term 4	\$7,000.00 □ Equity funding will be used
Learning specialists will build the capacity of level leaders to coach and mentor teachers in their teams by applying a consistent approach to coaching with observation, feedback and forward planning. CRT's will be booked from mid term 1 and for 7 weeks of each term. (25 weeks x 1 day 2CRT)	□ Learning specialist(s) □ Teacher(s) □ Year level co-ordinator(s)	□ PLP Priority	from: Term 1 to: Term 3	\$12,500.00
Learning walks (informal walk throughs) review the implementation of the instructional model with specific emphasis on explicit teaching (scaffolding the learning in manageable steps in consideration of cognitive load theory, visible learning and student engagement).	□ School improvement team	□ PLP Priority	from: Term 1 to: Term 4	\$200.00 □ Other funding will be used
Teachers will be engaged for Intervention and Tutoring to support teachers to address the learning needs of those who are requiring additional support or extension. Data will be used to identify and monitor students.	□ Literacy improvement teacher □ Numeracy improvement teacher □ Teacher(s)	□ PLP Priority	from: Term 1 to: Term 4	\$158,000.00 □ Disability Inclusion Tier 2 Funding will be used
Literacy Intervention teacher will guide teachers to effectively use the EAL continuum and provide language support to students. (Assessment and resources)	□ Literacy improvement teacher	□ PLP Priority	from: Term 1 to: Term 4	\$71,345.00 □ Equity funding will be used □ Other funding will be used

Year level leaders will participate in leadership training to build their capacity to support teachers to implement the VTLM and new Literacy and Numeracy curriculum and lead the PLC inquiry cycles. (1-2 days of training per term. CRT's to release teachers)	□ Learning specialist(s) □ School improvement team □ Teaching and learning coordinator	□ PLP Priority	from: Term 1 to: Term 4	\$28,000.00 □ Other funding will be used
New teachers in F to Year 2 will be trained in the MSL program and learning specialists will conduct observations of the phonics lessons to ensure the school's systematic scope and sequence for phonics instruction is implemented with fidelity.	□ Learning specialist(s) □ Teacher(s)	□ PLP Priority	from: Term 1 to: Term 4	\$3,500.00 □ Disability Inclusion Tier 2 Funding will be used □ Other funding will be used
Goal 2	To strengthen student voice and agency in their learning			
12-month target 2.1	In 2025, maintain the percentage of Year 4 to 6 students positive responses to the AtoSS factor in Stimulated Learning at or above 94% (2024)			
12-month target 2.2	In 2025, maintain the percentage of Year 4 to 6 students positive responses to the AtoSS factor Student voice and agency at or above 86% (2024)			
12-month target 2.3	In 2025, increase the percentage of Parent Opinion Survey positive responses for the factor Stimulated learning environment at or above 86% (2024)			
12-month target 2.4	In 2025, increase the percentage of School Staff Survey positive responses for the factor Use student feedback to improve practice from 76% (2026) to 81%			
12-month target 2.5	In 2025, maintain the percentage of School Staff Survey positive responses for the factor Promote student ownership of learning at or above 86% (2024- 82%)			
KIS 2.b	Create opportunities for students to have agency and influence in their learning.			

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Actions	Build staff capacity to implement teaching and learning that is personalised, visible and engaging.
Outcomes	Leaders will: - attend coaching with Nexus in order to support staff to implement visible learning strategies. - facilitate planning meetings to provide scaffolding and support around strategies for personalised, engaging and visible learning. -personalised: support the development of a range of success criteria (SC), tools and rubrics to support student self evaluation and self assessment. - visible: provide suggestions for how to make the key knowledge/ skill/ understanding being taught in the 'explicit teaching' section of the instructional model a highlight of the lesson and visible through an exemplar or worked example. - engaging: support teachers to use student data to ensure learning tasks are at an appropriate challenge level for all students. Teachers will: - model the application of knowledge and skills and provide students with an annotated worked example / anchor chart to refer to. - foster personalised learning by ensuring the success criteria meet the needs of all students: in other words, every student is able to select the skill (SC) they will work on next and know how to develop it (by accessing the modelled, annotated example or anchor chart). - identify and use appropriately engaging learning resources and have these accessible (visible) to students during the lesson. - engage in one-on-one conversations with students at least once a fortnight to provide and receive feedback related to progress and achievement. Students will : - be able to articulate what they are learning, how they are going with that learning and what they need to work on in the future (worked examples and anchor charts support independent practice). - be able to articulate how Learner Profile attributes will help them be successful in their learning.

