

# 2025 Annual Implementation Plan

## for improving student outcomes

Blackburn Lake Primary School (4860)



Submitted for review by Rebecca Williams-phillips (School Principal) on 10 February, 2025 at 06:19 PM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 13 February, 2025 at 07:57 AM

## Self-evaluation summary

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

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise the learning growth of all students.	Yes	Increase the percentage of students in the top two NAPLAN bands in: <ul style="list-style-type: none"> <li>• Year 5 Reading from 68% (2018–21) to 75% or above in 2025</li> <li>• Year 5 Spelling from 53% (2018–21) to 60% or above in 2025</li> <li>• Year 5 Grammar and Punctuation from 60% (2018–21) to 70% or above in 2025</li> <li>• Year 5 Writing from 34% (2018–21) to 40% or above in 2025</li> <li>• Year 5 Numeracy from 66% (2018–21) to 75% or above in 2025.</li> </ul>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		Increase the percentage of students making above NAPLAN benchmark growth in: <ul style="list-style-type: none"> <li>• Writing from 29% (2018–21) to 35% or above in 2025</li> <li>• Reading from 24% (2018–21) to 30% or above in 2025</li> <li>• Spelling from 28% (2018–21) to 35% or above in 2025</li> <li>• Grammar and Punctuation from 32% (2018–21) to 35% or above in 2025</li> <li>• Numeracy from 26% (2018–21) to 30% or above in 2025</li> </ul>	Improve Naplan results from 2024 to 2025 to show increased percentage of students achieving strong & exceeding Year 5 Reading 94 - <95 Year 5 Writing 95 - <95 Year 5 Numeracy 90 - <95 Year 3 Reading 89 - <90 Year 3 Writing 97 - <98 Year 3 Numeracy 87 - <90  By 2026, reduce the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. 24 26 Year 5 Reading 1% - 0% Year 5 Numeracy 3% - 0% Year 3 Reading 2% - 0% Year 3 Numeracy 3% - 0%

		<p>Decrease the percentage of students making below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Writing from 22% (2018–21) to 18% or below in 2025</li> <li>• Reading from 25% (2018–21) to 20% or below in 2025</li> <li>• Spelling from 25% (2018–21) to 20% or below in 2025</li> <li>• Grammar and Punctuation from 25% (2018–21) to 20% or below in 2025</li> <li>• Numeracy from 18% (2018–21) to 15% or below in 2025.</li> </ul>	
		<p>Increase teacher judgements of the percentage of students (average Foundation–Year 6) exhibiting above expected growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 8.3% (2020) to 25% or above in 2025</li> <li>• Writing from 7.7% (2020) to 25% or above in 2025</li> <li>• Speaking and Listening from 8.7% (2020) to 25% or above in 2025</li> <li>• Number from 13.5% (2020) to 25% or above in 2025.</li> </ul>	<p>Increase teacher judgements of the percentage of students (average Foundation–Year 6) exhibiting above-expected growth in: Reading from 8.3% (2020) to 25% or above in 2025 Writing from 7.7% (2020) to 25% or above in 2025 Speaking and Listening from 8.7% (2020) to 25% or above in 2025 Number from 13.5% (2020) to 25% or above in 2025.</p>
		<p>Components in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 73% in 2021 to 85% or above in 2025</li> <li>• Teacher collaboration from 38% in 2021 to 60% or above in 2025</li> <li>• Understand how to analyse data from 42% in 2021 to 60% or above in 2025</li> <li>• Discuss problems of practice from 71% in 2021 to 85% or above in 2025</li> <li>• Professional learning through peer observation from 50% in 2021 to 80% or above in 2025.</li> </ul>	<p>Academic emphasis from 73% in 2024 to 85% or above in 2025 Teacher collaboration from 49% in 2024 to 60% or above in 2025 Understand how to analyse data from 71% in 2024 to above 71% in 2025 Discuss problems of practice from 85% in 2024 to above 85% in 2025 Professional learning through peer observation from 71% in 2024 to 80% or above in 2025.</p>

