2024 Annual Implementation Plan

for improving student outcomes

Kilmore Primary School (1568)

Submitted for review by Neil O'Sullivan (School Principal) on 19 January, 2024 at 05:41 PM
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 21 January, 2024 at 06:22 PM
Endorsed by Jill Patford (School Council President) on 05 February, 2024 at 02:33 PM

Self-evaluation summary - 2024

	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	

	FISO 2.0 dimensions	Self-evaluation level
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 2024	
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Maximise the learning growth for every student.	Yes	NAPLAN: Benchmark Growth : By 2026, increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for: • 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.	Grade 3 Exceeding above 15% (10 students in Year 3)Grade 5 Above 15% (13 students in Year 5)Grade 3 Exceeding above 8% (7 students in Year 3)Grade 5 Exceeding above 12% (10 students in Year 5)Grade 3 Exceeding above 18% (12 students in Year 3)Grade 5 Exceeding above 15% (13 students in Year 5)Grade 3 Exceeding above 10% (7 students in Year 3)Grade 5 Exceeding above 10% (9 students in Year 5)
		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: • 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.	Reading and Viewing = 92% (460 students) achieving 12 months growth in 2024. Writing = 91% (455 students) achieving 12 months growth in 2024.Number and Algebra = 88% (440 students) achieving 12 months growth in 2024.

		School Staff Survey: By 2026, increase the positive endorsement by staff for the factors of: • 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.	Collective efficacy to reach 70% in 2024Academic emphasis to reach 60% in 2024Moderate assessment to reach 65% in 2024To reduce the number of students absent for more than 30 days to 15% from 25% in 2023 (from 138 to 75 students)
Empower all students as active learners.	No	Attitudes To Schools Survey: By 2026, increase the percentage of positive endorsement for the factors of: • 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.	
		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: • 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	Attitudes To Schools Survey: By 2026, increase the percentage of positive endorsement for the factors of: • 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.	Resilience from 64 per cent in 2022 to reach in 2024Emotional awareness and regulation to reach in 2024School stage transitions to reach in 2024Advocate at school to reach in 2024Attendance:

		School Staff Survey: By 2026, increase the positive endorsement by all staff for the factors of: • 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.	Trust in students and parents to reach 58% in 2024Parent and community involvement to reach 60% in 2024
		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.	Parent Opinion Survey: increase the percentage of positive endorsement for Confidence and resiliency skills from 80% in 2024.

Goal 2	**Maximise the learning growth for every student.**
12-month target 2.1-month target	Grade 3 Exceeding above 15% (10 students in Year 3) Grade 5 Above 15% (13 students in Year 5) Grade 3 Exceeding above 8% (7 students in Year 3) Grade 5 Exceeding above 12% (10 students in Year 5) Grade 3 Exceeding above 18% (12 students in Year 3) Grade 5 Exceeding above 15% (13 students in Year 5) Grade 3 Exceeding above 10% (7 students in Year 3) Grade 5 Exceeding above 10% (9 students in Year 5)
12-month target 2.2-month target	Reading and Viewing = 92% (460 students) achieving 12 months growth in 2024. Writing = 91% (455 students) achieving 12 months growth in 2024. Number and Algebra = 88% (440 students) achieving 12 months growth in 2024.
12-month target 2.3-month target	Collective efficacy to reach 70% in 2024 Academic emphasis to reach 60% in 2024

	Moderate assessment to reach 65% in 2024 To reduce the number of students absent for more than 30 days to 15% from 25% in 2023 (from 138 to 75 students)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed the school's pedagogical models.	Yes
KIS 2.b Teaching and learning	Strengthen staff capacity to implement the high impact teaching strategies within the instructional models.	No
KIS 2.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.	In relation to the selection of these KIS, the following points are relevant. -The emphasis within the SSP is on the consolidation and refinement of the school's Instructional Models, data literacy processes and wellbeing processes which have been implemented through the last two years of school improvement work. -2023 achievement data indicate that the instructional and assessment processes which have been implemented over the last two years are having a very positive impact upon achievement and growth. -The selected KIS will allow the school to transfer what has worked so well in its Early Years approach to priority cohorts within the middle and upper school, which has been part of the long term roadmap for the transformation of literacy and numeracy outcomes at Kilmore Primary School. -The selected KIS will also allow the school to induct new staff who are joining F to 2 year levels, whilst also explicitly build the capacity of middle school and upper school, leaders, thus establishing a schoolwide spine of baseline knowledge and guaranteed practices. -The focus upon these KIS will also allow each PLC to link its inquires to the schoolwide foci, building upon the competence they achieved in these areas in 2023.	
Goal 4	**Maximise the wellbeing of every student.**	
12-month target 4.1-month target	Resilience from 64 per cent in 2022 to reach in 2024 Emotional awareness and regulation to reach in 2024	