	- be able to identify independent strategies they can employ to support their learning (e.g. know what to do when they are stuck) - engage in one-on-one conversations with teachers at least once a fortnight to receive feedback related to their progress and achievement.			
Success Indicators	Early Indicators: - Learning walks provide evidence of consistent use of learning intentions and success criteria with teacher and students referring to these throughout the lesson - Learning walks provide evidence of the learning in the classrooms through anchor charts, worked examples, bump it up walls, etc. - Learning walks provide evidence of teachers conferencing with students at point of need as a regular part of learning sequences. Late Indicators: - Learning walks provide evidence of consistent use of learning intentions, differentiated success criteria and learning walls in classrooms. - On learning walks, students will be able to articulate what they are learning, how they are going with this learning and their next steps with reference to the LISC. - On learning walks, students will be able to articulate how the learner profile supports their learning. - The walls will display modelled worked examples, anchor charts with strategies and vocabulary the students can refer to when working independently. - By the end of term three, students will be able to articulate recent examples of feedback that their teacher has given them to support their next steps in learning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Learning specialists: - Organise teachers for peer observations. - Conduct walk throughs -: can students articulate and evidence recent feedback and is there evidence of the teacher referring to the LISC throughout the lesson. - Budget for consumables.	□ Learning specialist(s)	□ PLP Priority	from: Term 1 to: Term 4	\$500.00
All staff participate in Visible Learning professional learning with Nexus Learning Culture.	□ All staff	□ PLP Priority	from: Term 1	\$30,800.00

Learning Specialists participate in professional learning and coaching support. New teachers onboarding process includes professional development in the school's visible learning approach.				to: Term 4	
All staff complete PYP Mathematics workshop. (Curriculum Days)		☐ All staff	☐ PLP Priority	from: Term 2 to: Term 2	\$25,000.00
School Captains and student leaders are involved in discussion, feedback and planning processes to gain student perspective on increasing student motivation and engagement (stimulated learning).		☐ School improvement team ☐ Student leadership coordinator ☐ Student(s)	☐ PLP Priority	from: Term 2 to: Term 3	\$1,000.00 ☐ Other funding will be used
KIS 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen staff capability to respond to the learning and wellbeing needs of students.				
Actions	Strengthen the whole school approach towards Positive Classroom Management Strategies (PCMS).				
Outcomes	Leaders will: - Lead the unpacking of Positive Classroom Management Strategies (PCMS) placemat. - Lead capacity building for understanding and effectively addressing diverse classrooms. - Refine and document school wide approach for Positive Classroom Management. - Plan for and deliver Positive Classroom Management Strategies professional learning. - Guide Learning to Learn unit planning through Positive Classroom Management Strategies lens. Teachers will: - Plan for Positive Classroom Management Strategies within Learning to Learn unit.				

	- Identify, understand and plan for effectively addressing diverse learner needs. - Identify minor and major behaviour errors and pathways for de-escalation using the Positive Classroom Management Strategies (PCMS). - Support students to self manage and reduce minor behaviour errors with Positive Classroom Management Strategies (PCMS). - Implement agreed school wide approach for Positive Classroom Management. Students will: - Be supported to self manage and reduce minor behaviour errors using Positive Classroom Management Strategies. - Articulate what is expected of them when self managing minor behaviour errors.			
Success Indicators	Early Indicators: Learning to Learn units reflect Positive Classroom Management Strategies (PCMS). Collaborative Planning documentation will reflect forethought for learner diversity and Positive Classroom Management Strategies. RTI documentation will reflect deepened understanding of effective adjustments for diverse classroom management. Late Indicators: Concise school wide documentation of approach to Positive Classroom Management. Student support plan documentation will reflect embedded understanding of Positive Classroom Management Strategies and effective management of diverse learner needs.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build Staff capacity to use Positive Classroom Management Strategies (PCMS), align the PCMS to school practices and communicate these to the broader school community.	□ School improvement team □ Teacher(s) □ Wellbeing team	□ PLP Priority	from: Term 1 to: Term 1	\$1,000.00 □ Schools Mental Health Menu items will be used which may include DET funded or free items