To further improve student engagement and wellbeing.	Yes	<p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 64% in 2021 to 85% or above in 2025</li> <li>• Self-regulation and goal setting from 83% in 2021 to 90% or above in 2025</li> <li>• Sense of confidence from 76% in 2021 to 85% or above in 2025</li> <li>• Emotional awareness and regulation from 74% in 2021 to 85% or above in 2025</li> <li>• Peer relationships from 36% in 2021 to 50% or above in 2025</li> </ul>	<p>Student voice and agency from 77% in 2024 to 85% or above in 2025</p> <p>Self-regulation and goal setting from 88% in 2024 to 90% or above in 2025</p> <p>Sense of confidence from 84% in 2024 to 85% or above in 2025</p> <p>Emotional awareness and regulation from 78% in 2024 to 85% or above in 2025</p> <p>Peer relationships from 52% in 2024 to 52% or above in 2025</p>
		<p>Components in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 50% in 2021 to 80% or above in 2025</li> <li>• Seek feedback to improve practice from 58% in 2021 to 80% or above in 2025.</li> </ul>	<p>Use student feedback to improve practice from 76% in 2024 to 80% or above in 2025</p> <p>Seek feedback to improve practice from 88% in 2024 to above 88% in 2025.</p>
		<p>Components in the POS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 77% in 2020 to 90% or above in 2025</li> <li>• Student agency and voice from 69% in 2020 to 90% or above in 2025</li> <li>• Teacher communication from 53% in 2020 to 80% or above in 2025</li> <li>• School communication from 69% in 2020 to 90% or above in 2025.</li> </ul>	<p>Confidence and resiliency skills from 83% in 2020 to 90% or above in 2025</p> <p>Student agency and voice from 74% in 2024 to 90% or above in 2025</p> <p>Teacher communication from 66% in 2024 to 80% or above in 2025</p> <p>School communication from 79% in 2024 to 90% or above in 2025.</p>

<b>Goal 1</b>	<b>To maximise the learning growth of all students.</b>
<b>12-month target 1.1</b>	<p>Improve Naplan results from 2024 to 2025 to show increased percentage of students achieving strong &amp; exceeding</p> <p>Year 5 Reading 94 - &lt;95  Year 5 Writing 95 - &lt;95  Year 5 Numeracy 90 - &lt;95  Year 3 Reading 89 - &lt;90  Year 3 Writing 97 - &lt;98  Year 3 Numeracy 87 - &lt;90</p>
<b>12-month target 1.2</b>	<p>By 2026, reduce the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>24 26  Year 5 Reading 1% - 0%  Year 5 Numeracy 3% - 0%  Year 3 Reading 2% - 0%  Year 3 Numeracy 3% - 0%</p>
<b>12-month target 1.3</b>	<p>Increase teacher judgements of the percentage of students (average Foundation–Year 6) exhibiting above-expected growth in:</p> <p>Reading from 8.3% (2020) to 25% or above in 2025  Writing from 7.7% (2020) to 25% or above in 2025  Speaking and Listening from 8.7% (2020) to 25% or above in 2025  Number from 13.5% (2020) to 25% or above in 2025.</p>
<b>12-month target 1.4</b>	<p>Academic emphasis from 73% in 2024 to 85% or above in 2025  Teacher collaboration from 49% in 2024 to 60% or above in 2025  Understand how to analyse data from 71% in 2024 to above 71% in 2025  Discuss problems of practice from 85% in 2024 to above 85% in 2025  Professional learning through peer observation from 71% in 2024 to 80% or above in 2025.</p>
<b>Key Improvement Strategies</b>	
Is this KIS selected for focus this year?	



