

2025 Annual Implementation Plan

for improving student outcomes

Athol Road Primary School (5536)



Submitted for review by Carmela Nigro (School Principal) on 18 December, 2024 at 05:36 PM

Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 27 December, 2024 at 09:47 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

	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.	Embedding
	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	Embedding
	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	Embedding

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	<p>The structure of the leadership team, school improvement team and the professional learning teams across the school has had a positive impact on student learning and wellbeing. Implementing whole school professional learning and collaborative PLT meetings has ensured consistency and built team relationships and collaboration. As a result, it has identified targeted learning and wellbeing needs with a stronger focus on differentiation and personalised learning.</p> <p>The key areas identified for 2025</p> <p>To build staff capacity in the ARPS Instructional Model and staff capability in analysing student data to effectively plan at student point of need, ensuring:</p> <ul style="list-style-type: none"> • all students make 12 months learning growth • there is a targeted approach for students identified as Need Additional Support • there is a targeted approach for students identified as Needs Extending <p>To build embed the implementation of the multi-tiered systems of support for inclusion, engagement and wellbeing ensuring:</p> <ul style="list-style-type: none"> • student feedback and student voice and agency is explored and extended to meet the needs of individual students in meaningful contexts • parent engagement is prioritised to build a clear understanding of mental health in primary schools and support wellbeing and inclusion practices
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
To optimise literacy and numeracy outcomes for all students.	Yes	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in the following areas: <ul style="list-style-type: none"> • Reading from 23% (3 year average 2018-2021) to 30% (average 2022-2026) • Writing from 17% (3 year average 2018-2021) to 25% (average 2022-2026) • Numeracy 21% (3 year average 2018-2021) to 25% (average 2022-2026) 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		By 2026, increase the percentage of students assessed as above benchmark growth in NAPLAN reading from 20% (2021) to 25%.	Increase the percentage of students Exceeding in NAPLAN:Reading Year 3 (2023) 12% to Year 5 (2025) 20%Writing Year 3 (2023) 9% to Year 5 (2025) 15%Numeracy Year 3 (2023) 12% to Year 5 (2025) 20%
		By 2026, decrease the percentage of students demonstrating below benchmark growth in NAPLAN writing from 33% (2021) to 20%.	Decrease % of Year 4 students in 'well below' in PAT Maths from 18% (2024) to 12% (2025)Increase % of Year 4 students in 'well above' in PAT Maths from 13% (2024) to 20% (2025)Decrease % of Year 4 students in 'well below' in PAT Reading from 26% (2024) to 18% (2025)Increase % of Year 4 students in 'well above' in PAT Reading from 6% (2024) to 12% (2025)
		By 2026, decrease the percentage of students demonstrating below benchmark growth in NAPLAN writing from 33% (2021) to 20%.	Reduce the % of Year 5 students in Needs Additional Support in NAPLAN:Reading: 7% (Year 3 - 2023) to 3% (Year 5 -

			2025) Numeracy: 7% (Year 3 - 2023) to 2% (Year 5 - 2025) All students participating in TLI make a minimum of 12 months growth in Reading and Numeracy.
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> Professional learning through peer observation from 57% (2021) to 62% 	Improve the percentage of positive endorsement in the School Staff Survey for: Professional learning through peer observation from 79% (2024) to 85% (2025)
To empower students to increase agency in their learning.	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factor: <ul style="list-style-type: none"> Student voice and agency (Social Engagement module) from 57% (2022) to 70% 	Increase the percentage of positive responses on AtoSS for: Student voice and agency (Social Engagement module) from 51% (2024) to 60% (2025)
		By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> At this school I help decide things like class activities from 52% (2022) to 70%. I have a say in the things I learn from 67% (2022) to 72%. My teacher likes my ideas from 55% (2022) to 70%. I am encouraged to share my ideas/ my teacher thinks my ideas are good from 54% (2022) to 70%. 	Increase the percentage of positive responses on AtoSS for: Stimulated learning from 64% (2024) to 72% (2025)
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure: <ul style="list-style-type: none"> Use student feedback to improve practice from 83% (2022) to 88% 	Improve the percentage of positive endorsement in the School Staff Survey for: Use student feedback to improve practice from 82% (2024) to 88% (2025)

