

2025 Annual Implementation Plan

for improving student outcomes

Meadowglen Primary School (5286)



Submitted for review by April Himing (School Principal) on 20 December, 2024 at 08:21 AM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 19 February, 2025 at 12:53 PM

Self-evaluation summary

	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	
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	

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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
Improve students' learning growth and achievement.	Yes	<p>By 2028, the percentage of students assessed as at or above the age-expected level of the Victorian Curriculum, according to Teacher Judgement will increase as follows:</p> <ul style="list-style-type: none"> • Reading and viewing, from 70% (S2, 2023) to 75% • Writing, from 57% (S2, 2023) to 75% • Mathematics, from 65% (S2, 2023) to 75% 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students at or above level in:- reading and viewing from 70% in Semester 2, 2023 to 72% in Semester 2, 2025. - writing from 57% in Semester 2, 2023 to 60% in Semester 2, 2025.- mathematics, from 65% in Semester 2, 2023, to at least 68% in Semester 2, 2025.</p>
		<p>By 2028, increase the percentage of Year 3 students in the Strong/Exceeding NAPLAN proficiency levels as follows:</p> <ul style="list-style-type: none"> • Reading, from 36% (2024) to 54% • Numeracy, from 25% (2024) to 50%. <p>By 2028, improve the average percentage of students making normal and high NAPLAN Benchmark Growth in:</p> <ul style="list-style-type: none"> • Reading, from 70% (2025) to 74% • Numeracy, from 72% (2025) to 74% 	<p>Increase the percentage of students in the strong/exceeding proficiencies in:- reading Year 3 from 36% in 2024, to 40% in 2025. - numeracy Year 3 from 25% in 2024, to at least 30% in 2025. Improve the average percentage of students making normal and high benchmark growth in:- reading from XXXX% in 2025, to XXXX% in 2026.- numeracy, from XXX% in 2025, to XXXX% in 2026</p>
		<p>By 2028, increase the level of positive endorsement In the School Staff Survey, against factors of the survey as follows:</p> <ul style="list-style-type: none"> • Understand how to analyse data, from 65% (2023) to 75% • Understand formative assessment, from 61% (2023) to 	<p>Increase the level of positive endorsement in:- understanding how to analyse data, from 65% in 2023, to at least 70% in 2025- understanding</p>

		80% <ul style="list-style-type: none"> • Knowledge of high impact teaching strategies, from 68% (2023) to 80% • Use pedagogical model, from 77% (2023) to 85% • Instructional leadership, from 62% (2023) to 80%. 	formative assessment, from 61% in 2023, to at least 70% in 2025- knowledge of high impact teaching strategies, from 68% in 2023, to at least 75% in 2025- use of pedagogical model, from 77% in 2023 to at least 83% in 2025- instructional leadership, from 62% in 2023, to at least 75% in 2025.
Improve students' wellbeing and engagement.	Yes	By 2028, increase the level of positive endorsement in the Attitudes to School Survey against factors of the survey as follows: <ul style="list-style-type: none"> • Effective classroom behaviour, from 62% (2024) to 75% • Differentiated learning challenge, from 76% (2024) to 85% • Stimulated learning, from 65% (2024) to 77% • Sense of confidence, from 64% (2024) to 74%. 	By 2025, increase the level of positive endorsement in the Attitudes to School Survey against factors of the survey as follows: - effective classroom behaviors, from 62% in 2024, to at least 65%. - differentiated learning challenge, from 76% in 2024, to at least 78%. - stimulated learning, from 65% in 2024, to at least 67%. - sense of confidence, from 64% in 2024, to at least 66%.
		By 2028, maintain or increase the percentage of students with less than 20 days absence to 75%.	Maintain the percentage of students with less the 20 days absence at 75%.

Goal 1	Improve students' learning growth and achievement.
12-month target 1.1	Increase the percentage of students at or above level in: <ul style="list-style-type: none"> - reading and viewing from 70% in Semester 2, 2023 to 72% in Semester 2, 2025. - writing from 57% in Semester 2, 2023 to 60% in Semester 2, 2025. - mathematics, from 65% in Semester 2, 2023, to at least 68% in Semester 2, 2025.