<b>KIS 1.a</b> Excellence in teaching and learning	Develop and document a whole-school sequential curriculum plan in Literacy and Numeracy.	Yes
<b>KIS 1.b</b> Excellence in teaching and learning	Build leader and teacher capacity to collaboratively use formative assessment data to plan a differentiated curriculum that targets each student's point of learning.	No
<b>KIS 1.c</b> Excellence in teaching and learning	Develop, and consistently implement across the whole school, an agreed, evidence-based instructional model.	No
<b>KIS 1.d</b> Excellence in teaching and learning	Further build teacher capacity through modelling of effective practice and implementation of a formal peer observation and feedback initiative.	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>KIS 2a - We are continuing to refine our whole school model of teaching literacy and numeracy to align with Vic Curric 2,0 and the VTLM 2</p> <p>Academic emphasis from 73% in 2024 to 85% or above in 2025</p> <p>Teacher collaboration from 49% in 2024 to 60% or above in 2025</p> <p>Understand how to analyse data from 71% in 2024 to above 71% in 2025</p> <p>Discuss problems of practice from 85% in 2024 to above 85% in 2025</p> <p>Professional learning through peer observation from 71% in 2024 to 80% or above in 2025.</p>	
<b>Goal 2</b>	<b>To further improve student engagement and wellbeing.</b>	
<b>12-month target 2.1</b>	<p>Student voice and agency from 77% in 2024 to 85% or above in 2025</p> <p>Self-regulation and goal setting from 88% in 2024 to 90% or above in 2025</p> <p>Sense of confidence from 84% in 2024 to 85% or above in 2025</p> <p>Emotional awareness and regulation from 78% in 2024 to 85% or above in 2025</p> <p>Peer relationships from 52% in 2024 to 52% or above in 2025</p>	
<b>12-month target 2.2</b>	<p>Use student feedback to improve practice from 76% in 2024 to 80% or above in 2025</p> <p>Seek feedback to improve practice from 88% in 2024 to above 88% in 2025.</p>	

<b>12-month target 2.3</b>	Confidence and resiliency skills from 83% in 2020 to 90% or above in 2025 Student agency and voice from 74% in 2024 to 90% or above in 2025 Teacher communication from 66% in 2024 to 80% or above in 2025 School communication from 79% in 2024 to 90% or above in 2025.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Positive climate for learning	Further develop and document a consistent whole-school strategy to empower students and develop self-regulating learners.	No
<b>KIS 2.b</b> Positive climate for learning	Further build teacher capacity to enhance student voice and learner agency.	No
<b>KIS 2.c</b> Positive climate for learning	Enhance feedback to and from students; to improve student motivation, self-efficacy, and achievement.	No
<b>KIS 2.d</b> Positive climate for learning	Review the school's approach to wellbeing and re-launch a tiered and responsive approach to support wellbeing and positive behaviour, with a focus on emotional awareness and self-regulation.	Yes
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.	KIS 3.d With our 3-tiered well-being conceptual model now complete and expectations for implementation embedded into scope and sequence documents. The school is well placed to continue to fine-tune our well-being practices by implementing the Advanced Classroom Practices module of SWPB and finalising Professional Learning in Visible wellbeing.  Student voice and agency from 77% in 2024 to 85% or above in 2025 Self-regulation and goal setting from 88% in 2024 to 90% or above in 2025 Sense of confidence from 84% in 2024 to 85% or above in 2025 Emotional awareness and regulation from 78% in 2024 to 85% or above in 2025 Peer relationships from 52% in 2024 to 52% or above in 2025	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To maximise the learning growth of all students.
<b>12-month target 1.1</b>	<p>Improve Naplan results from 2024 to 2025 to show increased percentage of students achieving strong &amp; exceeding</p> <p>Year 5 Reading 94 - &lt;95  Year 5 Writing 95 - &lt;95  Year 5 Numeracy 90 - &lt;95  Year 3 Reading 89 - &lt;90  Year 3 Writing 97 - &lt;98  Year 3 Numeracy 87 - &lt;90</p>
<b>12-month target 1.2</b>	<p>By 2026, reduce the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>24 26</p> <p>Year 5 Reading 1% - 0%  Year 5 Numeracy 3% - 0%  Year 3 Reading 2% - 0%  Year 3 Numeracy 3% - 0%</p>
<b>12-month target 1.3</b>	<p>Increase teacher judgements of the percentage of students (average Foundation–Year 6) exhibiting above-expected growth in:</p> <p>Reading from 8.3% (2020) to 25% or above in 2025  Writing from 7.7% (2020) to 25% or above in 2025  Speaking and Listening from 8.7% (2020) to 25% or above in 2025  Number from 13.5% (2020) to 25% or above in 2025.</p>
<b>12-month target 1.4</b>	<p>Academic emphasis from 73% in 2024 to 85% or above in 2025  Teacher collaboration from 49% in 2024 to 60% or above in 2025  Understand how to analyse data from 71% in 2024 to above 71% in 2025  Discuss problems of practice from 85% in 2024 to above 85% in 2025  Professional learning through peer observation from 71% in 2024 to 80% or above in 2025.</p>