To build student identity and self-worth as individuals.	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <i>Emotional awareness and regulation</i> from 59% (2022) to 70% <i>Sense of confidence</i> from 64% (2022) to 75% 	Increase the percentage of positive responses on AtoSS for: Emotional awareness and regulation from 67% (2024) to 70% (2025) Sense of confidence from 66% (2024) to 70% (2025)
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Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1	<p>Increase the percentage of students Exceeding in NAPLAN:</p> <p>Reading Year 3 (2023) 12% to Year 5 (2025) 20%</p> <p>Writing Year 3 (2023) 9% to Year 5 (2025) 15%</p> <p>Numeracy Year 3 (2023) 12% to Year 5 (2025) 20%</p>
12-month target 1.2	<p>Decrease % of Year 4 students in 'well below' in PAT Maths from 18% (2024) to 12% (2025)</p> <p>Increase % of Year 4 students in 'well above' in PAT Maths from 13% (2024) to 20% (2025)</p> <p>Decrease % of Year 4 students in 'well below' in PAT Reading from 26% (2024) to 18% (2025)</p> <p>Increase % of Year 4 students in 'well above' in PAT Reading from 6% (2024) to 12% (2025)</p>
12-month target 1.3	<p>Reduce the % of Year 5 students in Needs Additional Support in NAPLAN:</p> <p>Reading: 7% (Year 3 - 2023) to 3% (Year 5 - 2025)</p> <p>Numeracy: 7% (Year 3 - 2023) to 2% (Year 5 - 2025)</p> <p>All students participating in TLI make a minimum of 12 months growth in Reading and Numeracy.</p>
12-month target 1.4	<p>Improve the percentage of positive endorsement in the School Staff Survey for:</p> <p>Professional learning through peer observation from 79% (2024) to 85% (2025)</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	To further develop the consistency of the Professional Learning Communities practice across all Professional Learning Teams.	No
KIS 1.b Assessment	Build teacher understanding of data analysis to inform teacher practice to personalise student learning.	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.	<p>TO ADDRESS THE NEEDS ADDITIONAL SUPPORT COHORT AND EXTEND THE HIGH ABILITY COHORT Supporting the Needs Additional Support Cohort will ensure that students who need extra help, whether due to learning difficulties, social/emotional challenges, or other factors, receive targeted interventions and resources. By meeting their needs, we will help these students build confidence, improve their academic skills, and feel more successful, reducing achievement gaps. Extending the High Ability Cohort will be equally important to provide opportunities for students who are excelling academically. By extending this cohort, we can offer more advanced learning opportunities and enrichment programs that challenge these students, helping them reach their full potential. This supports high ability students in maintaining their motivation and academic growth. Together, these goals promote equity and excellence, ensuring that all students, regardless of their starting point, are given the tools, opportunities, and support they need to succeed and thrive.</p> <p>TO IMPROVE TEACHER JUDGEMENTS ACCURACY ACROSS THE SCHOOL Improving the accuracy of teacher judgments across the school has been identified to ensure consistency and that students' progress and abilities are evaluated fairly and reliably. Accurate assessments will help teachers identify students' strengths and areas for improvement, leading to better-targeted support and teaching strategies. This fosters more effective learning and helps in setting realistic goals for each student. Additionally, consistent and accurate assessments will allow our teachers to make improved comparisons of student progress across different cohorts and year levels. Ultimately, improving the accuracy of teacher judgments will help to maintain trust in the assessment process, support better student outcomes, and drive continuous improvement in teaching practices.</p>	
Goal 2	To empower students to increase agency in their learning.	
12-month target 2.1	Increase the percentage of positive responses on AtoSS for: Student voice and agency (Social Engagement module) from 51% (2024) to 60% (2025)	
12-month target 2.2	Increase the percentage of positive responses on AtoSS for: Stimulated learning from 64% (2024) to 72% (2025)	

12-month target 2.3	Improve the percentage of positive endorsement in the School Staff Survey for: Use student feedback to improve practice from 82% (2024) to 88% (2025)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	To build teacher knowledge, understanding and skills relating to student agency.	Yes
KIS 2.b Assessment	To develop a whole school approach to student goal-setting and feedback. (student to teacher, teacher to student, student to student)	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.	TO ADDRESS THE LOW POSITIVE RESPONSES ON THE ATOSS FOR STUDENT VOICE AND AGENCY Addressing the low positive responses on the AtoSS survey for student voice and agency will be important because it has been low for a number of years now and is impacting students' sense of ownership and engagement in their learning. Conducting student focus groups in 2024 has helped us identify the need to explicitly articulate how student voice and agency is being implemented in the weekly program and ensuring students feel that their opinions and choices are valued so that they are more motivated, confident, and invested in their education. Empowering our students with goal setting and feedback and giving students a voice in decision making helps foster a sense of belonging and respect, improved student agency which leads to improved academic outcomes and stronger relationships with teachers. By addressing these concerns, we can create a more inclusive, supportive environment where students feel heard and respected.	
Goal 3	To build student identity and self-worth as individuals.	
12-month target 3.1	Increase the percentage of positive responses on AtoSS for: Emotional awareness and regulation from 67% (2024) to 70% (2025) Sense of confidence from 66% (2024) to 70% (2025)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Consolidate the implementation of school-wide wellbeing programs.	No

