

2025 Annual Implementation Plan

for improving student outcomes

Courtenay Gardens Primary School (5371)



Submitted for review by Alison Lough (School Principal) on 24 February, 2025 at 05:20 PM
Endorsed by Rob Duncan (Senior Education Improvement Leader) on 14 March, 2025 at 05:09 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise learning growth for all students	Yes	<p>By 2028, increase the 2024 percentage of students in NAPLAN Exceeding or Strong proficiency levels.</p> <ul style="list-style-type: none"> • Year 3 Reading from 64% to 69% • Year 3 Writing from 71% to 75% • Year 3 Numeracy from 55% to 65%. • Year 5 Reading from 67% to 73% • Year 5 Writing from 67% to 73% • Year 5 Numeracy from 58% to 67%. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 NAPLAN; and Increase the percentage of students in exceeding or Strong proficiencies from NAPLAN 2024 to 2025:- Y3 Reading from 64% to 66%- Y3 Writing from 71% to 72%- Y3 Numeracy from 55% to 58%- Y5 Reading from 67% to 69%- Y5 Writing from 67% to 69%- Y5 Numeracy from 58% to 60%</p>
		<p>NAPLAN Benchmark Growth (placeholder target TBC in 2025 when baseline data become available) E.g. By 2028, increase the percentage of Year 5 students achieving at or above benchmark growth:</p> <ul style="list-style-type: none"> • Reading from xx% (2025) to xx% • Writing from xx% (2025) to xx% • Numeracy from xx% (2025) to xx%. 	<p>By 2026, increase the percentage of year 5 students achieving at or above benchmark growth by at least 2% in all areas.</p>
		<p>By 2028, increase the 2023* percentage of Foundation to Year 6 students demonstrating at or above expected growth</p>	<p>By 2026, increase the percentage of Foundation to Year 6 students demonstrating at or above expected</p>

		<p>(Teacher Judgment - Time Series, semester two to semester two):</p> <ul style="list-style-type: none"> • Reading and viewing from 74% to 79% • Writing from 70% to 78% • Mathematics from xx% (202x*) to xx%. <p>*Placeholder target TBC when baseline data for Maths 2.0 becomes available.</p>	<p>growth (Teacher Judgment - Time Series, semester two to semester two):- Reading and viewing from 74% to 76% - Writing from 70% to 72%- Numeracy by at least 2% from baseline data</p>
		<p>By 2028, maintain or increase the percentage positive endorsement on the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Instructional Leadership at 84% (2024) • Academic emphasis from 56% (2024) to 68% • Guaranteed and viable curriculum at 85% (2024) • Collective efficacy from 74% (2024) to 80% • Monitoring effectiveness of using data from 72%t (2023) to 80% • Understanding formative assessment at 86% (2023). 	<p>By 2026, increase the percentage positive endorsement on the School Staff Survey from:- Instructional Leadership: 84% - Academic emphasis: 56% - Guaranteed and viable curriculum: 85%- Collective efficacy: 74% - Monitoring effectiveness of using data: 72%- Understanding formative assessment: 86%</p>
		<p>By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Stimulating learning from 62% to 74% • Differentiated learning challenge from 77% to 85% • Motivation and interest from 71% to 76%. 	<p>By 2026, increase the percentage positive endorsement on the student Attitudes to School Survey to above: - Stimulating learning: 62%- Differentiated learning challenge: 77%- Motivation and interest: 71%</p>
Optimise engagement and connection to support student wellbeing.	Yes	<p>By 2028, decrease the percentage of Foundation to Year 6 students with 20 or more days absent from 44% (2023) to 37%.</p>	<p>By 2026, decrease the percentage of Foundation to Year 6 students with 20 or more days absent from 44% to 42% or less.</p>
		<p>By 2028, increase the 2023 percentage positive endorsement on the SSS.</p>	<p>By 2026, increase the percentage positive endorsement on the SSS:-</p>

		<ul style="list-style-type: none"> • Understanding formative assessment from 86% to 90% • Use of student feedback to inform teaching practice from 59% to 68%. 	Use of student feedback to inform teaching practice: from 59% to 61%
		<p>By 2028, increase the 2024 percentage positive endorsement on the AtoSS.</p> <ul style="list-style-type: none"> • Perseverance from 68% to 75% • School connectedness from 69% to 75% • Sense of confidence from 69% to 75% • Student voice and agency from 58% to 65% • Teacher concern 64% to 70% • Respect for diversity 71% to 75%. 	By 2026, increase the percentage positive endorsement on the student Attitudes to School Survey to above: - Perseverance: 68% - School connectedness: 69%- Sense of confidence: 69%- Student voice and agency: 58%- Teacher concern: 64%- Respect for diversity: 71%
		<p>By 2028, increase the 2023 percentage positive endorsement on the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Teacher communication from 62% to 68% • Parent participation and involvement from 71% to 76%. 	By 2026, increase the positive endorsement on the Parent Opinion Survey:- Teacher communication from 62% to 64% or above- Parent participation and involvement from 71% to 74% or above.