	School stage transitions to reach in 2024 Advocate at school to reach in 2024 Attendance:
12-month target 4.2-month target	Trust in students and parents to reach 58% in 2024 Parent and community involvement to reach 60% in 2024
12-month target 4.3-month target	Parent Opinion Survey: increase the percentage of positive endorsement for Confidence and resiliency skills from 80% in 2024.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Embed a multi-tiered approach to promoting, monitoring and responding to wellbeing.	Yes
KIS 4.b Support and resources	Strengthen the school's transition processes.	No
KIS 4.c Support and resources	Continue to strengthen the school's processes for inclusion, health and wellbeing.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The following points form the rationale for the selection of these KIS in 2024. -The school has developed an effective multi-tier approach to promoting and responding to student wellbeing needs. In 2024, the focus will shift to embedding inclusive practices and a universal learning design approach at Tier 1 as part of the school's implementation of the DI reforms. -The school will be adding further expertise and human resources to its multi-tier approach, thus indicating the need to ensure there is alignment, coherence and clarity across an expanded team. -In 2024, concentrated effort will also be placed on developing the skills and knowledge (across the Learning and Wellbeing Teams) to understand and define the processes that best support the FISO 2.0 emphasis upon the interconnection between the wellbeing and learning outcomes. -The emphasis upon these KIS (in the school's first full year of its SSP) will also allow the school to implement its organizational redesign, with leadership roles repurposed and reoriented to focus precisely on the local needs pertaining to inclusion, health and wellbeing.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth for every student.
12-month target 2.1 target	Grade 3 Exceeding above 15% (10 students in Year 3) Grade 5 Above 15% (13 students in Year 5) Grade 3 Exceeding above 8% (7 students in Year 3) Grade 5 Exceeding above 12% (10 students in Year 5) Grade 3 Exceeding above 18% (12 students in Year 3) Grade 5 Exceeding above 15% (13 students in Year 5) Grade 3 Exceeding above 10% (7 students in Year 3) Grade 5 Exceeding above 10% (9 students in Year 5)
12-month target 2.2 target	Reading and Viewing = 92% (460 students) achieving 12 months growth in 2024. Writing = 91% (455 students) achieving 12 months growth in 2024. Number and Algebra = 88% (440 students) achieving 12 months growth in 2024.
12-month target 2.3 target	Collective efficacy to reach 70% in 2024 Academic emphasis to reach 60% in 2024 Moderate assessment to reach 65% in 2024 To reduce the number of students absent for more than 30 days to 15% from 25% in 2023 (from 138 to 75 students)
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's pedagogical models.
Actions	Actions: A: Enhance the delivery of literacy and numeracy

	B: Build the data literacy skills of all staff and ensure that student achievement is tracked, analyzed and used to inform point of need teaching. C: Build staff capacity and expertise in the execution of the elements of the school's Instructional Models
Outcomes	AIP Outcomes - Learning A1: Students Will -Enhanced Literacy and Numeracy Describe their roles as learners within the school's instructional models Demonstrate a positive attitude towards literacy and numeracy learning and articulate SWPBS / Kilmore Way 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. A2: Teachers Will - Enhanced Literacy and Numeracy Implement the school's agreed Instructional Models and agreed pedagogical practices. Incorporate professional learning delivered as a part of the Professional Learning Plan into their daily practice. 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. Engage in peer observation and reflective conversations to identify personal pedagogy goals in literacy and numeracy. A3- Leaders Will - Enhanced Literacy and Numeracy Collaboratively review and revise the school's agreed pedagogical documents (Kilmore Way) to ensure consistent schoolwide understanding. Deliver high-quality professional learning in key areas of literacy and numeracy based on data and evidence from LWTs and extended observations. Coach and mentor teachers and PLC leaders to build their instructional and leadership capacity. Engage with external consultants to monitor and review the impact of the learning strategies within the 2024 AIP. B1: Students Will: Data Literacy Be able to describe their strengths as learners and articulate gains they have made in their learning. Be able to articulate an understanding of success criteria in their own language. Consistently answer Lynn Sharratt's 5 Questions and describe their learning progress over the school year. B2:Teachers Will: Data Literacy Will use the SPA system to track individual and cohort progress and use this data analysis to plan effective and targeted PLC inquiries.