Build staff capacity to identify and understand effective classroom management of diverse learner needs by providing teachers with support to develop, monitor and review IEP's and undertaking professional development specific to the needs of identified students in their class. Teachers regularly review and update the student information in Response to Intervention (RTI) through termly data meetings.	□ Disability inclusion coordinator □ Teacher(s) □ Wellbeing team	□ PLP Priority	from: Term 1 to: Term 4	\$7,997.00 □ Disability Inclusion Tier 2 Funding will be used
Provide targeted professional learning for effective management of students presenting challenging behaviour.	□ Disability inclusion coordinator □ Teacher(s) □ Wellbeing team	□ PLP Priority	from: Term 1 to: Term 2	\$9,670.48 □ Disability Inclusion Tier 2 Funding will be used
Wellbeing team to meet regularly to monitor the implementation of the Respectful Relationships (RRRR) program and the Resilience Project and to promote community awareness and engagement strategies.	□ Assistant principal □ Teacher(s) □ Wellbeing team	□ PLP Priority	from: Term 1 to: Term 4	\$23,762.00 □ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint a coordinator to oversee the wellbeing actions across the school, including the support of students and in collaboration with parents.	□ Assistant principal □ Student wellbeing co-ordinator	□ PLP Priority	from: Term 1 to: Term 4	\$35,755.61 □ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$14,146.70	\$14,146.70	\$0.00
Disability Inclusion Tier 2 Funding	\$175,667.48	\$175,667.48	\$0.00
Schools Mental Health Fund and Menu	\$59,517.61	\$59,517.61	\$0.00
Total	\$249,331.79	\$249,331.79	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Literacy leaders will lead peer observations of reading lessons to support consistent implementation of the Education Department approach to teaching reading (the Big 6). (Angela to support teachers in P-2, Elle to support 3 and 4 teachers and Joe to support year 5 and 6 teachers). Organise weekly classroom release for 50 mins to undertake this work.	\$7,000.00
Teachers will be engaged for Intervention and Tutoring to support teachers to address the learning needs of those who are requiring additional support or extension. Data will be used to identify and monitor students.	\$158,000.00
Literacy Intervention teacher will guide teachers to effectively use the EAL continuum and provide language support to students. (Assessment and resources)	\$71,345.00

New teachers in F to Year 2 will be trained in the MSL program and learning specialists will conduct observations of the phonics lessons to ensure the school's systematic scope and sequence for phonics instruction is implemented with fidelity.	\$3,500.00
Build Staff capacity to use Positive Classroom Management Strategies (PCMS), align the PCMS to school practices and communicate these to the broader school community.	\$1,000.00
Build staff capacity to identify and understand effective classroom management of diverse learner needs by providing teachers with support to develop, monitor and review IEP's and undertaking professional development specific to the needs of identified students in their class. Teachers regularly review and update the student information in Response to Intervention (RTI) through termly data meetings.	\$7,997.00
Provide targeted professional learning for effective management of students presenting challenging behaviour.	\$9,670.48
Wellbeing team to meet regularly to monitor the implementation of the Respectful Relationships (RRRR) program and the Resilience Project and to promote community awareness and engagement strategies.	\$23,762.00
Appoint a coordinator to oversee the wellbeing actions across the school, including the support of students and in collaboration with parents.	\$35,755.61
Totals	\$318,030.09

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Literacy leaders will lead peer observations of reading lessons to support consistent implementation of the Education Department approach to teaching reading (the Big 6). (Angela to support teachers in P-2, Elle to support 3 and 4 teachers and Joe to support year 5 and 6 teachers). Organise weekly classroom release for 50 mins to undertake this work.	from: Term 1 to: Term 4	\$7,000.00	□ School-based staffing
Literacy Intervention teacher will guide teachers to effectively use the EAL continuum and provide language support to students. (Assessment and resources)	from: Term 1 to: Term 4	\$7,146.70	□ School-based staffing
Totals		\$14,146.70	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Teachers will be engaged for Intervention and Tutoring to support teachers to address the learning needs of those who are requiring additional support or	from: Term 1 to: Term 4	\$158,000.00	□ Education workforces and/or assigning existing school staff to inclusive education duties ● Classroom teacher

extension. Data will be used to identify and monitor students.			
New teachers in F to Year 2 will be trained in the MSL program and learning specialists will conduct observations of the phonics lessons to ensure the school's systematic scope and sequence for phonics instruction is implemented with fidelity.	from: Term 1 to: Term 4		
Build staff capacity to identify and understand effective classroom management of diverse learner needs by providing teachers with support to develop, monitor and review IEP's and undertaking professional development specific to the needs of identified students in their class. Teachers regularly review and update the student information in Response to Intervention (RTI) through termly data meetings.	from: Term 1 to: Term 4	\$7,997.00	□ Professional learning for school-based staff • □ Minor building or internal environmental modifications under \$5,000 (GST inclusive) •
Provide targeted professional learning for effective management of students presenting challenging behaviour.	from: Term 1 to: Term 2	\$9,670.48	□ Education workforces and/or assigning existing school staff to inclusive education duties • □ Professional learning for school-based staff • □ Other workforces to support students with disability

