

# 2025 Annual Implementation Plan

## for improving student outcomes

Rangebank Primary School (5232)



Submitted for review by Adriana Allan (School Principal) on 16 December, 2024 at 03:58 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 18 December, 2024 at 04:01 PM  
Endorsed at School Council on 10 February, 2025.

## 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.	Evolving
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	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	Evolving
	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	Evolving

	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.	Evolving
	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	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p> <p>Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students</p>	Evolving

<p><b>Future planning</b></p>	<p>With the new VTLM 2.0 and F-2 Literacy mandates from the department, these will be a core focus of our work in 2025. Our actions for next year’s AIP will focus on:</p> <ul style="list-style-type: none"> <li>• Audit and refine IM against VTLM 2.0 – professional learning for all staff on cognitive load theory and retrieval practice, building middle-level leadership capacity for them all to facilitate reflective practices and to provide coaching</li> <li>• Curriculum audit and framework in accordance with VC 2.0, with a specific focus on F-2 Literacy and 3-6 Numeracy – individual and team level support to implement the new instructional approach and curriculum in both areas and capacity building for staff to support NAS students and those requiring extension.</li> </ul> <p>PLCs will be an inherent part of our holistic focus on auditing our instructional practice and IM against the VTLM 2.0 next year, and there is work needed to continue to embed practices across the school. Therefore, activities in next year’s AIP include:</p> <ul style="list-style-type: none"> <li>• Relaunch PLC guidelines and expectations – continue both vertical and horizontal PLCs with a continued emphasis on using data to inform inquiry cycles and responsive planning.</li> <li>• Expand the MTSS structure to include teacher leaders (PLT leaders and SE leaders) to MTSS Tier 1 Learning and Wellbeing teams, which will meet weekly.</li> <li>• Individual and team coaching to PLT leaders – protected common time release for collective capacity building</li> <li>• Individual and team level support to use and understand data to inform teaching practices -tri-annual 1:1 data conversations</li> </ul> <p>For our Wellbeing goal, 2025 will be about refining and embedding the structures, systems and processes developed throughout 2024. In particular, our actions for this KIS will include:</p> <ul style="list-style-type: none"> <li>• Embed the school’s tiered system of support for learning and wellbeing – Audit current MTSS and DI processes and documentation, delivery of targeted learning and wellbeing intervention, capacity building for ES to provide Tier 2 and 3 interventions, capacity building for staff on implementing adjustments, and engage in the Psychs in Schools program with a student psychologist placement 1x day per week</li> <li>• Develop and implement a whole school social and emotional regulation framework – improve management of Tier 2 attendance concerns, audit current RR curriculum and align with new framework, provide professional learning to all staff on RR topics 7&amp;8, and implement the next phases of our SE framework.</li> </ul>
<p><b>Documents that support this plan</b></p>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve student achievement and learning growth with a particular focus on literacy and numeracy.	Yes	<p>The percentage of students achieving strong or exceeding proficiency in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Grade 3 Reading - to improve from 53%</li> <li>• Grade 3 Writing - to improve from 62%</li> <li>• Grade 3 Numeracy - to improve from 51%</li> <li>• Grade 5 Reading - to improve from 70%</li> <li>• Grade 5 Writing - to improve from 70%</li> <li>• Grade 5 Numeracy - to improve from 55%</li> </ul>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the number of Strong or Exceeding students in each of reading and numeracy in Year 3 and 5, compared to the number of students in 2024            Grade 3: Reading (36%); Numeracy (31%)            Grade 5: Reading (58%); Numeracy (41%)            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            Grade 3: Reading (27%); Numeracy (36%)            Grade 5: Reading (19%); Numeracy (14%)</p>
		<p>By 2027, increase the percentage of F–6 students displaying at or above expected growth in teacher judgement in:</p> <ul style="list-style-type: none"> <li>• Writing from 60% (Semester 2, 2022) to 72%.</li> <li>• Number and algebra from 65% (Semester 2, 2022) to 77%.</li> </ul>	<p>Increase the percentage of Grade 2 and 4 students displaying at or above the expected growth by 2% each in:            Reading &amp; Viewing Grade 2: 74%;            Grade 4: 60% (2024)            Number &amp; Algebra Grade 2: 71%; Grade 4 39% (2024)</p>
		<p>By 2027, increase the percentage of positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 65% (2022) to 73%.</li> </ul>	<p>Increase the percentage of positive endorsement for SSS:- Academic emphasis from 69% (2024) to 71%-</p>