	Set cohort goals based on a comprehensive data profile to support the achievement of the school's AIP goals. Plan for differentiation and differentiated supports and adjustments based on student learning data. B3: : Leaders Will: Data Literacy Provide ongoing professional learning in the use of the SPA system to effectively collate and analyze schoolwide data sets, Develop a comprehensive analysis of school-wide data sets and ensure that SIT is used to review data trends and monitor progress towards AIP goals. Lead and refine the school's moderation, triangulation and data literacy processes. C1: Students Will- Build staff capacity and expertise in the execution of the elements of the school's Instructional Models Students experience HITS to accelerate their learning rate. Receive support at their point of need in learning. Students will demonstrate engagement and enjoyment of a challenging learning offering. C2: Teachers Will - Build staff capacity and expertise in the execution of the elements of the school's Instructional Models Demonstrate growing expertise and competence in their use of the elements of the school's Instructional Models. Identify personal goals within the execution of the IM and track their progress towards achieving these goals through the PDP / Statement of Expectations process. Reflect upon the impact of their implementation of the IM by reviewing student data and make instructional adjustments in response to student data. C3: Leaders Will - Build staff capacity and expertise in the execution of the elements of the school's Instructional Models. -Support staff to improve their differentiation practices through prioritized professional learning. -Collaborate with staff on the refinement on the school's IM to ensure they meet the data referenced needs of students. -Link staff with expert practitioners and establish a culture of instructional coaching and mentoring
Success Indicators	Early Indicators: A: Teacher planning documents show consistent use of the school's differentiation model and use of evidence based adjustments based on NCCD profiles.

A- Analysis of SPA data sets at the PLC team level and use of data to set annual cohort goals,
B: Classroom displays show evidence of common expectations established through the Ready To Learn program.
C- LWTs show evidence of differentiated learning in all classrooms and evidence of Term 1 & 2 PL implementation.
C -Classroom observations and learning walks demonstrate the use of strategies from professional learning.

Late Indicators:
A- Semester 2 teacher judgments demonstrate achievement of AIP goals.
A- NAPLAN results demonstrate achievement of school goals.
A: NAPLAN Benchmark Growth data and end-of-year PAT growth data
B: Whole staff analysis of the school's assessment schedule on SPA
C- LWTs observe schoolwide consistency in all elements of the school's instructional models in literacy and numeracy.
C: Academic Emphasis variable in SSS demonstrates growth on 2023 benchmark.
C: 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

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement effective team start up processes focusing on student data profiles and the transfer of student information, including: Foundation Transition Statements SPA Profile. Moderation and Triangulation documents. NCCD DIBELS data system TLI Attendance Assessment Schedule Curriculum Plan ATTOSS Team handover from preceding year.	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Equity funding will be used
Ensure all staff undergo the La Trobe SOLAR short course to build conceptual understanding and capacity in the area of language and literacy.	☑ Assistant principal	☑ PLP Priority	from: Term 1	$20,000.00

				to: Term 1	☑ Equity funding will be used
Induct all new staff into the elements of the school's Instructional Models, including providing mentoring and coaching as required.	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Other funding will be used
Embed a consistent approach to phonological and phonemic awareness in F -2 and support this implementation through modeling and LWTs.	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Other funding will be used
Embed a consistent approach to systematic, synthetic phonics in F -2 and support this implementation through modeling, targeted PL and video analysis. (FIS0 2.0 – Teaching and Learning)	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Other funding will be used
Build teacher capacity in the use of the DIBELS Amplify system so that they can effectively track and monitor student progress.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Collaboratively review and revise the school's agreed Grade 3 to 6 literacy pedagogical frameworks to build consistent schoolwide understanding.	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 2 to: Term 2	$10,000.00 ☑ Equity funding will be used
Build teacher capacity to use instructional approaches that build student fluency skills in response to DIBELS data	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1	$10,000.00