			•
Totals		\$175,667.48	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Build Staff capacity to use Positive Classroom Management Strategies (PCMS), align the PCMS to school practices and communicate these to the broader school community.	from: Term 1 to: Term 1		
Wellbeing team to meet regularly to monitor the implementation of the Respectful Relationships (RRRR) program and the Resilience Project and to promote community awareness and engagement strategies.	from: Term 1 to: Term 4	\$23,762.00	The Resilience Project This activity will use Mental Health Menu staffing ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Appoint a coordinator to oversee the wellbeing actions across the school, including the support of students and in collaboration with parents.	from: Term 1 to: Term 4	\$35,755.61	
Totals		\$59,517.61	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Year level PLC's will implement FISO inquiry cycles to address problems of practice (or starting points to improve pedagogical practices) based on the student data of each year level. (Funding for professional resources)	□ Learning specialist(s) □ School improvement team □ Teacher(s)	from: Term 2 to: Term 3	□ Collaborative inquiry/action research team	□ Formal school meeting / internal professional learning sessions □ Communities of practice □ PLC/PLT meeting	□ PLC Initiative □ Internal staff □ Learning specialist	□ On-site
After school meetings (Mon and Wed) are dedicated to professional learning development related to the implementation of the VTLM and new curriculum.	□ Literacy leader □ Numeracy leader □ School improvement team □ Teacher(s)	from: Term 1 to: Term 4	□ Moderated assessment of student learning □ Collaborative inquiry/action research team □ Curriculum development	□ Formal school meeting / internal professional learning sessions □ Communities of practice □ PLC/PLT meeting	□ PLC Initiative □ Learning specialist □ Pedagogical Model	□ On-site
Literacy leaders will lead peer observations of reading lessons to support consistent implementation of the Education Department approach to teaching reading (the Big	□ Learning specialist(s) □ Literacy leader	from: Term 1 to: Term 4	□ Peer observation including feedback and reflection □ Demonstration lessons	□ Formal school meeting / internal professional learning sessions	□ Learning specialist □ Literacy leaders	□ On-site

6). (Angela to support teachers in P-2, Elle to support 3 and 4 teachers and Joe to support year 5 and 6 teachers). Organise weekly classroom release for 50 mins to undertake this work.						
Learning specialists will build the capacity of level leaders to coach and mentor teachers in their teams by applying a consistent approach to coaching with observation, feedback and forward planning. CRT's will be booked from mid term 1 and for 7 weeks of each term. (25 weeks x 1 day 2CRT)	□ Learning specialist(s) □ Teacher(s) □ Year level co-ordinator(s)	from: Term 1 to: Term 3	□ Peer observation including feedback and reflection □ Individualised reflection	□ Formal school meeting / internal professional learning sessions	□ Learning specialist □ Pedagogical Model □ High Impact Teaching Strategies (HITS)	□ On-site
Learning walks (informal walk throughs) review the implementation of the instructional model with specific emphasis on explicit teaching (scaffolding the learning in manageable steps in consideration of cognitive load theory, visible learning and student engagement).	□ School improvement team	from: Term 1 to: Term 4	□ Peer observation including feedback and reflection □ Individualised reflection	□ Formal school meeting / internal professional learning sessions	□ School improvement partnerships □ Learning specialist □ Pedagogical Model	□ On-site

Teachers will be engaged for Intervention and Tutoring to support teachers to address the learning needs of those who are requiring additional support or extension. Data will be used to identify and monitor students.	□ Literacy improvement teacher □ Numeracy improvement teacher □ Teacher(s)	from: Term 1 to: Term 4	□ Moderated assessment of student learning □ Curriculum development □ Individualised reflection	□ Formal school meeting / internal professional learning sessions	□ Internal staff	□ On-site
Literacy Intervention teacher will guide teachers to effectively use the EAL continuum and provide language support to students. (Assessment and resources)	□ Literacy improvement teacher	from: Term 1 to: Term 4	□ Planning □ Moderated assessment of student learning □ Demonstration lessons	□ Formal school meeting / internal professional learning sessions	□ Internal staff	□ On-site
Year level leaders will participate in leadership training to build their capacity to support teachers to implement the VTLM and new Literacy and Numeracy curriculum and lead the PLC inquiry cycles. (1-2 days of training per term. CRT's to release teachers)	□ Learning specialist(s) □ School improvement team □ Teaching and learning coordinator	from: Term 1 to: Term 4	□ Planning □ Collaborative inquiry/action research team □ Curriculum development	□ Timetabled planning day □ PLC/PLT meeting	□ PLC Initiative □ School improvement partnerships □ External consultants Nexus Learning Culture	□ On-site
New teachers in F to Year 2 will be trained in the MSL program and learning specialists will conduct observations of the	□ Learning specialist(s) □ Teacher(s)	from: Term 1 to: Term 4	□ Planning □ Moderated assessment of student learning	□ Timetabled planning day	□ Literacy expertise	□ On-site