12-month target 1.2	<p>Increase the percentage of students in the strong/exceeding proficiencies in:</p> <ul style="list-style-type: none"> - reading Year 3 from 36% in 2024, to 40% in 2025. - numeracy Year 3 from 25% in 2024, to at least 30% in 2025. <p>Improve the average percentage of students making normal and high benchmark growth in:</p> <ul style="list-style-type: none"> - reading from XXXX% in 2025, to XXXX% in 2026. - numeracy, from XXX% in 2025, to XXXX% in 2026 	
12-month target 1.3	<p>Increase the level of positive endorsement in:</p> <ul style="list-style-type: none"> - understanding how to analyse data, from 65% in 2023, to at least 70% in 2025 - understanding formative assessment, from 61% in 2023, to at least 70% in 2025 - knowledge of high impact teaching strategies, from 68% in 2023, to at least 75% in 2025 - use of pedagogical model, from 77% in 2023 to at least 83% in 2025 - instructional leadership, from 62% in 2023, to at least 75% in 2025. 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1.a Leadership	Develop and implement sequential teaching and learning programs that respond to students' points of need.	Yes
KIS 1.b Teaching and learning	Implement high quality teaching and learning strategies in all classes.	Yes
KIS 1.c Leadership	Build collective capability in the effective use and analysis of data across all levels of the school.	No

<p>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>	<p>Findings from our school review identified the following areas of focus for our SSP:</p> <ul style="list-style-type: none"> -literacy, with a focus on improving the teaching of phonics and phonemic awareness -data-informed and responsive planning to promote students' learning growth and achievement -ensuring high impact teaching and learning in line with elements of the Victorian Teaching and Learning Model 2.0 (VTLM2.0). 	
<p>Goal 2</p>	<p>Improve students' wellbeing and engagement.</p>	
<p>12-month target 2.1</p>	<p>By 2025, increase the level of positive endorsement in the Attitudes to School Survey against factors of the survey as follows:</p> <ul style="list-style-type: none"> - effective classroom behaviors, from 62% in 2024, to at least 65%. - differentiated learning challenge, from 76% in 2024, to at least 78%. - stimulated learning, from 65% in 2024, to at least 67%. - sense of confidence, from 64% in 2024, to at least 66%. 	
<p>12-month target 2.2</p>	<p>Maintain the percentage of students with less the 20 days absence at 75%.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 2.a Leadership</p>	<p>Consistently implement appropriate adjustments for students with additional social, learning and wellbeing needs.</p>	<p>No</p>
<p>KIS 2.b Leadership</p>	<p>Strengthen the consistent use of positive classroom management strategies in all classes.</p>	<p>Yes</p>
<p>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>	<p>During our 2024 school review, it was identified that the next step in improving students' wellbeing and engagement was to implement SWPBS. Strengthening the consistent use of positive classroom management strategies through School-Wide Positive Behaviors (SWPB) is a crucial initiative for fostering a supportive and effective learning environment. By implementing School-Wide Positive Behaviors, we are creating a supportive, consistent, and proactive environment that focuses on fostering positive relationships, enhancing emotional well-being, and promoting academic success. This approach further strengthens the Berry Street Education Model we have already implemented throughout our school.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	Improve students' learning growth and achievement.
12-month target 1.1	<p>Increase the percentage of students at or above level in:</p> <ul style="list-style-type: none"> - reading and viewing from 70% in Semester 2, 2023 to 72% in Semester 2, 2025. - writing from 57% in Semester 2, 2023 to 60% in Semester 2, 2025. - mathematics, from 65% in Semester 2, 2023, to at least 68% in Semester 2, 2025.
12-month target 1.2	<p>Increase the percentage of students in the strong/exceeding proficiencies in:</p> <ul style="list-style-type: none"> - reading Year 3 from 36% in 2024, to 40% in 2025. - numeracy Year 3 from 25% in 2024, to at least 30% in 2025. <p>Improve the average percentage of students making normal and high benchmark growth in:</p> <ul style="list-style-type: none"> - reading from XXXX% in 2025, to XXXX% in 2026. - numeracy, from XXX% in 2025, to XXXX% in 2026
12-month target 1.3	<p>Increase the level of positive endorsement in:</p> <ul style="list-style-type: none"> - understanding how to analyse data, from 65% in 2023, to at least 70% in 2025 - understanding formative assessment, from 61% in 2023, to at least 70% in 2025 - knowledge of high impact teaching strategies, from 68% in 2023, to at least 75% in 2025 - use of pedagogical model, from 77% in 2023 to at least 83% in 2025 - instructional leadership, from 62% in 2023, to at least 75% in 2025.
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,</p>	Develop and implement sequential teaching and learning programs that respond to students' points of need.