KIS 3.b Assessment	Investigate appropriate tools and data to evaluate and further improve wellbeing practices.	No
KIS 3.c Engagement	Partner with families and the wider community to support wellbeing.	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.	<p>TO BUILD STRONGER PARTNERSHIPS WITH PARENTS/FAMILIES TO SUPPORT THE INCREASED COMPLEXITIES OF STUDENT WELLBEING AND MENTAL HEALTH</p> <p>Building stronger partnerships with parents and families is crucial for supporting students' mental health and wellbeing. As our students today are facing increasingly complex challenges related to social media, academic pressures, family dynamics, and more, collaborative efforts between home and school can provide the necessary resources and strategies to address these evolving issues. Working together ensures that all aspects of a student's life are being considered and supported. Working with our families will help us to provide more consistent support, share valuable insights about our students, and identify issues early. This partnership will help to create a safe and stable environment where our students feel understood and supported both at home and at school. With the increasing challenges, a united approach ensures they receive the best care and guidance, improving their emotional resilience and overall wellbeing.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1	Increase the percentage of students Exceeding in NAPLAN: Reading Year 3 (2023) 12% to Year 5 (2025) 20% Writing Year 3 (2023) 9% to Year 5 (2025) 15% Numeracy Year 3 (2023) 12% to Year 5 (2025) 20%
12-month target 1.2	Decrease % of Year 4 students in 'well below' in PAT Maths from 18% (2024) to 12% (2025) Increase % of Year 4 students in 'well above' in PAT Maths from 13% (2024) to 20% (2025) Decrease % of Year 4 students in 'well below' in PAT Reading from 26% (2024) to 18% (2025) Increase % of Year 4 students in 'well above' in PAT Reading from 6% (2024) to 12% (2025)
12-month target 1.3	Reduce the % of Year 5 students in Needs Additional Support in NAPLAN: Reading: 7% (Year 3 - 2023) to 3% (Year 5 - 2025) Numeracy: 7% (Year 3 - 2023) to 2% (Year 5 - 2025) All students participating in TLI make a minimum of 12 months growth in Reading and Numeracy.
12-month target 1.4	Improve the percentage of positive endorsement in the School Staff Survey for: Professional learning through peer observation from 79% (2024) to 85% (2025)
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Build teacher understanding of data analysis to inform teacher practice to personalise student learning.

attainment and wellbeing capabilities	
Actions	<p>Build staff capacity in assessment and differentiation to identify and meet students' individual learning needs.</p> <p>Embed a school-wide approach to strengthen the ARPS Instructional Model and personalise explicit instruction for student learning.</p>
Outcomes	<p>Leaders will:</p> <p>Support staff to improve their assessment practices through prioritising time and providing professional learning opportunities</p> <p>Monitor the implementation and provide feedback to promote improvement and progress</p> <p>Implement Learning Walks and provide support and considerations for improvement along with celebrations along the way</p> <p>Teachers will:</p> <p>Confidently and accurately identify student learning needs of all students</p> <p>Use diagnostic, formative and summative assessment</p> <p>Meet in their weekly PLTs to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> <p>Provide students with the opportunity to work at their level using differentiated resources</p> <p>Teachers and leaders will establish intervention and extension tutoring programs</p> <p>Students will:</p> <p>be identified and supported in need of targeted academic support or intervention</p> <p>be challenged to learn at their point of need</p> <p>Education Support Staff will provide high quality support to teachers and students in the classroom</p> <p>Teachers and support staff will have a collaborative partnership with parents/carers of all students about progress</p>
Success Indicators	<p>Notes recorded during learning walks and observations of small group intervention and teacher/tutor collaboration</p> <p>Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/teacher collaboration time and tutor planning time timetabled</p> <p>Curriculum documentation demonstrates evidence of planning for learning at individual students' point of need</p> <p>Differentiated curriculum documents with evidence of student learning at different levels</p> <p>Increased positive response in the School Staff Survey for: use student feedback to improve practice; professional learning through peer observation; and understand how to analyse data.</p>