phonics lessons to ensure the school's systematic scope and sequence for phonics instruction is implemented with fidelity.			□ Peer observation including feedback and reflection			
Learning specialists: - Organise teachers for peer observations. - Conduct walk throughs -: can students articulate and evidence recent feedback and is there evidence of the teacher referring to the LISC throughout the lesson. - Budget for consumables.	□ Learning specialist(s)	from: Term 1 to: Term 4	□ Peer observation including feedback and reflection □ Individualised reflection	□ Formal school meeting / internal professional learning sessions	□ Learning specialist	□ On-site
All staff participate in Visible Learning professional learning with Nexus Learning Culture. Learning Specialists participate in professional learning and coaching support. New teachers onboarding process includes professional development in the school's visible learning approach.	□ All staff	from: Term 1 to: Term 4	□ Planning □ Collaborative inquiry/action research team	□ Formal school meeting / internal professional learning sessions □ Timetabled planning day	□ External consultants Nexus Learning Culture	□ On-site
All staff complete PYP Mathematics workshop. (Curriculum Days)	□ All staff	from: Term 2	□ Curriculum development	□ Whole school pupil free day	□ External consultants International Baccalaureate	□ On-site

		to: Term 2			Primary Years Program presenters	
School Captains and student leaders are involved in discussion, feedback and planning processes to gain student perspective on increasing student motivation and engagement (stimulated learning).	- School improvement team - Student leadership coordinator - Student(s)	from: Term 2 to: Term 3	Student voice, including input and feedback	- Formal school meeting / internal professional learning sessions - Communities of practice	- Internal staff - Departmental resources work in collaboration with principal from another school in our network and possibly support from EIL	Off-site students with teacher leaders collaborate with other students at network schools.
Build Staff capacity to use Positive Classroom Management Strategies (PCMS), align the PCMS to school practices and communicate these to the broader school community.	- School improvement team - Teacher(s) - Wellbeing team	from: Term 1 to: Term 1	- Planning - Preparation	Formal school meeting / internal professional learning sessions	- School improvement partnerships - Internal staff	On-site
Build staff capacity to identify and understand effective classroom management of diverse learner needs by providing teachers with support to develop, monitor and review IEP's and undertaking professional development specific to	- Disability inclusion coordinator - Teacher(s) - Wellbeing team	from: Term 1 to: Term 4	- Planning - Preparation - Student voice, including input and feedback	Formal school meeting / internal professional learning sessions	Internal staff	On-site

the needs of identified students in their class. Teachers regularly review and update the student information in Response to Intervention (RTI) through termly data meetings.						
Provide targeted professional learning for effective management of students presenting challenging behaviour.	☐ Disability inclusion coordinator ☐ Teacher(s) ☐ Wellbeing team	from: Term 1 to: Term 2	☐ Preparation ☐ Curriculum development	☐ Timetabled planning day	☐ Academy program/course ☐ Departmental resources De-escalation of student behaviour online modules Behaviour Assessments and Supports in Schools (BASIS) online modules	☐ On-site
Wellbeing team to meet regularly to monitor the implementation of the Respectful Relationships (RRRR) program and the Resilience Project and to promote community awareness and engagement strategies.	☐ Assistant principal ☐ Teacher(s) ☐ Wellbeing team	from: Term 1 to: Term 4	☐ Curriculum development	☐ Timetabled planning day	☐ Internal staff	☐ On-site
Appoint a coordinator to oversee the wellbeing actions across the school, including the support of	☐ Assistant principal	from: Term 1	☐ Curriculum development	☐ Formal school meeting / internal professional learning sessions	☐ Internal staff	☐ On-site

students and in collaboration with parents.	▢ Student wellbeing co-ordinator	to: Term 4				
---	----------------------------------	---------------	--	--	--	--