

2025 Annual Implementation Plan

for improving student outcomes

Kilmore Primary School (1568)



Submitted for review by Neil O'Sullivan (School Principal) on 20 January, 2025 at 11:36 AM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 20 January, 2025 at 03:27 PM
Awaiting endorsement by School Council President

Self-evaluation summary

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

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

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
--	---	--

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise the learning growth for every student.	Yes	<p>NAPLAN: Benchmark Growth : By 2026, increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Reading from 25 per cent in 2021 to be above 30 per cent • Writing from three per cent in 2021 to be above 16 per cent • Spelling from nine per cent in 2021 to be above 18 per cent • Numeracy from 21 per cent in 2021 to be above 26 per cent. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN Reading: % of students with High or Medium relative growth in (from Year 3 to 5) to be at 70%.NAPLAN Writing: % of students with High or Medium relative growth in NAPLAN in writing(from Year 3 to 5 - subject to availability) to be at 70%.NAPLAN Reading and Numeracy: By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.Maintain 2025 PAT M Grade 2 to 6 median growth above national growth median. Maintain 2025 PAT R Grade 2 to 6 median growth above national growth median. Reduce the numbers of students at risk in reading F to 6 (as measured by DIBELS) from 29% in 2024 to 24% in 2025.Increase the number of students exceeding on reading F to 6 (as measured by DIBELS) from 30% in 2024 to 34% in 2025.</p>

		<p>Victorian Curriculum: By 2026, to increase the percentage of Foundation to Year 6 students at each year level, making at or above expected growth over one year, as assessed by teachers in Semester 2 for:</p> <ul style="list-style-type: none"> • Reading and Viewing from 74 per cent in 2022 to 79 per cent • Writing from 69 per cent in 2022 to 75 per cent • Number and Algebra from 59 per cent in 2022 to 65 per cent. 	<p>Victorian Curriculum: Increase At or above expected growth: Reading and Viewing from 76% per cent in 2024 to 79 per cent in 2025. Victorian Curriculum: Increase At or above expected growth: Writing from 82 per cent in 2024 to 84 per cent in 2025. Victorian Curriculum: At or above expected growth: Number and Algebra. Maintain 90 per cent of students achieving expected growth in Number and Algebra (achieved in 2024)</p>
		<p>School Staff Survey: By 2026, increase the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"> • Collective efficacy from 37 per cent in 2022 to 70 per cent • Academic emphasis from 42 per cent in 2022 to 70 per cent • Moderate assessment tasks together from 37 per cent in 2022 to 80 per cent. 	<p>School Staff Survey: Increase Collective efficacy variable from 63 per cent in 2024 to 70 per cent in 2025. School Staff Survey: Increase Academic emphasis variable from 48% per cent in 2024 to 60 per cent in 2025. School Staff Survey: Increase Moderate assessment tasks together variable from 75 per cent in 2024 to 80 per cent in 2025</p>
Empower all students as active learners.	No	<p>Attitudes To Schools Survey: By 2026, increase the percentage of positive endorsement for the factors of:</p> <ul style="list-style-type: none"> • Sense of confidence from 68 per cent in 2022 to 75 per cent • Student voice and agency from 59 per cent in 2022 to 65 per cent • Sense of connectedness from 70 per cent in 2022 to 76 per cent. 	