			to: Term 4	☑ Equity funding will be used
Link PLC inquiries in Term 2 and Term 3 to cohort priorities within DIBELS data.	☑ Assistant principal ☑ PLC leaders	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Continue to embed and refine the school's data literacy, moderation and triangulation processes.	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Implement the school's DI Roadmap and build staff capacity and knowledge of effective Inclusive Practices	☑ Assistant principal	☑ PLP Priority	from: Term 2 to: Term 4	$30,000.00
Develop a phased plan for implementation of the revised Victorian mathematics curriculum for 2025 implementation.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☑ Other funding will be used
Analyse Grade 3 to 6 DIBELS data for cohort trends and areas of focus and target fluency as the priority sub skill for middle school abd upper school students.	☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Collaborate with Grade 3 to 6 PLC Teams to establish ambitious cohort goals based on the cohort DIBELS data.	☑ Assistant principal ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Implement an effective home reading program for middle and upper school students to support the school's focus on reading fluency.	☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide ongoing leadership development coaching and other capacity building experiences for PLC Leaders.	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Expand the school's leadership profile, based on revised roles aligned to the SSP, to ensure that th Learning KIS is implemented, monitored and tracked for impact.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$120,000.00 ☑ Equity funding will be used

Goal 4	Maximise the wellbeing of every student.
12-month target 4.1 target	Resilience from 64 per cent in 2022 to reach in 2024 Emotional awareness and regulation to reach in 2024 School stage transitions to reach in 2024 Advocate at school to reach in 2024 Attendance:
12-month target 4.2 target	Trust in students and parents to reach 58% in 2024 Parent and community involvement to reach 60% in 2024
12-month target 4.3 target	Parent Opinion Survey: increase the percentage of positive endorsement for Confidence and resiliency skills from 80% in 2024.
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a multi-tiered approach to promoting, monitoring and responding to wellbeing.

Actions	A-Build staff knowledge and capacity of inclusive practices that improve outcomes for all students. 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).
Outcomes	.Outcomes A - Inclusive Practices -Students Will Receive evidence based adjustments and supports that promote their learning and wellbeing. Describe how adjustments and supports are supporting their learning, wellbeing and progress towards IEP goals. A - Inclusive Practices -Teacher Will Understand the school's Inclusive Practices Roadmap and set personal practice goals in line with the school's overall strategic direction. Develop their knowledge and understanding of neurodiversity and Tier 1 supports and adjustments which can be implemented to support. Participate in PLC Inquiries which implement and monitor relevant aspects of the school's Inclusive Practices Road Map. Implement a repertoire of evidence based adjustments and inclusive practices to support student learning and wellbeing. A - Inclusive Practices -Leaders Will Develop a comprehensive Inclusive Practices Road Map which aligns with the school's multi-tier approach to supporting learning and wellbeing. Implement a comprehensive Professional Learning program to build teacher capacity in the areas of neurodiversity and Inclusive Practiices. Implement a resourcing model which supports the full implementation of the school's Inclusive Practices Roadmap based on clear portfolios, role statements and accountabilities. B1: Students Will - Multi-Tiered Response 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) All students will feel supported and engaged in their classroom and contribute to strong classroom culture. (Tier 1) All students with presenting needs will have access to Tier 2 and Tier 3 supports as required and demonstrate resilience when encountering setbacks. Display a positive attitude towards school attendance and understand the importance of school in fulilling their future goals, B2- Teachers Will- Multi-Tiered Response

	Deliver a comprehensive Social and Emotional curriculum to support student wellbeing and a consistent Ready To Learn program to establish Tier 1 wellbeing practices. Will be able to recognize, respond to and refer students' mental health needs using the school's established processes. Establish a class narrative that fosters positive mental health and normalizes support seeking. Implement the school's tiered attendance strategy and liaise with families and school leadership as required. B3- Leaders Will -Multi-Tiered Response Support the continuous development, documentation and revision of a multi-tiered response model to mental health using the SWPBS (Tiers 1 to 3 Implement a comprehensive Wellbeing Curriculum plan and Ready to Learn program and provide ongoing professional learning in the delivery of social and emotional learning. Build the capacity of staff to respond to wellbeing concerns through a tiered response model and targeted professional learning. Monitor the implementation of the school's tiered attendance strategy and liaise with families and DE resources as required.
Success Indicators	Classroom and peer observations showing faithful implementation of agreed Tier 1 SWPBS Learning and Wellbeing universal practices 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 in 2023 benchmarks and priority students are showing improved attendance trends, 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 There has been a significant reduction in the number of behaviour related incidents between students across the school IRIS alerts are trending down over time Curriculum documentation shows plans for differentiation across all subject areas School-wide Sense of Connectedness (ATOSS) data is improving There has been a significant reduction in behaviour related incidents between teachers and students across the school.