<b>KIS 1.a</b> Curriculum planning and assessment	Develop and document a whole-school sequential curriculum plan in Literacy and Numeracy.
<b>Actions</b>	Strengthen the whole school approach to documenting, planning, teaching and assessing Literacy and Numeracy
<b>Outcomes</b>	<p>Students will report improved engagement and confidence in numeracy and literacy</p> <p>Teachers will plan and teach using a refined BLPS Instructional model for numeracy and literacy that reflects Vic Curric 2.0. VTLM 2.0 and associated DE directions for teaching numeracy and Literacy</p> <p>Teachers have a shared understanding of the elements of an 'exemplary' numeracy and literacy lesson</p> <p>Teachers will plan numeracy and literacy using BLPS planning document</p> <p>Teachers will plan numeracy and literacy according to scope and sequence</p> <p>Leaders will support the continuous development, documentation and revision of the numeracy and literacy teaching and learning model</p> <p>Leaders will support numeracy and literacy intervention and extension programs</p> <p>Literacy and numeracy curriculum teams will directly support implementing and embedding changes in numeracy and literacy practice - instructional model, planning and assessment</p> <p>Literacy and numeracy curriculum teams will support the implementation of the 2.0 Numeracy and Literacy Curriculums</p>
<b>Success Indicators</b>	<p>Early</p> <p>Phonics mandate implemented - Implementation of UFLi program in Foundation, Exploration of UFLi program in Level 1.</p> <p>Introduction and ongoing refinement of English Planning template.</p> <p>Review of assessment practices in English.</p> <p>Include;</p> <p>PAT reading adaptive (twice a year)</p> <p>Elastik writing assessment (termly)</p> <p>Soundwaves Spelling Assessment 1-6</p> <p>DIBELS assessment F &amp; 1</p> <p>Alignment of English Planning with Inquiry topics.</p> <p>VTLM 2.0 Instructional model introduced</p> <p>Curriculum documentation will show planning aligns with the instructional model</p> <p>Notes from learning walks and peer observation will show how staff are building practice in teaching</p> <p>Staff utilisation of writing assessment and feedback software (Elastik)</p>

	<p>Late</p> <p>Improved NAPLAN results from 2024 - more students in the 'exceeding category', percentage increase in 'strong &amp; exceeding'.</p> <p>Improved understanding and confidence of teachers in teaching literacy and numeracy</p> <p>Development of a Whole School Scope and Sequence in English.</p> <p>Adjustments to assessment practices</p> <p>Creation of Whole School Guidelines for teaching English and Mathematics at BLPS.</p> <p>Whole school understanding of VTLM 2.0</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Appoint a substantive learning specialist to help oversee and provide support and direction to the Maths and literacy Coordinator.	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$125,000.00  <input type="checkbox"/> Other funding will be used
Appoint Maths and English Coordinators	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00
Create Maths & English SITs	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and implement a scope and sequence, instructional model and planning tool in Mathematics and English	<input type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Other funding will be used