		School Staff Survey: By 2026, increase the positive endorsement by staff for the factor of 'Use of student feedback to inform practice' from 37 per cent in 2022 to 62 per cent.	
		<p>Victorian Curriculum: By 2026, increase the percentage of Foundation to Year 6 students achieving at or above expected level, as assessed by teachers in Semester 2 for:</p> <ul style="list-style-type: none"> • Reading and Viewing, from 71 per cent in 2022 to 76 per cent • Writing, from 62 per cent in 2022 to 67 per cent • Number and Algebra from 72 per cent in 2022 to 77 per cent. 	
Maximise the wellbeing of every student.	Yes	<p>Attitudes To Schools Survey: By 2026, increase the percentage of positive endorsement for the factors of:</p> <ul style="list-style-type: none"> • Resilience from 64 per cent in 2022 to 69 per cent • Emotional awareness and regulation from 60 per cent in 2022 to 65 per cent • School stage transitions from 58 per cent in 2022 to 63 per cent • Advocate at school 82 per cent in 2022 to 87 per cent. 	<p>ATOSS: Increase Resilience from per cent in 2024 to 54 per cent to 65%</p> <p>ATOSS: Increase Emotional awareness and regulation from 56% per cent in 2024 to 65 per cent.</p> <p>ATOSS: Increase School stage transitions from 72 per cent in 2024 to 75 per cent</p> <p>ATOSS: Increase Advocate at school 56% per cent in 2024 to 80 per cent.</p> <p>Attendance: To increase the F to 6 attendance rate from 86% to 90%.</p> <p>Attendance: To reduce the number of equity funded students absent for more than 20 days from 63% to 46%.(from 111 to 77)</p> <p>Attendance: To reduce the number of Aboriginal students absent for more than 30 days from 43% in 2024 to less than 10% in 2025.</p>

		<p>School Staff Survey: By 2026, increase the positive endorsement by all staff for the factors of:</p> <ul style="list-style-type: none"> • Trust in students and parents from 41 per cent in 2022 to 62 per cent • Parent and community involvement from 53 per cent in 2022 to 69 per cent. 	<p>School Staff Survey: Increase Trust in students and parents from 48% per cent in 2024 to 58 per cent</p> <p>School Staff Survey: Increase Parent and community involvement from per cent in 58% 2024 to 65 per cent.</p>
		<p>Parent Opinion Survey: By 2026, increase the percentage of positive endorsement for Confidence and resiliency skills from 78 per cent in 2022 to 83 per cent.</p>	<p>Parent Opinion Survey: Increase the percentage of positive endorsement for Confidence and resiliency skills from 84 per cent in 2024 to 86 per cent.</p>

Goal 1	Maximise the learning growth for every student.
12-month target 1.1	<p>NAPLAN Reading: % of students with High or Medium relative growth in (from Year 3 to 5) to be at 70%.</p> <p>NAPLAN Writing: % of students with High or Medium relative growth NAPLAN in writing (from Year 3 to 5 - subject to availability) to be at 70%.</p> <p>NAPLAN Reading and Numeracy: By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Maintain 2025 PAT M Grade 2 to 6 median growth above national growth median.</p> <p>Maintain 2025 PAT R Grade 2 to 6 median growth above national growth median.</p> <p>Reduce the numbers of students at risk in reading F to 6 (as measured by DIBELS) from 29% in 2024 to 24% in 2025.</p> <p>Increase the number of students exceeding on reading F to 6 (as measured by DIBELS) from 30% in 2024 to 34% in 2025.</p>
12-month target 1.2	<p>Victorian Curriculum: Increase At or above expected growth: Reading and Viewing from 76% per cent in 2024 to 79 per cent in 2025.</p> <p>Victorian Curriculum: Increase At or above expected growth: Writing from per 82 per cent in 2024 to 84 per cent in 2025.</p>

	Victorian Curriculum: At or above expected growth: Number and Algebra. Maintain 90 per cent of students achieving expected growth in Number and Algebra (achieved in 2024)	
12-month target 1.3	School Staff Survey: Increase Collective efficacy variable from 63 per cent in 2024 to 70 per cent in 2025. School Staff Survey: Increase Academic emphasis variable from 48% per cent in 2024 to 60 per cent in 2025. School Staff Survey: Increase Moderate assessment tasks together variable from 75 per cent in 2024 to 80 per cent in 2025	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Embed the school's pedagogical models.	No
KIS 1.b Teaching and learning	Strengthen staff capacity to implement the high impact teaching strategies within the instructional models.	Yes
KIS 1.c Assessment	Strengthen teachers' data literacy to ensure the learning is differentiated.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>These key improvement strategies have been chosen for the following reasons: In 2025, there will be a focus on embedding a consistent pedagogical approach in literacy a crossover Grade 3 to 6 classrooms, building upon the precursor work from 2024. This will work will include the following elements: (i) formally adopting a middle school and upper school instructional model in literacy (ii) implementing a sequenced curriculum program which is align to an explicit direct instruction model and to the Victorian curriculum (iii) embedding consistent learning routine, meta language and expectations to support the delivery of the instructional model and curriculum program.</p> <p>The focus in Foundation to Grade 2 will be upon developing high level instructional skill across all classrooms to capitalise on the professional learning approach which has been in place for over 2 years. Building upon the secure base of consistent staffing within the F to 2 unit over the last three years, this KIS will focus on developing the practise excellence to accelerate student growth and provide expert practitioners who our Grade 3 to 6 teachers can leverage as part of their own development</p>	