safe and orderly learning environment				
Actions	<p>Develop whole staff capacity in the terminology and understanding of phonic and word knowledge.</p> <p>Develop and implement a specific and structured approach to the teaching and learning of phonics with Foundation and Year 1 teachers and students.</p>			
Outcomes	<p>Leaders develop confidence and knowledge in the the terminology and understanding of phonic and word knowledge teaching and learning, and have the ability to provide professional learning for teachers.</p> <p>Teachers demonstrate a solid understanding of the terminology and understanding of phonic and word knowledge and can apply that to the teaching of their own classes.</p> <p>Students demonstrate an increasing awareness and skill in phonics and word knowledge through school based tracking data.</p>			
Success Indicators	<p>Early Indicators</p> <p>Documented consistent and viable approach to the teaching and learning of phonic and word knowledge.</p> <p>Planning documentation: lesson plans and lesson structure illustrating teacher understanding and implementation.</p> <p>Identified practices are evident and observable in classrooms.</p> <p>Data tracking indicates improved skills in phonic and word knowledge in all students.</p> <p>Late Indicators</p> <p>EOI phonic awareness, word and sound knowledge shows growth for Foundation from Term 1-Term 4.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leaders build their capability in the terminology and understanding of phonic and word knowledge.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,250.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Leaders provide professional learning for teachers to ensure understanding of terminology and a good understanding of the the teaching and learning of phonics and word knowledge.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Leaders provide professional learning, lesson structure, modelling, observation and tracking of implementation for phonics in Foundation and Year 1.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement high quality teaching and learning strategies in all classes.			
Actions	Develop staff knowledge and understanding of the explicit teaching component of VTLM 2.0. Strengthen implementation of the Explicit teaching aspect of the VTLM 2.0 through the school's revised instructional models and the PCMS strategies opportunities to respond and classroom procedures and routines.			
Outcomes	<p>Teachers consistently apply explicit teaching in their daily instruction. Students show increased engagement and achievement due to the use of evidence-based instructional practices. Teachers demonstrate improved confidence and effectiveness in using high-impact strategies.</p> <p>Leaders will develop their capacity to mentor, model and monitor implementation of explicit teaching. Teachers will develop capacity to use data to monitor and progress student learning. Teachers will be able to teach explicitly with opportunities for students to respond.</p>			