Build understanding of 'new' Mathematics and English curriculum	<input type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Other funding will be used
Utilise DE resources to inform direction in English	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 2</b>	To further improve student engagement and wellbeing.			
<b>12-month target 2.1</b>	Student voice and agency from 77% in 2024 to 85% or above in 2025 Self-regulation and goal setting from 88% in 2024 to 90% or above in 2025 Sense of confidence from 84% in 2024 to 85% or above in 2025 Emotional awareness and regulation from 78% in 2024 to 85% or above in 2025 Peer relationships from 52% in 2024 to 52% or above in 2025			
<b>12-month target 2.2</b>	Use student feedback to improve practice from 76% in 2024 to 80% or above in 2025 Seek feedback to improve practice from 88% in 2024 to above 88% in 2025.			
<b>12-month target 2.3</b>	Confidence and resiliency skills from 83% in 2020 to 90% or above in 2025 Student agency and voice from 74% in 2024 to 90% or above in 2025 Teacher communication from 66% in 2024 to 80% or above in 2025 School communication from 79% in 2024 to 90% or above in 2025.			
<b>KIS 2.d</b> Health and wellbeing	Review the school's approach to wellbeing and re-launch a tiered and responsive approach to support wellbeing and positive behaviour, with a focus on emotional awareness and self-regulation.			
<b>Actions</b>	Further, strengthen approaches to improving student well-being			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Students will report improved emotional regulation, peer relationships, sense of connectedness, Respect for diversity, racism, and no experience of bullying</li> </ul>			

	<ul style="list-style-type: none"> <li>• Students will be able to explain what positive mental health means and where they can seek support at school</li> <li>• Teachers will plan for and implement visible well-being within their curriculum areas</li> <li>• Teachers will be able to recognise, respond to and refer students' mental health needs</li> <li>• Teachers will utilise DE IEP plans as we incorporate DI funding model funding</li> <li>• Leaders will support the continuous development, documentation and revision of whole school messaging and communication to parents around our well-being practices</li> <li>• Leaders and teachers will implement a new well-being model and display it in the school foyer, classrooms, website etc.</li> <li>• Wellbeing team will directly support the implementation and continuation of whole school well-being supports</li> <li>• Parents will see improved confidence and resiliency skills</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Development of a new SWPBS expected behaviours template</li> <li>• Curriculum documentation will show plans for explicit teaching of visible well-being, RR Buddies and SWPBS as per scope and sequence.</li> <li>• Notes from learning walks and peer observation will show how staff are embedding visible wellbeing</li> <li>• SWPB expectations to be displayed within classrooms, around the school and in the playground.</li> <li>• Student wellbeing will be visible in the form of displays in the classroom.</li> <li>• Improvement in school-based wellbeing survey data</li> <li>• Reduction in the amount of major and minor behaviours at lunchtime</li> <li>• A Reconciliation Action Plan team is established and planning has commenced</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
1. Appoint substantive learning specialist for wellbeing	□ Leadership team	□ PLP Priority	from: Term 1 to: Term 4	\$120,570.00  □ Disability Inclusion Tier 2 Funding will be used

2. Implement necessary changes to incorporate DI funding model (Resource learning specialist to be out of the classroom .5)	<input type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,235.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
4. Deliver professional learning on SWPBS 'Advanced Classroom Systems'	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
5. Complete Visible Wellbeing professional learning modules	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
6. Facilitate a Wellbeing School Improvement Team (SIT)	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
7. Create induction processes for all staff for Wellbeing practices	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00



Monitor implementation of new Wellbeing scope and sequence	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
9. Introduce new timetable and monitor effectiveness & 10. Continue to monitor students behaviour by logging minor and major behaviours in compass	<input type="checkbox"/> Administration team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
11. Re-launch Pivot	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
12. Implement and monitor newly developed scope and sequence for Wellbeing	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Create Reconciliation Action Plan	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
14. Create specific wellbeing coordination roles to work alongside wellbeing LS for 3 of our whole school Tier 1 supports: - 1) Respectful Relationships, 2) Buddies, 3) SWPBS	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,875.00  <input type="checkbox"/> Schools Mental Health Menu items will be used which