Goal 3	Maximise the wellbeing of every student.	
12-month target 3.1	ATOSS: Increase Resilience from per cent in 2024 to 54 per cent to 65% ATOSS: Increase Emotional awareness and regulation from 56% per cent in 2024 to 65 per cent. ATOSS: Increase School stage transitions from 72 per cent in 2024 to 75 per cent ATOSS: Increase Advocate at school 56% per cent in 2024 to 80 per cent. Attendance: To increase the F to 6 attendance rate from 86% to 90%. Attendance: To reduce the number of equity funded students absent for more than 20 days from 63% to 46%.(from 111 to 77) Attendance: To reduce the number of Aboriginal students absent for more than 30 days from 43% in 2024 to less than 10% in 2025.	
12-month target 3.2	School Staff Survey: Increase Trust in students and parents from 48% per cent in 2024 to 58 per cent School Staff Survey: Increase Parent and community involvement from per cent in 58% 2024 to 65 per cent.	
12-month target 3.3	Parent Opinion Survey: Increase the percentage of positive endorsement for Confidence and resiliency skills from 84 per cent in 2024 to 86 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Embed a multi-tiered approach to promoting, monitoring and responding to wellbeing.	No
KIS 3.b Support and resources	Strengthen the school's transition processes.	No
KIS 3.c Support and resources	Continue to strengthen the school's processes for inclusion, health and wellbeing.	Yes

<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>This KIS has been chosen due to the prevalent role that inclusive practises and the DI reform will play within our school operations over the next five years. The twin themes of the DIP process embedded within an overall approach to inclusive practises will continue to require extensive staff capacity building and workforce calibration. Additionally, the maturity of the school's SEL curriculum and cohort level factors identified within ATTOSS data and Resilient Youth data will require our school to offer customised support to the well being needs of our students, particularly in addressing trend issues such as declining female well being, declining resilience and the impact of online experiences on mental health.</p>
--	---

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth for every student.
12-month target 1.1	<p>NAPLAN Reading: % of students with High or Medium relative growth in (from Year 3 to 5) to be at 70%.</p> <p>NAPLAN Writing: % of students with High or Medium relative growth NAPLAN in writing (from Year 3 to 5 - subject to availability) to be at 70%.</p> <p>NAPLAN Reading and Numeracy: By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Maintain 2025 PAT M Grade 2 to 6 median growth above national growth median.</p> <p>Maintain 2025 PAT R Grade 2 to 6 median growth above national growth median.</p> <p>Reduce the numbers of students at risk in reading F to 6 (as measured by DIBELS) from 29% in 2024 to 24% in 2025.</p> <p>Increase the number of students exceeding on reading F to 6 (as measured by DIBELS) from 30% in 2024 to 34% in 2025.</p>
12-month target 1.2	<p>Victorian Curriculum: Increase At or above expected growth: Reading and Viewing from 76% per cent in 2024 to 79 per cent in 2025.</p> <p>Victorian Curriculum: Increase At or above expected growth: Writing from 82 per cent in 2024 to 84 per cent in 2025.</p> <p>Victorian Curriculum: At or above expected growth: Number and Algebra. Maintain 90 per cent of students achieving expected growth in Number and Algebra (achieved in 2024)</p>
12-month target 1.3	<p>School Staff Survey: Increase Collective efficacy variable from 63 per cent in 2024 to 70 per cent in 2025.</p> <p>School Staff Survey: Increase Academic emphasis variable from 48% per cent in 2024 to 60 per cent in 2025.</p> <p>School Staff Survey: Increase Moderate assessment tasks together variable from 75 per cent in 2024 to 80 per cent in 2025</p>
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff capacity to implement the high impact teaching strategies within the instructional models.