		<ul style="list-style-type: none"> <li>• Collective efficacy from 78% (2022) to 86%.</li> </ul>	Collective efficacy from 85% (2024) to 86%
		<p>By 2027, increase the percentage of positive endorsement for students in Years 4–6 on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 79% (2023) to 83%.</li> <li>• Stimulated learning from 85% (2023) to 89%.</li> </ul>	Increase the percentage of positive endorsement for ATOSS:- Sense of confidence from 86% (2024) to 87%- Stimulated learning from 90% (2024) to 91%
To improve the engagement and wellbeing of all students.	Yes	<p>By 2027, increase the percentage of positive endorsement for students in Years 4–6 on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 78% (2023) to 82%.</li> <li>• Sense of connectedness from 89% (2023) to 93%.</li> </ul>	Increase the percentage of positive endorsement for ATOSS:- Student Voice and Agency from 81% (2024) to 82%- Sense of connectedness from 86% (2024) to 88%
		<p>By 2027, decrease the percentage of F–6 students with:</p> <ul style="list-style-type: none"> <li>• Thirty or more absences days from 27% (2022) to 20%.</li> <li>• Between 20 and 29.5 absences days from 19% (2022) to 15%.</li> </ul>	Decrease the percentage of students with:- 30+ days absence from 26% (2024) to 25%- 20-29.5 days absence from 20% (2024) to 18%
		<p>By 2027, increase the percentage of F–6 students with ninety per cent or above attendance from 52% (2022) to 65%.</p>	Increase the percentage of students with 90%+ Attendance from 53% (2024) to 55%

<b>Goal 1</b>	<b>To improve student achievement and learning growth with a particular focus on literacy and numeracy.</b>	
<b>12-month target 1.1</b>	<p>Increase the number of Strong or Exceeding students in each of reading and numeracy in Year 3 and 5, compared to the number of students in 2024  Grade 3: Reading (36%); Numeracy (31%)  Grade 5: Reading (58%); Numeracy (41%)</p> <p>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  Grade 3: Reading (27%); Numeracy (36%)  Grade 5: Reading (19%); Numeracy (14%)</p>	
<b>12-month target 1.2</b>	<p>Increase the percentage of Grade 2 and 4 students displaying at or above the expected growth by 2% each in:  Reading &amp; Viewing Grade 2: 74%; Grade 4: 60% (2024)  Number &amp; Algebra Grade 2: 71%; Grade 4 39% (2024)</p>	
<b>12-month target 1.3</b>	<p>Increase the percentage of positive endorsement for SSS:  - Academic emphasis from 69% (2024) to 71%  - Collective efficacy from 85% (2024) to 86%</p>	
<b>12-month target 1.4</b>	<p>Increase the percentage of positive endorsement for ATOSS:  - Sense of confidence from 86% (2024) to 87%  - Stimulated learning from 90% (2024) to 91%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Leadership	Review, refine and embed the school's instructional model.	Yes
<b>KIS 1.b</b> Leadership	Investigate, develop, and implement whole school evidence-based frameworks for literacy and numeracy.	No
<b>KIS 1.c</b>	Review, implement and embed PLCs as the essential structure to develop consistent teacher practice and the effective use of data.	No