15. Resource coordinators to be out of the classroom for 1 learning block per week				may include DET funded or free items
16. Develop a clear and logical school structure with clear lines of reporting and role clarity via roles and responsibilities document for all wellbeing appointed staff.	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
17. Continue to engage Inform and Empower from mental health menu	<input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$6,567.20	\$0.00	\$6,567.20
Disability Inclusion Tier 2 Funding	\$173,278.94	\$0.00	\$173,278.94
Schools Mental Health Fund and Menu	\$60,267.30	\$0.00	\$60,267.30
<b>Total</b>	<b>\$240,113.44</b>	<b>\$0.00</b>	<b>\$240,113.44</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
1. Appoint substantive learning specialist for wellbeing	\$120,570.00
2. Implement necessary changes to incorporate DI funding model (Resource learning specialist to be out of the classroom .5)	\$60,235.00
11. Re-launch Pivot	\$6,000.00
14. Create specific wellbeing coordination roles to work alongside wellbeing LS for 3 of our whole school Tier 1 supports: - 1) Respectful Relationships, 2) Buddies, 3) SWPBS	\$26,875.00
15. Resource coordinators to be out of the classroom for 1 learning block per week	
<b>Totals</b>	<b>\$213,680.00</b>

### Activities and milestones - Equity Funding

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

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
1. Appoint substantive learning specialist for wellbeing	from: Term 1 to: Term 4		
2. Implement necessary changes to incorporate DI funding model (Resource learning specialist to be out of the classroom .5)	from: Term 1 to: Term 4		
11. Re-launch Pivot	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
2. Implement necessary changes to incorporate DI funding model (Resource learning specialist to be out of the classroom .5)	from: Term 1 to: Term 4		
14. Create specific wellbeing coordination roles to work alongside wellbeing LS for 3 of our whole school Tier 1 supports: - 1) Respectful Relationships, 2) Buddies, 3) SWPBS 15. Resource coordinators to be out of the classroom for 1 learning block per week	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

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

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
Appoint a substantive learning specialist to help oversee and provide support and direction to the Maths and literacy Coordinator.	<input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Network professional learning <input type="checkbox"/> Communities of practice <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> SEIL <input type="checkbox"/> VCAA curriculum specialist <input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Academy program/course <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Departmental resources Curriculum Department Lesson Plans Numeracy CoP <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Create Maths & English SITs	<input type="checkbox"/> Learning specialist(s)	from: Term 1	<input type="checkbox"/> Planning	<input type="checkbox"/> Formal school meeting / internal	<input type="checkbox"/> Primary Mathematics and Science specialists	<input type="checkbox"/> On-site

		to: Term 4	<input type="checkbox"/> Curriculum development <input type="checkbox"/> Formalised PLC/PLTs	professional learning sessions	<input type="checkbox"/> Literacy expertise <input type="checkbox"/> Teaching partners <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Maths/Sci specialist <input type="checkbox"/> Departmental resources Curriculum Department Lesson Plans Numeracy CoP Department PDs <input type="checkbox"/> Numeracy leader	
Develop and implement a scope and sequence, instructional model and planning tool in Mathematics and English	<input type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Communities of practice <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Teaching partners <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Maths/Sci specialist <input type="checkbox"/> Departmental resources Curriculum Department Lesson	<input type="checkbox"/> On-site



					PlansNumeracy CoPDepartment PDs <input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input type="checkbox"/> Pedagogical Model <input type="checkbox"/> Numeracy leader	
Build understanding of 'new' Mathematics and English curriculum	<input type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Network professional learning <input type="checkbox"/> Communities of practice <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Literacy expertise <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Maths/Sci specialist <input type="checkbox"/> Departmental resources Curriculum Department Lesson PlansNumeracy CoPDepartment PDs <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Utilise DE resources to inform direction in English	<input type="checkbox"/> Learning specialist(s)	from: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation	<input type="checkbox"/> Formal school meeting / internal	<input type="checkbox"/> Literacy expertise	<input type="checkbox"/> On-site

		to: Term 4	<input type="checkbox"/> Curriculum development	professional learning sessions <input type="checkbox"/> Network professional learning <input type="checkbox"/> Communities of practice <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Academy program/course <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders <input type="checkbox"/> Departmental resources Curriculum Department Lesson Plans Department PDs <input type="checkbox"/> Pedagogical Model <input type="checkbox"/> High Impact Teaching Strategies (HITS)	
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