Actions	Build staff capacity and expertise in the execution of the elements of the school's Instructional Models, HITS and HIWS.
Outcomes	<p>Students Will- Strengthen staff capacity to implement the high impact teaching strategies within the instructional models. Students experience HITS / HIWS to accelerate their learning rate. Describe their roles as learners within the school's instructional models and describe consistent learning routines and expectations. Students will demonstrate engagement and enjoyment of a challenging learning offering. Demonstrate a positive attitude towards literacy and numeracy learning and articulate SWPBS / Kilmore Way and Ready To Learn classroom expectations. Articulate Learning Intentions and Success Criteria and describe their learning progress and growth. Engage with targeted learning tasks and receive differentiated supports as appropriate.</p> <p>Teachers Will - Strengthen staff capacity to implement the high impact teaching strategies within the instructional models. Demonstrate growing expertise and competence in their use of the elements of the school's Instructional Models. Demonstrate and describe how HIWS/HITS are implemented within their classroom practices, processes and routines.</p> <p>Identify personal goals within the execution of the IM and track their progress towards achieving these goals through the PDP / Statement of Expectations process. Engage in peer observation and reflective conversations to identify personal pedagogy goals in literacy and numeracy. Reflect upon the impact of their implementation of the IM by reviewing student data and make instructional adjustments in response to student data.. Incorporate professional learning delivered as a part of the Professional Learning Plan into their daily practice.</p> <p>Develop effective learning routines and processes (in line with the Kilmore Way and SWPBS Tier 1 Practices) to support high-quality literacy and numeracy learning.</p> <p>Leaders Will - Strengthen staff capacity to implement the high impact teaching strategies within the instructional models. -Support staff to improve their knowledge and execution of HIIWS / HITS /VTLM 2.0 -Monitor the implementation of the English 2.0 Scope and Sequence curriculum plan. -Develop the Mathematics 2.0 Scope and Sequence documentation and build staff capacity in this area. -Document and formalize the Grade 3 to 6 Instructional Model in Literacy. Induct and mentor new and graduate staff in the school's Instructional Models and whole school approach to classroom</p>