<b>Leadership</b>		
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.	With the implementation of the VTLM 2.0, the logical selection for our school is to prioritise our focus on reviewing and refining the Instructional Model against the VTLM 2.0. Whilst KIS2b and KIS2c aren't specifically selected for this year, work in each of these areas will be an inherent part of the focus on the audit and refinement of the Instructional Model.	
<b>Goal 2</b>	<b>To improve the engagement and wellbeing of all students.</b>	
<b>12-month target 2.1</b>	Increase the percentage of positive endorsement for ATOSS: - Student Voice and Agency from 81% (2024) to 82% - Sense of connectedness from 86% (2024) to 88%	
<b>12-month target 2.2</b>	Decrease the percentage of students with: - 30+ days absence from 26% (2024) to 25% - 20-29.5 days absence from 20% (2024) to 18%	
<b>12-month target 2.3</b>	Increase the percentage of students with 90%+ Attendance from 53% (2024) to 55%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a Leadership</b>	Audit, review, implement and embed a whole school approach to student wellbeing, engagement, and inclusion.	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.	With the establishment of new structures and processes introduced in 2024, it is imperative that work continues against this KIS to consolidate, refine and embed these practices and to see further improvement in student engagement and wellbeing outcomes.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To improve student achievement and learning growth with a particular focus on literacy and numeracy.
<b>12-month target 1.1</b>	<p>Increase the number of Strong or Exceeding students in each of reading and numeracy in Year 3 and 5, compared to the number of students in 2024            Grade 3: Reading (36%); Numeracy (31%)            Grade 5: Reading (58%); Numeracy (41%)</p> <p>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            Grade 3: Reading (27%); Numeracy (36%)            Grade 5: Reading (19%); Numeracy (14%)</p>
<b>12-month target 1.2</b>	<p>Increase the percentage of Grade 2 and 4 students displaying at or above the expected growth by 2% each in:            Reading &amp; Viewing Grade 2: 74%; Grade 4: 60% (2024)            Number &amp; Algebra Grade 2: 71%; Grade 4 39% (2024)</p>
<b>12-month target 1.3</b>	<p>Increase the percentage of positive endorsement for SSS:</p> <ul style="list-style-type: none"> <li>- Academic emphasis from 69% (2024) to 71%</li> <li>- Collective efficacy from 85% (2024) to 86%</li> </ul>
<b>12-month target 1.4</b>	<p>Increase the percentage of positive endorsement for ATOSS:</p> <ul style="list-style-type: none"> <li>- Sense of confidence from 86% (2024) to 87%</li> <li>- Stimulated learning from 90% (2024) to 91%</li> </ul>
<p><b>KIS 1.a</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</p>	Review, refine and embed the school's instructional model.

<b>Actions</b>	Build collective teacher capacity to use evidence based instructional practices to better meet student points of need Improve teacher data literacy to better identify and meet student points of need.
<b>Outcomes</b>	<p>Teachers will have a clearer understanding of how students learn  Teachers will be planning with increased knowledge and understanding in the science of learning  Teachers will be able to articulate consideration of how they have planned for student learning  Teachers will work more collaboratively to plan learning sequences</p> <p>Students will experience greater consistency of instructional practice between classes and year levels  Students will experience greater point of need teaching and learning</p> <p>Leaders will resource professional learning to support teacher knowledge and skill development  Leaders will provide opportunity and protected time for all staff to access coaching and mentoring to build knowledge and skill development</p>
<b>Success Indicators</b>	<p>Early indicators:  Planning documentation across some/more teams will demonstrate that knowledge of the science of learning has been used to inform planning  Teacher questionnaire  Learning Walk data (Science of learning)  Semester 1 term overviews and unit planners are aligned with VC 2.0</p> <p>Late indicators:  Unit planning documentation across most /all teams will demonstrate that knowledge of the science of learning has been used to inform planning  PLC summative presentations will reflect the use of a science of learning approach in their unit planning  Teacher questionnaire comparisons  Learning walk data (Science of learning &amp; Phonics)  ATOSS - differentiated learning challenge increase from 93%  All term overviews and unit planners are aligned with VC 2.0  A PLC inquiry for most/all teams demonstrate use of data sets to inform interventions  Tri-annual 1:1 data conversations demonstrate a growth in teacher understanding of targeted data</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit the school's Instructional Model against the VTLM 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Refine the school's Instructional Model against the VTLM 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide whole school professional learning on cognitive load theory and the science of learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Build capacity of middle level leaders to facilitate reflective practices, in order to provide coaching and mentoring to other staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Review and refine Literacy curriculum documentation, in accordance with the Victorian Curriculum 2.0	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Provide individual and team level support in the implementation of the new F-2 Literacy instructional approach and curriculum	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$30,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Review and refine Numeracy curriculum documentation in accordance with the Victorian Curriculum 2.0	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Provide individual and team level support in the implementation of the new 3-6 Numeracy instructional approach and curriculum	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide ongoing whole school professional learning to staff, to enable the support of "Needs Additional Support" students	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide ongoing whole school professional learning for staff to enable the support of students requiring extension	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relaunch PLC Guidelines and expected practices	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Provide privileged time for PLT Leaders to meet with the teaching and learning team once per week	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$45,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Provide individual and team coaching to PLT Leaders to support effective collaborative teams	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Conduct tri-annual 1:1 data conversations with all teaching staff, to support the unpacking of individual class and cohort data sets, to set SMART goals and to reflect on implementation and effectiveness of teaching strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide team-level support to unpack relevant data sets to inform adjustments and differentiation	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,099.75  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide professional learning to MTSS teams on school improvement, including the development and use of Rapid Action Plans and stand ups to monitor implementation and evaluate effectiveness of improvement initiatives.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
School Improvement Team and MTSS teams (PLT Leaders and SET) use 5-weekly Rapid Action Plan cycles to identify and action improvements in learning and wellbeing	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<b>Goal 2</b>	To improve the engagement and wellbeing of all students.
<b>12-month target 2.1</b>	Increase the percentage of positive endorsement for ATOSS: - Student Voice and Agency from 81% (2024) to 82% - Sense of connectedness from 86% (2024) to 88%
<b>12-month target 2.2</b>	Decrease the percentage of students with: - 30+ days absence from 26% (2024) to 25% - 20-29.5 days absence from 20% (2024) to 18%
<b>12-month target 2.3</b>	Increase the percentage of students with 90%+ Attendance from 53% (2024) to 55%
<b>KIS 2.a</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	Audit, review, implement and embed a whole school approach to student wellbeing, engagement, and inclusion.
<b>Actions</b>	Strengthen and embed the whole school approach to learning and wellbeing Develop a whole school approach to social and emotional learning
<b>Outcomes</b>	Students will be supported by their teachers and that their needs are being met Students will report that they have a significant adult within the school that they can go to for support Students will be able to describe the positive wellbeing strategies implemented across the school  Teachers have clear processes and referral pathways to support student learning and wellbeing needs Teachers will plan for and implement positive wellbeing strategies within the classroom  Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Leaders will resource professional learning to support teacher knowledge and skill development