	<p>Increased positive response in AtoSS for: stimulated learning and sense of confidence NAPLAN data - demonstrates improvement in Exceeding targets and Needs Additional Support targets PAT Maths and PAT Reading data - measures cohort data with improved targets achieved Improvement and progression of student goals in Individual Education Plans</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and implement a professional learning plan that supports teachers to build their data literacy	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$272,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish school-wide processes to collect, analyse, respond to and monitor multiple data sets	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$40,385.83 <input checked="" type="checkbox"/> Equity funding will be used
Refine processes to maintain collaborative partnerships with parents/carers to provide ongoing information about progress for all students.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a whole-school approach to support Needs Additional students and High Ability students	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$340,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Refine the ARPS Instructional Model to align with the VTLM 2.0 and responsive teaching practices.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$125,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Develop the ARPS Playbook to codify whole-school instructional practices.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$75,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Plan regular Learning Walks to observe Instructional model with a focus on explicit instruction, responsive teaching and active supervision	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish and implement a professional learning plan that supports staff to identify and meet students' individual learning needs.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$145,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To empower students to increase agency in their learning.			
12-month target 2.1	Increase the percentage of positive responses on AtoSS for: Student voice and agency (Social Engagement module) from 51% (2024) to 60% (2025)			
12-month target 2.2	Increase the percentage of positive responses on AtoSS for: Stimulated learning from 64% (2024) to 72% (2025)			
12-month target 2.3	Improve the percentage of positive endorsement in the School Staff Survey for: Use student feedback to improve practice from 82% (2024) to 88% (2025)			
KIS 2.a Activation of student voice and agency, including in	To build teacher knowledge, understanding and skills relating to student agency.			

leadership and learning, to strengthen students' participation and engagement in school	
Actions	Develop a consistent approach in providing opportunities for students to be agents in their learning
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Lead the development of school-wide processes and procedures regarding student voice and agency. Provide Professional Learning sessions to establish consistency and build teacher capacity Support PLTs through their learning and development Engage parents in the understanding and importance of student voice and agency. <p>Teachers will:</p> <ul style="list-style-type: none"> Actively participate in professional learning sessions on student voice and agency. Prioritise the inclusion of student voice and agency through collaboration with students when goal setting and giving feedback Support students through explicit learning opportunities around gathering student feedback Document evidence of student voice and agency within planners. Discuss assessment data with their students and support them to identify strengths and next steps in their learning. Engage parents in the process of student voice and agency with a focus on feedback in Student -Led Conferences <p>Students will:</p> <ul style="list-style-type: none"> Be empowered to become active agents in their learning journey through authentic opportunities to co-author learning intentions and success criteria. Regularly have opportunities to discuss their assessment data with their teacher to identify strengths and next steps in learning. Utilise goal setting and feedback to scaffold their learning and improve student outcomes. Engage parents as active participants in the Student-Led Conferences
Success Indicators	<p>The completed development of school wide processes and procedures for Student Voice and Agency Document.</p> <p>Documentation of student voice and agency within team planning minutes and weekly work programs</p> <p>Professional Learning Planner demonstrates opportunities for professional learning at both whole school and PLT level</p> <p>Improved Parent Opinion Survey indicators of Student Voice and Agency and Student Motivation and Support</p> <p>Improved School Staff Survey indicators of Promote Student Ownership of Learning Goals and Use Student Feedback to Improve Practice</p>

	Improved positive endorsement through Attitudes to School Survey data in Student Voice and Agency in Learning , Stimulated Learning and Sense of Confidence			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop school-wide processes and procedures regarding student voice and agency.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Lead professional learning sessions to establish student learning protocols in regard to feedback and goal setting	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Explicit modelling of incorporation of student voice and agency through the development of learning sequences and co-creation of learning intentions and success criteria.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Revise Student Led Conferences to include an increased focus on student agency and goal setting with feedback and clear communication to parents	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To build student identity and self-worth as individuals.			
12-month target 3.1	Increase the percentage of positive responses on AtoSS for: Emotional awareness and regulation from 67% (2024) to 70% (2025) Sense of confidence from 66% (2024) to 70% (2025)			

KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Partner with families and the wider community to support wellbeing.
Actions	Embed the implementation of the multi-tiered systems of support for inclusion, engagement and wellbeing with a focus on family engagement
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Document whole school processes and procedures in consultation with students, staff and parents Plan for whole school and PLT Professional Learning with a targeted focus on wellbeing priorities Facilitate and liaise with the Wellbeing Team to ensure a consistent and cohesive approach is implemented across the school Prioritise time and resources to successfully implement BSEM, UR Strong, MHiPS and RRRR Guide the implementation DET Whole School Positive Classroom Management and the trial group of CPS – collaborative proactive solutions by Ross Greene Engage with parents and the school community to communicate and address wellbeing priorities <p>Teachers will:</p> <ul style="list-style-type: none"> Implement a SEL program centred around the whole school RICH values and the DET Resilience, Rights and Respectful Relationships Participate and implement new learning from the Berry Street Educational Model, utilising BSEM resources including the BSEM lead to further embed practices across their teaching level. Implement Improvement Cycles in response to the ACER SEW survey Implement the DET Whole School Positive Classroom Management strategies Work with the Disability and Inclusion Leader to meet Tier 2 and Tier 3 supports Engage with students and parents to gather feedback on student wellbeing <p>Students will:</p> <ul style="list-style-type: none"> Engage in weekly wellbeing lessons that centre around our school RICH values and the DET Resilience, Rights and Respectful Relationships. Participate in the UR Strong Program and Berry Street Educational Model Have tasks that are differentiated, modified and adjustments in place to meet their level of support in both learning and wellbeing

	Have opportunities to share feedback in SEL lessons			
Success Indicators	<p>AtoSS Indicators of Emotional Awareness and Regulation and Sense of Confidence demonstrate an improvement</p> <p>School Staff Survey indicators of supporting the growth and learning of the whole student and parent and community involvement demonstrate an improvement</p> <p>Planning documents have clear adjustments and supports which reflect Disability and Inclusion and the Berry Street Educational Model strategies.</p> <p>IEPs are implemented with personalised strategies of inclusion for students.</p> <p>Disability Inclusion Profiles completed for relevant students.</p> <p>Planning documents illustrate regular, weekly wellbeing lessons covering UR Strong, BSEM and RRRR content.</p> <p>Students demonstrate our school values and receive fortnightly RICH certificates at whole school assembly</p> <p>High levels of parent/carer participation in parent forums and parent engagement events</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan and deliver a whole school Professional Learning schedule to incorporate Disability and Inclusion, Neurodiversity, Be You, HIWS, Berry Street, UR Strong, RRRR and MHiPS	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop consistent whole school planning documentation to identify students in a multi-tiered systems of support and reflect adjustments for Tier 2 and Tier 3 students	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$31,894.58 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Implement the ACER SEW survey to Year 1-6 students and have all PLTs to identify and prioritise actions to respond to the survey data using an Improvement Cycle	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish whole school positive classroom management strategies based on DET – Tier 1 universal support	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduce the Ross Greene CPS Collaborative Proactive Solutions with a Year 3/4 trial group targeting Tier 2 and Tier 3 supports	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$98,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Create a yearly calendar of professional learning and family forums to engage staff and parents at different levels to address: mental health concerns, consent education and eSafety	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,667.16 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,127,358.83	\$1,127,358.83	\$0.00
Disability Inclusion Tier 2 Funding	\$279,894.58	\$279,894.58	\$0.00
Schools Mental Health Fund and Menu	\$43,667.16	\$43,667.16	\$0.00
Total	\$1,450,920.57	\$1,450,920.57	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Develop and implement a professional learning plan that supports teachers to build their data literacy	\$272,000.00
Establish school-wide processes to collect, analyse, respond to and monitor multiple data sets	\$40,385.83
Refine processes to maintain collaborative partnerships with parents/carers to provide ongoing information about progress for all students.	\$35,000.00
Develop a whole-school approach to support Needs Additional students and High Ability students	\$340,000.00
Refine the ARPS Instructional Model to align with the VTLM 2.0 and responsive teaching practices.	\$125,000.00
Develop the ARPS Playbook to codify whole-school instructional practices.	\$75,000.00