	<p>management. .</p> <p>-Link staff with expert practitioners and establish a culture of instructional coaching and mentoring.</p> <p>Revise the school's agreed pedagogical documents (Kilmore Way) to ensure consistent schoolwide understanding.</p> <p>Deliver high-quality professional learning in key areas of literacy and numeracy based on data and evidence from LWTs and extended observations.</p> <p>Coach and mentor teachers and PLC leaders to build their instructional and leadership capacity.</p>
Success Indicators	<p>Early indicators</p> <p>Classroom observations and learning walks demonstrating use of strategies from professional learning, with a focus on Ready To Learn implementation and use of HIWS / HITS.</p> <p>Whole school implementation of English 2.0 curriculum plan is evident in all classrooms and year level planning documents.</p> <p>Whole school implementation of Mathematics 2.0 curriculum plan is evident in all classrooms and year level planning documents.</p> <p>LWTs show consistent use of school's IMs model and agreed instructional and classroom management approaches.</p> <p>Analysis of SPA data sets at the PLC team level and use of data to set annual cohort goals,</p> <p>Classroom displays show evidence of common expectations established through the Ready To Learn program.</p> <p>LWTs show evidence of differentiated learning in all classrooms and evidence of Term 1 & 2 PL implementation.</p> <p>Classroom observations and learning walks demonstrate the use of strategies from professional learning.</p> <p>Late indicators</p> <p>Semester 2 teacher judgments demonstrate achievement of AIP goals.</p> <p>NAPLAN results demonstrate achievement of school goals.</p> <p>NAPLAN Benchmark Growth data and end-of-year PAT growth data</p> <p>Whole staff analysis of the school's assessment schedule on SPA</p> <p>LWTs show evidence of schoolwide consistency in all elements of the school's instructional models in literacy and numeracy.</p> <p>LWTS show evidence of schoolwide consistency in the use of HIWS/HITS in all classrooms.</p> <p>Academic Emphasis variable in SSS demonstrates growth on 2024 benchmark.</p> <p>Teacher planning documents reference evidence based adjustments and LWTS show evidence of classroom adjustments which have been implemented as part of the school's DI Roadmap</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Foundational: Expand TLI program to expand reach of the current program.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Foundational: Ensure all staff undergo the La Trobe SOLAR Intermediate short course to build conceptual understanding and capacity in the area of language and literacy.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Foundational: Provide ongoing leadership development coaching and other capacity building experiences for PLC Leaders.	<input checked="" type="checkbox"/> Leadership 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
Foundational: Expand the school's leadership profile, based on revised roles aligned to the SSP, to ensure that the Learning KIS is implemented, monitored and tracked for impact.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement effective team start up processes focusing on student data profiles and the transfer of student information, including: SPA Profile. Moderation and Triangulation documents. NCCD DIBELS data system TLI Scope and Sequence finish points	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Progress monitoring DIBELS expectations and tiered assessments in reading. Expected student progression rates in literacy.				
Implement a revised Ready To Learn Program incorporating evidence based practices from the AERO whole school approach to classroom management.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 1	\$0.00
Induct all new staff (and staff transitioning to F to 2) in expected phonological awareness, phonics and structured literacy practices.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	\$5,000.00
Enhance teacher skills in using the DIBELS Amplify system so that they can effectively track and monitor student progress.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
Formalize the school's Grade 3 to 6 Instructional Model for literacy (Dial up / Dial down of elements) to reflect a consistent Structured Literacy Approach.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Implement the English 2.0 Curriculum through the school's updated text based units Scope and Sequence.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Implement the Mathematics 2.0 Curriculum through a revised units of study based Scope and Sequence.	☑ Leadership team	☑ PLP Priority	from: Term 1	\$10,000.00

				to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Introduce Daily Review practices within the school's Instructional Model in mathematics	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Maximise the wellbeing of every student.				
12-month target 3.1	ATOSS: Increase Resilience from per cent in 2024 to 54 per cent to 65% ATOSS: Increase Emotional awareness and regulation from 56% per cent in 2024 to 65 per cent. ATOSS: Increase School stage transitions from 72 per cent in 2024 to 75 per cent ATOSS: Increase Advocate at school 56% per cent in 2024 to 80 per cent. Attendance: To increase the F to 6 attendance rate from 86% to 90%. Attendance: To reduce the number of equity funded students absent for more than 20 days from 63% to 46%.(from 111 to 77) Attendance: To reduce the number of Aboriginal students absent for more than 30 days from 43% in 2024 to less than 10% in 2025.				
12-month target 3.2	School Staff Survey: Increase Trust in students and parents from 48% per cent in 2024 to 58 per cent School Staff Survey: Increase Parent and community involvement from per cent in 58% 2024 to 65 per cent.				
12-month target 3.3	Parent Opinion Survey: Increase the percentage of positive endorsement for Confidence and resiliency skills from 84 per cent in 2024 to 86 per cent.				
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Continue to strengthen the school's processes for inclusion, health and wellbeing.				