<b>Success Indicators</b>	<p>Early indicators:  An increased number of teachers are using the learning and wellbeing referral process  A reduction in number of students with tier 2 attendance (matched cohort) from term 1</p> <p>Late indicators:  ATOSS Teacher concern  Reduction in Learning and Wellbeing referrals requiring Tier 3 intervention - from students who have engaged in tier 2 supports  SSS Instructional Leadership  A reduction in number of students with tier 2 attendance (matched cohort) from term 2  Tri-annual data conversations</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Audit and refine current MTSS and DI processes and documentation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Deliver tiered, targeted intervention (both withdrawal and in-class support) for both learning and wellbeing	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$254,859.16  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide professional learning to ES staff to increase capacity to deliver Tier 2 supports	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 2	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide professional learning to ES staff to increase capacity to deliver Tier 3 supports	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Enable ES staff to complete speech therapy assistance training program	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Resource protected time for the MTSS Tier 1 Learning (PLT Leaders) and Wellbeing (SET) teams to meet once per week	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Audit and align IEP SMART goals with the IEP quality checklist	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide ongoing professional learning for staff in the development and implementation of adjustments, to support the stretch and breadth of student learning needs	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop an action plan to improve the management of Tier 2 attendance concerns	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Audit the current Respectful Relationships curriculum documentation and align this with the new framework	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Provide professional learning to all staff on teaching RRRR Topics 7&8	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,800.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Lead the delivery and implementation of the remaining zones of regulation strategies across the school	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Audit and evaluate current social emotional initiatives (Green Zone & Happy Snap)	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> SWPBS leader/team		to: Term 1	
Resource access to a provisional psychologist 2 days per week through Psychs in Schools	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver the I CAN Imagination Club program to support neurodiverse students' learning and wellbeing needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,976.78  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver small group therapy and interventions using school based staff (Youthworker) and CASEA Monash Health team	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
The School Improvement Team use 5-weekly Rapid Action Plan cycles to review and assess progress of targeted school improvement work identified in this goal area.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> 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	\$381,865.16	\$381,865.16	\$0.00
Disability Inclusion Tier 2 Funding	\$226,099.75	\$226,099.75	\$0.00
Schools Mental Health Fund and Menu	\$37,776.78	\$37,776.78	\$0.00
<b>Total</b>	<b>\$645,741.69</b>	<b>\$645,741.69</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Refine the school's Instructional Model against the VTLM 2.0	\$5,000.00
Provide whole school professional learning on cognitive load theory and the science of learning	\$20,000.00
Build capacity of middle level leaders to facilitate reflective practices, in order to provide coaching and mentoring to other staff	\$10,000.00
Provide individual and team level support in the implementation of the new F-2 Literacy instructional approach and curriculum	\$30,000.00
Provide individual and team level support in the implementation of the new 3-6 Numeracy instructional approach and curriculum	\$30,000.00