	Longer Term indicators School-wide Teacher Collective Efficacy (SS) data is improving Parent Community Engagement (POS) data is improving School-wide Emotional awareness and regulation, psychological distress, resilience (ATOSS) data is improving School-wide student attendance data is improving

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build the knowledge and capacity of the school's Leadership Team in Inclusive Practices, Neurodiversity and Universal Design for Learning,	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Research and develop a plan to establish an evidence based inclusive culture that improves outcomes for all students across the school over the next 5 years	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Develop the school wide processes and practices to support the DI reform (including conducting Disability Inclusion Profile (DIP) meetings)	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$70,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles over the next 3 calendar years	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Build the capacity of Middle Leaders in the area of Inclusive Practices through the use of the DLH coach.	☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Refine, review and align the operations of Wellbeing Team (Tier 1 to 3s) to ensure the school can provide relevant supports across the three tiers based on local needs.	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Continue to embed a coherent schoolwide SEL Curriculum.	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed the use of the Nurture Room program to support students most at risk in their wellbeing, engagement and social development.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Implement an annual calendar of Tier 2 therapeutic programs to support students at risk in their wellbeing, engagement and development,	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

				☑ Schools Mental Health Menu items will be used which may include DET funded or free items
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)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$190,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Monitor the implementation of the school's attendance strategy and ensure that all stakeholders understad their roles within the strategy.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$338,615.09	$340,000.00	-$1,384.91
Disability Inclusion Tier 2 Funding	$290,459.78	$308,000.00	-$17,540.22
Schools Mental Health Fund and Menu	$67,146.65	$87,000.00	-$19,853.35
Total	**$696,221.52**	**$735,000.00**	**-$38,778.48**

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement effective team start up processes focusing on student data profiles and the transfer of student information, including: Foundation Transition Statements SPA Profile. Moderation and Triangulation documents. NCCD DIBELS data system TLI Attendance Assessment Schedule Curriculum Plan ATTOSS Team handover from preceding year.	$5,000.00
Ensure all staff undergo the La Trobe SOLAR short course to build conceptual understanding and capacity in the area of language and literacy.	$20,000.00

Build teacher capacity in the use of the DIBELS Amplify system so that they can effectively track and monitor student progress.	$10,000.00
Collaboratively review and revise the school's agreed Grade 3 to 6 literacy pedagogical frameworks to build consistent schoolwide understanding.	$10,000.00
Build teacher capacity to use instructional approaches that build student fluency skills in response to DIBELS data	$10,000.00
Provide ongoing leadership development coaching and other capacity building experiences for PLC Leaders.	$30,000.00
Expand the school's leadership profile, based on revised roles aligned to the SSP, to ensure that th Learning KIS is implemented, monitored and tracked for impact.	$120,000.00
Build the knowledge and capacity of the school's Leadership Team in Inclusive Practices, Neurodiversity and Universal Design for Learning,	$20,000.00
Research and develop a plan to establish an evidence based inclusive culture that improves outcomes for all students across the school over the next 5 years	$20,000.00
Develop the school wide processes and practices to support the DI reform (including conducting Disability Inclusion Profile (DIP) meetings)	$70,000.00
Build the capacity of Middle Leaders in the area of Inclusive Practices through the use of the DLH coach.	$20,000.00
Continue to embed a coherent schoolwide SEL Curriculum.	$30,000.00
Embed the use of the Nurture Room program to support students most at risk in their wellbeing, engagement and social development.	$80,000.00
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)	$190,000.00