	Students will show progress through classroom and school tracking data against student learning outcomes.			
Success Indicators	<p>Early Indicators: Leaders will show capability in delivering rigorous professional learning for teachers. Leaders will monitor progress through consistent and strategic tracking of school-based student data. Teachers will articulate their understanding through the collaborative creation of school-based definitions and expectations. Teachers will evidence their learning through planning that includes specifics of explicit teaching and learning. Teachers will evidence effective implementation through learning walks and peer observations.</p> <p>Late Indicators: Improved PAT data for Reading and Mathematics. Improved data evidenced in teacher judgements for writing supported by writing moderation. Updated instructional models to reflect deep understanding of the pedagogy of VTLM 2.0 and Explicit teaching.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leaders develop and deliver professional learning that gives teachers an overview understanding of the VTLM 2.0.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leaders provide professional readings through which teachers explore together what is and is not explicit teaching.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,140.00 <input checked="" type="checkbox"/> Equity funding will be used
Leaders document an agreed understanding and approach to the implementation of explicit teaching strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$80,000.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Teachers define and implement explicit teaching in Numeracy and Literacy lesson structures.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Coach and leaders provide professional learning, modelling, and feedback to teachers in implementing explicit teaching strategies through our instructional model, classroom expectations, procedures and routines. Leaders and teachers develop a monitoring strategy to gauge the impact of the work.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,087.10 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve students' wellbeing and engagement.			
12-month target 2.1	By 2025, increase the level of positive endorsement in the Attitudes to School Survey against factors of the survey as follows: <ul style="list-style-type: none"> - effective classroom behaviors, from 62% in 2024, to at least 65%. - differentiated learning challenge, from 76% in 2024, to at least 78%. - stimulated learning, from 65% in 2024, to at least 67%. - sense of confidence, from 64% in 2024, to at least 66%. 			
12-month target 2.2	Maintain the percentage of students with less the 20 days absence at 75%.			
KIS 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Strengthen the consistent use of positive classroom management strategies in all classes.			

safe and orderly learning environment	
Actions	Introduce School-wide positive behavior support Establish the essential features of SWPBS universal Tier 1 support.
Outcomes	<p>Leaders ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision.</p> <p>Leaders monitor and analyse behaviour referral data.</p> <p>Leaders provide the opportunity for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS.</p> <p>Teachers collaboratively develop social skills lessons to teach expected behaviours.</p> <p>Teachers collect and collaboratively analyse student behaviour referral data.</p> <p>Teachers use agreed practices and consistent language to correct behaviour errors.</p> <p>Students articulate the expected behaviours and major and minor behaviours.</p> <p>Parents/Carers/Kin understand the desired school behaviours and the procedures for responding to major and minor behaviours.</p>
Success Indicators	<p>Early indicators:</p> <p>Leaders demonstrate a clear understanding of SWPBS principles in meetings and communications.</p> <p>Staff are visibly using the common language of SWPBS in their interactions with students (e.g., reinforcing "Respect," "Responsibility," and "Safety" behaviours).</p> <p>SWPBS artifacts (mission, vision, behaviour data systems) are created, shared and displayed in classrooms and common areas.</p> <p>Behaviour referral data systems (e.g., digital tracking tools or paper logs) are established, and initial data collection begins.</p> <p>Late indicators :</p> <p>At least 80% progress on SWPBS Universal Prevention Part A Action Plan.</p> <p>SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place.' Tiered Fidelity inventory score of at least 70%.</p> <p>Reductions in exclusionary discipline as measured through:</p> <p>Staff behaviour referrals</p>

	<p>Student suspensions</p> <p>A behaviour tracking system for monitoring school-wide behaviour patterns is operational.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a leadership team to implement the SWPBS action plan.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The leadership team and the SWPBS team complete the Universal Prevention Part A blended learning course.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,110.00 <input checked="" type="checkbox"/> Equity funding will be used
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a common philosophy and purpose with all stakeholders.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

<p>Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$42,000.00</p> <ul style="list-style-type: none"> <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	\$689,823.85	\$689,823.85	\$0.00
Disability Inclusion Tier 2 Funding	\$250,756.30	\$250,756.30	\$0.00
Schools Mental Health Fund and Menu	\$44,309.74	\$44,309.74	\$0.00
Total	\$984,889.89	\$984,889.89	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Leaders build their capability in the terminology and understanding of phonic and word knowledge.	\$5,250.00
Leaders provide professional learning, lesson structure, modelling, observation and tracking of implementation for phonics in Foundation and Year 1.	\$28,000.00
Leaders develop and deliver professional learning that gives teachers an overview understanding of the VTLM 2.0.	\$60,000.00
Leaders provide professional readings through which teachers explore together what is and is not explicit teaching.	\$46,140.00
Leaders document an agreed understanding and approach to the implementation of explicit teaching strategies.	\$80,000.00