Actions	<p>A-Build staff knowledge and capacity of inclusive practices that improve outcomes for all students.</p> <p>B-Further embed a school-wide and multi-tiered approach to promoting, monitoring and responding to student mental health, wellbeing and attendance concerns. (Tiers 1 to 3).</p>
Outcomes	<p>A:Students Will- Build staff knowledge and capacity of inclusive practices that improve outcomes for all students.</p> <p>All students will have access to a Tier 1 Social and Emotional curriculum to support their wellbeing and develop consistent learning routines through the Ready To Learn program (Tier 1)</p> <p>All students will feel supported and engaged in their classroom and contribute to strong classroom culture. (Tier 1)</p> <p>All students with presenting needs will have access to Tier 2 and Tier 3 supports as required and demonstrate resilience when encountering setbacks.</p> <p>All students display a positive attitude towards school attendance and understand the importance of school in fulfilling their future goals,</p> <p>A- Teachers Will- Build staff knowledge and capacity of inclusive practices that improve outcomes for all students</p> <p>Deliver a comprehensive Social and Emotional curriculum to support student wellbeing and a consistent Ready To Learn program to establish Tier 1 wellbeing practices.</p> <p>Implement HIWS / HITS strategies that promote student voice, agency and wellbeing.</p> <p>Implement classroom surveys to monitor and respond to ATTOSS themes of Connection, Teacher Concern and Bullying.</p> <p>Implement classroom adjustments that promote inclusion, wellbeing and connection.</p> <p>Will be able to recognize, respond to and refer students' mental health needs using the school's established processes.</p> <p>Implement the school's tiered attendance strategy and liaise with families and school leadership as required.</p> <p>A- Leaders Will - Build staff knowledge and capacity of inclusive practices that improve outcomes for all students</p> <p>Support the continuous development, documentation and revision of a multi-tiered response model to mental health using the SWPBS (Tiers 1 to 3).</p> <p>Provide professional learning in the areas of High Impact Wellbeing Strategies and HITS, linking these to the school's current instructional and wellbeing frameworks.</p> <p>Lead the collaborative audit of the school's SEL curriculum so that it is targeted to cohort needs.</p> <p>Monitor data gathered through classroom surveys, analyse themes and identify practice excellence in this area.</p> <p>Provide coaching and mentoring in the areas of High Impact Wellbeing Strategies and monitor for impact through LWTs.</p> <p>Monitor the implementation of the school's tiered attendance strategy and liaise with families and DE resources as required.</p>
Success Indicators	<p>Early</p> <p>Classroom and peer observations showing faithful implementation of agreed Tier 1 Learning and Wellbeing universal</p>

	<p>practices and the SEL Curriculum. Compass Major and Minor Behaviours Chronicles show trend reduction. Curriculum planning documentation demonstrates a comprehensive wellbeing scope and sequence of social and emotional learning. Internal professional learning on key wellbeing themes and processes. All teachers have been trained and are developing high quality IEP's for all students requiring reasonable adjustment Data on reasonable adjustments across the school is accessible and being used to inform whole school practice and professional development decision making. Term 1 attendance data shows improvement on 2024 benchmarks and priority students are showing improved attendance trends,</p> <p>Late Late Indicators (By the end of Semester 2) Attitudes to School Survey – Attitudes to attendance, sense of confidence, student voice and agency, school connectedness. Attitudes to School Survey – Advocate at school, experience of bullying, managing bullying, respect for diversity. CASES – Proportion of students with less than 20 absent days. Health and wellbeing dashboards Reduction in suspensions Reduction in the number of behaviour related incidents between students across the school IRIS alerts are trending down over time School-wide Sense of Connectedness (ATOSS) data is improving</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Foundational: Further develop and embed the school wide processes, staffing profile and practices to support the DI reform (including conducting Disability Inclusion Profile (DIP) meetings)	✔ Assistant principal	✔ PLP Priority	from: Term 1 to: Term 4	\$110,000.00 ✔ Disability Inclusion Tier 2 Funding will be used

Foundational: Further embed the use of the Nurture Room program to support students most at risk in their wellbeing, engagement and social development.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Foundational: Expand the school's leadership profile to support the delivery of the Wellbeing KIS through the appointment of a Leading Teacher (Wellbeing, Inclusion and Transition) and Leading Teacher (Autism Coach)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Foundational: Implement an annual calendar of Tier 2 therapeutic programs to support students at risk in their wellbeing, engagement and development,	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a whole school approach to teacher implementation of the High Impact Wellbeing Strategies.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used