Implement an annual calendar of Tier 2 therapeutic programs to support students at risk in their wellbeing, engagement and development,		$100,000.00
Totals		$735,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Implement effective team start up processes focusing on student data profiles and the transfer of student information, including: Foundation Transition Statements SPA Profile. Moderation and Triangulation documents. NCCD DIBELS data system TLI Attendance Assessment Schedule Curriculum Plan ATTOSS Team handover from preceding year.	from: Term 1 to: Term 1	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Ensure all staff undergo the La Trobe SOLAR 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)
Build teacher capacity in the use of the DIBELS Amplify system so that	from: Term 1	$10,000.00	☑ Professional development (excluding CRT costs and new FTE)

they can effectively track and monitor student progress.	to: Term 4		
Collaboratively review and revise the school's agreed Grade 3 to 6 literacy pedagogical frameworks to build consistent schoolwide understanding.	from: Term 2 to: Term 2	$10,000.00	☑ Teaching and learning programs and resources ☑ CRT
Build teacher capacity to use instructional approaches that build student fluency skills in response to DIBELS data	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
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)
Expand the school's leadership profile, based on revised roles aligned to the SSP, to ensure that th Learning KIS is implemented, monitored and tracked for impact.	from: Term 1 to: Term 4	$120,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
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	$0.00	☑ School-based staffing
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	$135,000.00	☑ School-based staffing

Totals		$340,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Build the knowledge and capacity of the school's Leadership Team in Inclusive Practices, Neurodiversity and Universal Design for Learning,	from: Term 1 to: Term 4	$20,000.00	☑ Professional learning for school-based staff • Principal class • Middle school leaders
Research and develop a plan to establish an evidence based inclusive culture that improves outcomes for all students across the school over the next 5 years	from: Term 1 to: Term 4	$20,000.00	☑ Teaching and learning programs and resources • ☑ Professional learning for school-based staff • Principal class • Middle school leaders
Develop the school wide processes and practices to support the DI reform (including conducting Disability Inclusion Profile (DIP) meetings)	from: Term 1 to: Term 4	$70,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Build the capacity of Middle Leaders in the area of Inclusive Practices through the use of the DLH coach.	from: Term 2 to: Term 4	$20,000.00	☑ Professional learning for school-based staff • Middle school leaders

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	$80,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Other workforces to support students with disability •
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	$55,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher
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	$43,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		$308,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Continue to embed a coherent schoolwide SEL Curriculum.	from: Term 1 to: Term 4	$30,000.00	☑ The Resilience Project
Implement an annual calendar of Tier 2 therapeutic programs to support students at risk in their	from: Term 1	$57,000.00	☑ Employ teaching staff to support Tier 2 initiatives **This activity will use Mental Health Menu programs**

wellbeing, engagement and development,	to: Term 4		o Assign existing staff member to initiative (eduPay)
Totals		$87,000.00	

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
Implement effective team start up processes focusing on student data profiles and the transfer of student information, including: Foundation Transition Statements SPA Profile. Moderation and Triangulation documents. NCCD DIBELS data system TLI Attendance Assessment Schedule Curriculum Plan ATTOSS Team handover from preceding year.	☑ Assistant principal ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ Literacy expertise ☑ PLC Initiative ☑ Literacy leaders	☑ On-site
Ensure all staff undergo the La Trobe SOLAR short course to build conceptual understanding and capacity in the area of language and literacy.	☑ Assistant principal	from: Term 1 to: Term 1	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ External consultants La Trobe University SOLAR course.	☑ On-site
Induct all new staff into the elements of the school's Instructional Models,	☑ Assistant principal	from: Term 1	☑ Planning	☑ Professional practice day	☑ Literacy leaders ☑ Pedagogical Model	☑ On-site

including providing mentoring and coaching as required.	☑ Learning specialist(s)	to: Term 2	☑ Peer observation including feedback and reflection		☑ High Impact Teaching Strategies (HITS)	
Build teacher capacity in the use of the DIBELS Amplify system so that they can effectively track and monitor student progress.	☑ Assistant principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff	☑ On-site
Collaboratively review and revise the school's agreed Grade 3 to 6 literacy pedagogical frameworks to build consistent schoolwide understanding.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 2	☑ Planning ☑ Preparation	☑ Communities of practice	☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Build teacher capacity to use instructional approaches that build student fluency skills in response to DIBELS data	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders	☑ On-site
Implement the school's DI Roadmap and build staff capacity and knowledge of effective Inclusive Practices	☑ Assistant principal	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice	☑ Internal staff	☑ On-site
Provide ongoing leadership development coaching and other capacity building	☑ Assistant principal ☑ Principal	from: Term 1	☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

experiences for PLC Leaders.		to: Term 4				