Provide ongoing whole school professional learning to staff, to enable the support of "Needs Additional Support" students	\$5,000.00
Provide ongoing whole school professional learning for staff to enable the support of students requiring extension	\$5,000.00
Provide privileged time for PLT Leaders to meet with the teaching and learning team once per week	\$45,000.00
Provide individual and team coaching to PLT Leaders to support effective collaborative teams	\$10,000.00
Conduct tri-annual 1:1 data conversations with all teaching staff, to support the unpacking of individual class and cohort data sets, to set SMART goals and to reflect on implementation and effectiveness of teaching strategies	\$10,000.00
Provide team-level support to unpack relevant data sets to inform adjustments and differentiation	\$30,099.75
Provide professional learning to MTSS teams on school improvement, including the development and use of Rapid Action Plans and stand ups to monitor implementation and evaluate effectiveness of improvement initiatives.	\$5,000.00
Audit and refine current MTSS and DI processes and documentation	\$15,000.00
Deliver tiered, targeted intervention (both withdrawal and in-class support) for both learning and wellbeing	\$254,859.16
Provide professional learning to ES staff to increase capacity to deliver Tier 2 supports	\$5,000.00
Provide professional learning to ES staff to increase capacity to deliver Tier 3 supports	\$5,000.00

Enable ES staff to complete speech therapy assistance training program	\$3,000.00
Resource protected time for the MTSS Tier 1 Learning (PLT Leaders) and Wellbeing (SET) teams to meet once per week	\$45,000.00
Provide ongoing professional learning for staff in the development and implementation of adjustments, to support the stretch and breadth of student learning needs	\$10,000.00
Develop an action plan to improve the management of Tier 2 attendance concerns	\$5,000.00
Provide professional learning to all staff on teaching RRRR Topics 7&8	\$2,800.00
Lead the delivery and implementation of the remaining zones of regulation strategies across the school	\$10,000.00
Resource access to a provisional psychologist 2 days per week through Psychs in Schools	\$30,000.00
Deliver the I CAN Imagination Club program to support neurodiverse students' learning and wellbeing needs	\$4,976.78
Deliver small group therapy and interventions using school based staff (Youthworker) and CASEA Monash Health team	\$50,000.00
<b>Totals</b>	<b>\$645,735.69</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Refine the school's Instructional Model against the VTLM 2.0	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Provide whole school professional learning on cognitive load theory and the science of learning	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Build capacity of middle level leaders to facilitate reflective practices, in order to provide coaching and mentoring to other staff	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Provide individual and team level support in the implementation of the new F-2 Literacy instructional approach and curriculum	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing
Provide individual and team level support in the implementation of the new 3-6 Numeracy instructional approach and curriculum	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing
Provide ongoing whole school professional learning to staff, to enable the support of "Needs Additional Support" students	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Provide ongoing whole school professional learning for staff to enable the support of students requiring extension	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Provide privileged time for PLT Leaders to meet with the teaching and learning team once per week	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> School-based staffing
Provide individual and team coaching to PLT Leaders to support effective collaborative teams	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Conduct tri-annual 1:1 data conversations with all teaching staff, to support the unpacking of individual class and cohort data sets, to set SMART goals and to reflect on implementation and effectiveness of teaching strategies	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Provide professional learning to MTSS teams on school improvement, including the development and use of Rapid Action Plans and stand ups to monitor implementation and evaluate effectiveness of improvement initiatives.	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Deliver tiered, targeted intervention (both withdrawal and in-class support) for both learning and wellbeing	from: Term 1	\$96,865.16	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		
Resource protected time for the MTSS Tier 1 Learning (PLT Leaders) and Wellbeing (SET) teams to meet once per week	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop an action plan to improve the management of Tier 2 attendance concerns	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Lead the delivery and implementation of the remaining zones of regulation strategies across the school	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Deliver small group therapy and interventions using school based staff (Youthworker) and CASEA Monash Health team	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
<b>Totals</b>		\$381,865.16	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide team-level support to unpack relevant data sets to inform adjustments and differentiation	from: Term 1 to: Term 4	\$30,099.75	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Leading teacher</li> </ul>
Audit and refine current MTSS and DI processes and documentation	from: Term 1 to: Term 2	\$15,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Leading teacher</li> <li>• Disability inclusion coordinator</li> </ul>
Deliver tiered, targeted intervention (both withdrawal and in-class support) for both learning and wellbeing	from: Term 1 to: Term 4	\$158,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Leading teacher</li> </ul>
Provide professional learning to ES staff to increase capacity to deliver Tier 2 supports	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Education support</li> </ul>
Provide professional learning to ES staff to increase capacity to deliver Tier 3 supports	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Education support</li> </ul>
Enable ES staff to complete speech therapy assistance training program	from: Term 1 to: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Education support</li> </ul>