Continue to build staff understanding of evidence based adjustments and implement a consistent planning format to record these adjustments	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement a revised SEL program aligned to student attitudinal survey, Compass data and team reflective practice.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implement an Attitudes To School Survey strategy to ensure consistent implementation and preparation.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Implement a schedule of events based on student suggestions to build school connectedness and peer connection.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$361,896.74	\$380,000.00	-\$18,103.26
Disability Inclusion Tier 2 Funding	\$295,082.96	\$330,000.00	-\$34,917.04
Schools Mental Health Fund and Menu	\$59,814.62	\$70,000.00	-\$10,185.38
Total	\$716,794.32	\$780,000.00	-\$63,205.68

Activities and milestones – Total Budget

Activities and milestones	Budget
Foundational: Expand TLI program to expand reach of the current program.	\$40,000.00
Foundational: Ensure all staff undergo the La Trobe SOLAR Intermediate short course to build conceptual understanding and capacity in the area of language and literacy.	\$20,000.00
Foundational: Provide ongoing leadership development coaching and other capacity building experiences for PLC Leaders.	\$30,000.00
Foundational: Expand the school's leadership profile, based on revised roles aligned to the SSP, to ensure that the Learning KIS is implemented, monitored and tracked for impact.	\$120,000.00
Implement the Mathematics 2.0 Curriculum through a revised units of study based Scope and Sequence.	\$10,000.00

Introduce Daily Review practices within the school's Instructional Model in mathematics	\$10,000.00
Foundational: Further develop and embed the school wide processes, staffing profile and practices to support the DI reform (including conducting Disability Inclusion Profile (DIP) meetings)	\$110,000.00
Foundational: Further embed the use of the Nurture Room program to support students most at risk in their wellbeing, engagement and social development.	\$100,000.00
Foundational: Expand the school's leadership profile to support the delivery of the Wellbeing KIS through the appointment of a Leading Teacher (Wellbeing, Inclusion and Transition) and Leading Teacher (Autism Coach)	\$150,000.00
Foundational: Implement an annual calendar of Tier 2 therapeutic programs to support students at risk in their wellbeing, engagement and development,	\$100,000.00
Continue to build staff understanding of evidence based adjustments and implement a consistent planning format to record these adjustments	\$20,000.00
Implement a schedule of events based on student suggestions to build school connectedness and peer connection.	\$10,000.00
Totals	\$720,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

Foundational: Expand TLI program to expand reach of the current program.	from: Term 1 to: Term 4	\$40,000.00	☑ School-based staffing
Foundational: Ensure all staff undergo the La Trobe SOLAR Intermediate short course to build conceptual understanding and capacity in the area of language and literacy.	from: Term 1 to: Term 1	\$20,000.00	☑ Professional development (excluding CRT costs and new FTE)
Foundational: Provide ongoing leadership development coaching and other capacity building experiences for PLC Leaders.	from: Term 1 to: Term 4	\$30,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Foundational: Expand the school's leadership profile, based on revised roles aligned to the SSP, to ensure that the Learning KIS is implemented, monitored and tracked for impact.	from: Term 1 to: Term 4	\$120,000.00	☑ School-based staffing
Implement the Mathematics 2.0 Curriculum through a revised units of study based Scope and Sequence.	from: Term 1 to: Term 4	\$10,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Introduce Daily Review practices within the school's Instructional Model in mathematics	from: Term 2 to: Term 4	\$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