Teachers define and implement explicit teaching in Numeracy and Literacy lesson structures.	\$22,200.00
Coach and leaders provide professional learning, modelling, and feedback to teachers in implementing explicit teaching strategies through our instructional model, classroom expectations, procedures and routines. Leaders and teachers develop a monitoring strategy to gauge the impact of the work.	\$45,087.10
Establish a leadership team to implement the SWPBS action plan.	\$80,000.00
The leadership team and the SWPBS team complete the Universal Prevention Part A blended learning course.	\$20,110.00
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS.	\$30,000.00
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences.	\$10,000.00
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour.	\$42,000.00
Totals	\$468,787.10

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Leaders build their capability in the terminology and understanding of phonic and word knowledge.	from: Term 1 to: Term 4	\$5,250.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Leaders provide professional learning, lesson structure, modelling, observation and tracking of implementation for phonics in Foundation and Year 1.	from: Term 1 to: Term 4	\$28,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Leaders develop and deliver professional learning that gives teachers an overview understanding of the VTLM 2.0.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
Leaders provide professional readings through which teachers explore together what is and is not explicit teaching.	from: Term 1 to: Term 4	\$46,140.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Leaders document an agreed understanding and approach to the implementation of explicit teaching strategies.	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing
Teachers define and implement explicit teaching in Numeracy and Literacy lesson structures.	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Coach and leaders provide professional learning, modelling, and feedback to teachers in implementing explicit teaching strategies through our	from: Term 1 to: Term 4	\$45,087.10	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

instructional model, classroom expectations, procedures and routines. Leaders and teachers develop a monitoring strategy to gauge the impact of the work.			
Establish a leadership team to implement the SWPBS action plan.	from: Term 1 to: Term 1	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing
The leadership team and the SWPBS team complete the Universal Prevention Part A blended learning course.	from: Term 1 to: Term 4	\$20,110.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour.	from: Term 1 to: Term 4	\$42,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$468,587.10	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Employ teaching staff and non teaching staff to support students in the classroom and outside.	\$225,066.94
Employ a social worker 4 days a week	\$82,000.00
Berry Street Educational Model Training for staff	\$5,000.00
Resources to support continued implementation of BSEM.	\$11,052.80
Staff and resources to support DI	\$25,689.36
Build middle level leader capacity.	\$2,480.00

To continue to enhance indoor and outdoor spaces for students to increase engagement and learning.	\$53,458.69
To support students and families to attend camps, incursions and excursions. To ensure all students have access to uniform, books and food.	\$29,055.00
Develop staff capacity to be first aid trained so staff can support students on site, on excursions and camps.	\$10,000.00
To provide students with a wide range of curriculum areas and resources to promote engagement in learning.	\$42,500.00
To maintain and update digital technology and resources throughout the school to support teaching and learning.	\$30,000.00
Totals	\$516,302.79

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ teaching staff and non teaching staff to support students in the classroom and outside.	from: Term 1 to: Term 4	\$0.00	
Employ a social worker 4 days a week	from: Term 1 to: Term 4	\$53,743.06	<input checked="" type="checkbox"/> School-based staffing
Berry Street Educational Model Training for staff	from: Term 1	\$0.00	

	to: Term 4		
Resources to support continued implementation of BSEM.	from: Term 1 to: Term 4	\$0.00	
Staff and resources to support DI	from: Term 1 to: Term 4	\$0.00	
Build middle level leader capacity.	from: Term 1 to: Term 4	\$2,480.00	<input checked="" type="checkbox"/> CRT
To continue to enhance indoor and outdoor spaces for students to increase engagement and learning.	from: Term 1 to: Term 4	\$53,458.69	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Outdoor and indoor resources
To support students and families to attend camps, incursions and excursions. To ensure all students have access to uniform, books and food.	from: Term 1 to: Term 4	\$29,055.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop staff capacity to be first aid trained so staff can support students on site, on excursions and camps.	from: Term 1 to: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
To provide students with a wide range of curriculum areas	from: Term 1	\$42,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