Provide ongoing professional learning for staff in the development and implementation of adjustments, to support the stretch and breadth of student learning needs	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other <ul style="list-style-type: none"> <li>Resources and classroom materials to support adjustments for students on personal plans</li> </ul> </li> </ul>
<b>Totals</b>		\$226,099.75	

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

Activities and milestones	When	Funding allocated (\$)	Category
Provide professional learning to all staff on teaching RRRR Topics 7&8	from: Term 2 to: Term 2	\$2,800.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) <p><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (eduPay)</li> <li>○ Program delivered in school by external service provider</li> </ul>
Resource access to a provisional psychologist 2 days per week through Psychs in Schools	from: Term 1 to: Term 2	\$30,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students <p><b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b></p> <ul style="list-style-type: none"> <li>○ Program delivered in school by external service provider</li> </ul>
Deliver the I CAN Imagination Club program to support	from: Term 1	\$4,976.78	<input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd) <p><b>This activity will use Mental Health Menu programs</b></p>

neurodiverse students' learning and wellbeing needs	to: Term 2		○ Program delivered in school by external service provider
<b>Totals</b>		\$37,776.78	

### 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
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide whole school professional learning on cognitive load theory and the science of learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	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"/> Internal staff <input checked="" type="checkbox"/> External consultants Ollie Lovell <input checked="" type="checkbox"/> Departmental resources VTLM 2.0 VC 2.0 <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Provide individual and team level support in the implementation of the new F-2 Literacy instructional approach and curriculum	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Departmental resources VC 2.0 F-2 Reading position <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Provide individual and team level support in the implementation of the new 3-6 Numeracy instructional approach and curriculum	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	VTLM 2.0 VC 2.0 <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	
Provide ongoing whole school professional learning to staff, to enable the support of "Needs Additional Support" students	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide ongoing whole school professional learning for staff to enable the support of students requiring extension	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct tri-annual 1:1 data conversations with all teaching staff, to support the unpacking of individual class and cohort data sets, to set SMART goals and to reflect on implementation and effectiveness of teaching strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide team-level support to unpack relevant data	<input checked="" type="checkbox"/> School improvement team	from: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

sets to inform adjustments and differentiation		to: Term 4	<input checked="" type="checkbox"/> Curriculum development			
Provide professional learning to MTSS teams on school improvement, including the development and use of Rapid Action Plans and stand ups to monitor implementation and evaluate effectiveness of improvement initiatives.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to ES staff to increase capacity to deliver Tier 2 supports	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to ES staff to increase capacity to deliver Tier 3 supports	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Enable ES staff to complete speech therapy	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	<input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

assistance training program	<input checked="" type="checkbox"/> Principal	to: Term 2			Engaged through SSSOs	
Provide ongoing professional learning for staff in the development and implementation of adjustments, to support the stretch and breadth of student learning needs	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to all staff on teaching RRRR Topics 7&8	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Departmental resources RRRR Program Lead	<input checked="" type="checkbox"/> On-site