Foundational: Expand the school's leadership profile to support the delivery of the Wellbeing KIS through the appointment of a Leading Teacher (Wellbeing, Inclusion and Transition) and Leading Teacher (Autism Coach)	from: Term 1 to: Term 4	\$150,000.00	✓ School-based staffing
Totals		\$380,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Foundational: Further develop and embed the school wide processes, staffing profile and practices to support the DI reform (including conducting Disability Inclusion Profile (DIP) meetings)	from: Term 1 to: Term 4	\$110,000.00	✓ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Foundational: Further embed the use of the Nurture Room program to support students most at risk in their wellbeing, engagement and social development.	from: Term 1 to: Term 4	\$100,000.00	✓ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none">
Foundational: Implement an annual calendar of Tier 2 therapeutic programs to support students at risk in their	from: Term 1 to: Term 4	\$100,000.00	✓ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none">

wellbeing, engagement and development,			
Continue to build staff understanding of evidence based adjustments and implement a consistent planning format to record these adjustments	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers
Totals		\$330,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Foundational: Implement an annual calendar of Tier 2 therapeutic programs to support students at risk in their wellbeing, engagement and development,	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> The Resilience Project
Implement a schedule of events based on student suggestions to build school connectedness and peer connection.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> PROJECT ROCKIT in schools (PROJECT ROCKIT)
Totals		\$70,000.00	

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
Foundational: Ensure all staff undergo the La Trobe SOLAR Intermediate short course to build conceptual understanding and capacity in the area of language and literacy.	✓ Principal	from: Term 1 to: Term 1	✓ Planning ✓ Preparation ✓ Collaborative inquiry/action research team	✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ External consultants La Trobe University	✓ On-site
Foundational: Provide ongoing leadership development coaching and other capacity building experiences for PLC Leaders.	✓ Leadership team	from: Term 1 to: Term 4	✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Implement effective team start up processes focusing on student data profiles and the transfer of student information, including: SPA Profile. Moderation and Triangulation documents. NCCD DIBELS data system TLI Scope and Sequence finish points Progress monitoring	✓ Leadership team	from: Term 1 to: Term 1	✓ Planning ✓ Preparation ✓ Collaborative inquiry/action research team	✓ Whole school pupil free day	✓ Internal staff	✓ On-site

DIBELS expectations and tiered assessments in reading. Expected student progression rates in literacy.						
Implement a revised Ready To Learn Program incorporating evidence based practices from the AERO whole school approach to classroom management.	✓ Leadership team	from: Term 1 to: Term 1	✓ Planning ✓ Preparation	✓ Whole school pupil free day	✓ Internal staff	✓ On-site
Induct all new staff (and staff transitioning to F to 2) in expected phonological awareness, phonics and structured literacy practices.	✓ Learning specialist(s)	from: Term 1 to: Term 1	✓ Planning ✓ Preparation ✓ Demonstration lessons	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Enhance teacher skills in using the DIBELS Amplify system so that they can effectively track and monitor student progress.	✓ Leadership team	from: Term 1 to: Term 4	✓ Moderated assessment of student learning ✓ Formalised PLC/PLTs	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Implement the English 2.0 Curriculum through the school's updated text based units Scope and Sequence.	✓ Leadership team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Curriculum development	✓ Whole school pupil free day ✓ Professional practice day ✓ Network professional learning	✓ Internal staff ✓ Learning specialist	✓ On-site

Implement the Mathematics 2.0 Curriculum through a revised units of study based Scope and Sequence.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Introduce Daily Review practices within the school's Instructional Model in mathematics	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Foundational: Further develop and embed the school wide processes, staffing profile and practices to support the DI reform (including conducting Disability Inclusion Profile (DIP) meetings)	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Foundational: Implement an annual calendar of Tier 2 therapeutic programs to support students at risk in their wellbeing, engagement and development,	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Implement a whole school approach to teacher implementation of the High Impact Wellbeing Strategies.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Departmental resources HIWS and MHIPS resources	<input checked="" type="checkbox"/> On-site
Continue to build staff understanding of evidence based adjustments and implement a consistent planning format to record these adjustments	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Diverse Learners Hub and Diverse Learners Coach	<input checked="" type="checkbox"/> On-site
Implement a revised SEL program aligned to student attitudinal survey, Compass data and team reflective practice.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> VCAA curriculum specialist	<input checked="" type="checkbox"/> On-site