and resources to promote engagement in learning.	to: Term 4		
To maintain and update digital technology and resources throughout the school to support teaching and learning.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$221,236.75	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ teaching staff and non teaching staff to support students in the classroom and outside.	from: Term 1 to: Term 4	\$225,066.94	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff • Leading teacher • Classroom teacher
Employ a social worker 4 days a week	from: Term 1 to: Term 4	\$0.00	
Berry Street Educational Model Training for staff	from: Term 1 to: Term 4	\$0.00	
Resources to support continued implementation of BSEM.	from: Term 1	\$0.00	

	to: Term 4		
Staff and resources to support DI	from: Term 1 to: Term 4	\$25,689.36	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Other workforces to support students with disability •
Build middle level leader capacity.	from: Term 1 to: Term 4	\$0.00	
To continue to enhance indoor and outdoor spaces for students to increase engagement and learning.	from: Term 1 to: Term 4	\$0.00	
To support students and families to attend camps, incursions and excursions. To ensure all students have access to uniform, books and food.	from: Term 1 to: Term 4	\$0.00	
Develop staff capacity to be first aid trained so staff can support students on site, on excursions and camps.	from: Term 1 to: Term 1	\$0.00	
To provide students with a wide range of curriculum areas and resources to promote engagement in learning.	from: Term 1 to: Term 4	\$0.00	

To maintain and update digital technology and resources throughout the school to support teaching and learning.	from: Term 1 to: Term 4	\$0.00	
Totals		\$250,756.30	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ teaching staff and non teaching staff to support students in the classroom and outside.	from: Term 1 to: Term 4	\$0.00	
Employ a social worker 4 days a week	from: Term 1 to: Term 4	\$28,256.94	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Berry Street Educational Model Training for staff	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Resources to support continued implementation of BSEM.	from: Term 1 to: Term 4	\$11,052.80	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) 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)
Staff and resources to support DI	from: Term 1	\$0.00	

	to: Term 4		
Build middle level leader capacity.	from: Term 1 to: Term 4	\$0.00	
To continue to enhance indoor and outdoor spaces for students to increase engagement and learning.	from: Term 1 to: Term 4	\$0.00	
To support students and families to attend camps, incursions and excursions. To ensure all students have access to uniform, books and food.	from: Term 1 to: Term 4	\$0.00	
Develop staff capacity to be first aid trained so staff can support students on site, on excursions and camps.	from: Term 1 to: Term 1	\$0.00	
To provide students with a wide range of curriculum areas and resources to promote engagement in learning.	from: Term 1 to: Term 4	\$0.00	
To maintain and update digital technology and resources throughout the school to support teaching and learning.	from: Term 1 to: Term 4	\$0.00	
Totals		\$44,309.74	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Leaders build their capability in the terminology and understanding of phonic and word knowledge.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Literacy <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Leaders provide professional learning for teachers to ensure understanding of terminology and a good understanding of the the teaching and learning of phonics and word knowledge.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Leaders provide professional learning, lesson structure, modelling, observation and tracking of implementation for phonics in Foundation and Year 1.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Leaders develop and deliver professional learning that gives teachers an overview understanding of the VTLM 2.0.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Leaders provide professional readings through which teachers explore together what is and is not explicit teaching.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Leaders document an agreed understanding and approach to the implementation of explicit teaching strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site

Teachers define and implement explicit teaching in Numeracy and Literacy lesson structures.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Coach and leaders provide professional learning, modelling, and feedback to teachers in implementing explicit teaching strategies through our instructional model, classroom expectations, procedures and routines. Leaders and teachers develop a monitoring strategy to gauge the impact of the work.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <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"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Establish a leadership team to implement the SWPBS action plan.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
The leadership team and the SWPBS team complete the Universal	<input checked="" type="checkbox"/> Leadership team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

Prevention Part A blended learning course.	<input checked="" type="checkbox"/> SWPBS leader/team	to: Term 4			SWPBS	
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Develop a common philosophy and purpose with all stakeholders.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site