Plan regular Learning Walks to observe Instructional model with a focus on explicit instruction, responsive teaching and active supervision	\$10,000.00
Establish and implement a professional learning plan that supports staff to identify and meet students' individual learning needs.	\$145,000.00
Develop school-wide processes and procedures regarding student voice and agency.	\$10,000.00
Lead professional learning sessions to establish student learning protocols in regard to feedback and goal setting	\$25,000.00
Revise Student Led Conferences to include an increased focus on student agency and goal setting with feedback and clear communication to parents	\$5,000.00
Plan and deliver a whole school Professional Learning schedule to incorporate Disability and Inclusion, Neurodiversity, Be You, HIWS, Berry Street, UR Strong, RRRR and MHiPS	\$150,000.00
Develop consistent whole school planning documentation to identify students in a multi-tiered systems of support and reflect adjustments for Tier 2 and Tier 3 students	\$31,894.58
Implement the ACER SEW survey to Year 1-6 students and have all PLTs to identify and prioritise actions to respond to the survey data using an Improvement Cycle	\$15,000.00
Establish whole school positive classroom management strategies based on DET – Tier 1 universal support	\$30,000.00
Introduce the Ross Greene CPS Collaborative Proactive Solutions with a Year 3/4 trial group	\$98,000.00

targeting Tier 2 and Tier 3 supports	
Create a yearly calendar of professional learning and family forums to engage staff and parents at different levels to address: mental health concerns, consent education and eSafety	\$43,667.16
Totals	\$1,450,947.57

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop and implement a professional learning plan that supports teachers to build their data literacy	from: Term 1 to: Term 3	\$272,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Establish school-wide processes to collect, analyse, respond to and monitor multiple data sets	from: Term 1 to: Term 2	\$40,358.83	<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 <input checked="" type="checkbox"/> Assets
Refine processes to maintain collaborative partnerships with parents/carers to provide ongoing information about progress for all students.	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
Develop a whole-school approach to support Needs Additional students and High Ability students	from: Term 1	\$340,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Refine the ARPS Instructional Model to align with the VTLM 2.0 and responsive teaching practices.	from: Term 1 to: Term 4	\$125,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop the ARPS Playbook to codify whole-school instructional practices.	from: Term 1 to: Term 2	\$75,000.00	<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
Plan regular Learning Walks to observe Instructional model with a focus on explicit instruction, responsive teaching and active supervision	from: Term 2 to: Term 4	\$10,000.00	<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
Establish and implement a professional learning plan that supports staff to identify and meet students' individual learning needs.	from: Term 1 to: Term 3	\$145,000.00	<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
Develop school-wide processes and procedures regarding student voice and agency.	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Lead professional learning sessions to establish student learning protocols in regard to feedback and goal setting	from: Term 1 to: Term 3	\$25,000.00	<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

Revise Student Led Conferences to include an increased focus on student agency and goal setting with feedback and clear communication to parents	from: Term 2 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Implement the ACER SEW survey to Year 1-6 students and have all PLTs to identify and prioritise actions to respond to the survey data using an Improvement Cycle	from: Term 1 to: Term 2	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Establish whole school positive classroom management strategies based on DET – Tier 1 universal support	from: Term 1 to: Term 4	\$30,000.00	<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
Totals		\$1,127,358.83	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Plan and deliver a whole school Professional Learning schedule to incorporate Disability and Inclusion, Neurodiversity, Be You, HIWS, Berry Street, UR Strong, RRRR and MHiPS	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •

Develop consistent whole school planning documentation to identify students in a multi-tiered systems of support and reflect adjustments for Tier 2 and Tier 3 students	from: Term 1 to: Term 3	\$31,894.58	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff •
Introduce the Ross Greene CPS Collaborative Proactive Solutions with a Year 3/4 trial group targeting Tier 2 and Tier 3 supports	from: Term 2 to: Term 4	\$98,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources • <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Psychologists
Totals		\$279,894.58	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Create a yearly calendar of professional learning and family forums to engage staff and parents at different levels to address: mental health concerns, consent education and eSafety	from: Term 1 to: Term 4	\$43,667.16	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students

Totals		\$43,667.16	
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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
Develop and implement a professional learning plan that supports teachers to build their data literacy	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Refine the ARPS Instructional Model to align with the VTLM 2.0 and responsive teaching practices.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Bron Ryrie Jones <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Melbourne Bowls Club Dudley St West Melbourne
Establish and implement a professional learning plan that supports staff to identify and meet students' individual learning needs.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School improvement team		<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	Sandhya Menon and SoundsWrite <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Lead professional learning sessions to establish student learning protocols in regard to feedback and goal setting	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Plan and deliver a whole school Professional Learning schedule to incorporate Disability and Inclusion, Neurodiversity, Be You, HIWS, Berry Street, UR Strong, RRRR and MHIPS	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <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"/> Learning specialist <input checked="" type="checkbox"/> External consultants Ross Greene and Berry Street <input checked="" type="checkbox"/> Departmental resources HIWS RRRR	<input checked="" type="checkbox"/> On-site