Goal 1	Maximise learning growth for all students
12-month target 1.1	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 NAPLAN; and</p> <p>Increase the percentage of students in exceeding or Strong proficiencies from NAPLAN 2024 to 2025:</p> <ul style="list-style-type: none"> - Y3 Reading from 64% to 66% - Y3 Writing from 71% to 72% - Y3 Numeracy from 55% to 58% - Y5 Reading from 67% to 69%

	<ul style="list-style-type: none"> - Y5 Writing from 67% to 69% - Y5 Numeracy from 58% to 60% 	
12-month target 1.2	By 2026, increase the percentage of year 5 students achieving at or above benchmark growth by at least 2% in all areas.	
12-month target 1.3	By 2026, increase the percentage of Foundation to Year 6 students demonstrating at or above expected growth (Teacher Judgment - Time Series, semester two to semester two): <ul style="list-style-type: none"> - Reading and viewing from 74% to 76% - Writing from 70% to 72% - Numeracy by at least 2% from baseline data 	
12-month target 1.4	By 2026, increase the percentage positive endorsement on the School Staff Survey from: <ul style="list-style-type: none"> - Instructional Leadership: 84% - Academic emphasis: 56% - Guaranteed and viable curriculum: 85% - Collective efficacy: 74% - Monitoring effectiveness of using data: 72% - Understanding formative assessment: 86% 	
12-month target 1.5	By 2026, increase the percentage positive endorsement on the student Attitudes to School Survey to above: <ul style="list-style-type: none"> - Stimulating learning: 62% - Differentiated learning challenge: 77% - Motivation and interest: 71% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Refine and embed a whole school instructional model that is consistently implemented across all curriculum areas.	Yes
KIS 1.b Assessment	Refine and embed a whole school assessment schedule with a focus on responsive teaching to students' individual points of need.	No

KIS 1.c Leadership	Embed a peer observation, coaching and modelling approach to further enhance teaching and learning.	Yes
KIS 1.d Leadership	Further build shared instructional leadership, structures and culture of impact evaluation to drive whole school consistency and improvement.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Our school instructional model is being refined to better align with our focus on embedding researched and evidence based best practices, such as systematic synthetic phonics in the junior years. We have altered our teaching approaches over the past 12 months in line with the research around the science of learning and are looking to better equip our teachers with a clear and easy to follow instructional model to guide their classroom practice. We aim to align our school based instructional model with the VTLM 2.0 and incorporate positive classroom management strategies as well.</p> <p>Coaching has been received favourably by middle leaders across the school and learning specialists are further released in 2025 to model lessons and release teachers for observations.</p>	
Goal 2	Optimise engagement and connection to support student wellbeing.	
12-month target 2.1	By 2026, decrease the percentage of Foundation to Year 6 students with 20 or more days absent from 44% to 42% or less.	
12-month target 2.2	By 2026, increase the percentage positive endorsement on the SSS: - Use of student feedback to inform teaching practice: from 59% to 61%	
12-month target 2.3	By 2026, increase the percentage positive endorsement on the student Attitudes to School Survey to above: - Perseverance: 68% - School connectedness: 69% - Sense of confidence: 69% - Student voice and agency: 58% - Teacher concern: 64% - Respect for diversity: 71%	
12-month target 2.4	By 2026, increase the positive endorsement on the Parent Opinion Survey: - Teacher communication from 62% to 64% or above - Parent participation and involvement from 71% to 74% or above.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Support and resources	Further build and embed consistent multi-tiered practices across the school to support all students in thriving.	Yes
KIS 2.b Engagement	Further build high level student engagement through optimising student ownership of and participation in their learning.	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.	This has been a large body of work already being implemented and embedded and we would like to consolidate and further build on what we have begun, particularly around disability inclusion and mental health.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise learning growth for all students
12-month target 1.1	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 NAPLAN; and</p> <p>Increase the percentage of students in exceeding or Strong proficiencies from NAPLAN 2024 to 2025:</p> <ul style="list-style-type: none"> - Y3 Reading from 64% to 66% - Y3 Writing from 71% to 72% - Y3 Numeracy from 55% to 58% - Y5 Reading from 67% to 69% - Y5 Writing from 67% to 69% - Y5 Numeracy from 58% to 60%
12-month target 1.2	By 2026, increase the percentage of year 5 students achieving at or above benchmark growth by at least 2% in all areas.
12-month target 1.3	<p>By 2026, increase the percentage of Foundation to Year 6 students demonstrating at or above expected growth (Teacher Judgment - Time Series, semester two to semester two):</p> <ul style="list-style-type: none"> - Reading and viewing from 74% to 76% - Writing from 70% to 72% - Numeracy by at least 2% from baseline data
12-month target 1.4	<p>By 2026, increase the percentage positive endorsement on the School Staff Survey from:</p> <ul style="list-style-type: none"> - Instructional Leadership: 84% - Academic emphasis: 56% - Guaranteed and viable curriculum: 85% - Collective efficacy: 74% - Monitoring effectiveness of using data: 72% - Understanding formative assessment: 86%
12-month target 1.5	<p>By 2026, increase the percentage positive endorsement on the student Attitudes to School Survey to above:</p> <ul style="list-style-type: none"> - Stimulating learning: 62% - Differentiated learning challenge: 77% - Motivation and interest: 71%

KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed a whole school instructional model that is consistently implemented across all curriculum areas.
Actions	<p>Deep dive into the VTLM 2.0 and ensure our school practices are aligned. These practices will then be incorporated into our revised instructional model document to support teachers to deliver high quality lessons and improve student outcomes; and to reduce variability across classes.</p> <p>Provide Professional learning to all classroom teachers around the elements of the Instructional Model and VTLM 2.0, specifically focussing initially on the planning and explicit teaching phases. This will align with other key improvement strategy areas of embedding multi-tiered systems of support, differentiating for student learning needs, and supporting cognitive load theory through the explicit instruction of new information.</p> <p>Build teacher capacity to deliver the mathematics curriculum 2.0 to improve student outcomes in number through an explicit teaching approach; uptake of professional learning webinars (VCAA) in PLCs, and whole staff professional learning.</p> <p>Continue to plan literacy lessons that promote systematic synthetic phonics using a sequenced curriculum and a comprehensive library of resources (including decodable books and mentor texts) at all year levels.</p>
Outcomes	<p>Instructional consistency will continue to improve across the school, as evidenced in planning documents and through informal walkthroughs and formal observations.</p> <p>Teachers and students will fully understand which part of the teaching and learning cycle they are in during literacy and numeracy lessons and what their role during that phase of the cycle is.</p> <p>Explicit teaching will be evident in classrooms during walkthroughs and observations, and in planning documents.</p>

Success Indicators	<p>Observation survey data.</p> <p>Timetables for mentoring, coaching and observations.</p> <p>SSS data - academic emphasis, g&v curriculum, collective efficacy</p> <p>PLC planning documents</p> <p>FISO 2.0 continua</p> <p>NAPLAN - students in each proficiency area</p> <p>PLC meeting minutes</p> <p>Professional Learning Planner</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning Day (Curriculum Day) based on VTLM 2.0 - Elements of Learning: Attention, focus, regulation; knowledge and memory - Elements of Teaching: Enabling Learning - Cognitive Load Theory (Ollie Lovell)	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Professional Learning Day (Curriculum Day) based on VTLM 2.0 - Elements of Learning: Retention and Recall - Elements of Teaching: Planning; Explicit Teaching	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <input checked="" type="checkbox"/> Other funding will be used
Continued PL around Victorian Curriculum 2.0 - Mondays after school	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Optional workshops for teachers some Tuesdays after school on elements of the VTLM/Instructional Model	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLC professional learning on literacy and numeracy practices	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Learning Specialists will work together to refine and align our new IM with the VTLM 2.0	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Provide quality differentiated tasks within literacy and numeracy lessons to meet students' point of need within the curriculum continuum	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Set-up classroom environments to promote learning engagement and reduce extraneous load for students in line with the cognitive load theory	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Classroom observations and walkthroughs (formal-timetabled and informal), CRT funding available	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
KIS 1.c 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	Embed a peer observation, coaching and modelling approach to further enhance teaching and learning.			
Actions	Engage in coaching (members of leadership and middle leaders) to build instructional leadership skills that can be then utilised in subsequent coaching/mentoring sessions with teachers and ES. Provide coaching and/or mentoring to teachers around use of the Instructional Model and VTLM 2.0, specifically focussing initially on the planning and explicit teaching phases.			
Outcomes	Staff participating in coaching will be more confident to coach and/or mentor other staff. Middle leaders will understand and feel confident in their role as instructional leaders in their teams and across the school. Staff will be seen observing other teachers and/or modelling for other staff. Feedback sessions for teachers will be provided following observations.			
Success Indicators	Observation survey data. Timetables for mentoring, coaching and observations. SSS data - instructional leadership PLC planning documents			

	FISO 2.0 continua			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Release learning specialists from classroom teaching responsibility to support and guide teachers with implementing new initiatives; and, support students in small groups	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leadership Team and Middle Leaders engage in Coaching with external Coach - focus on instructional leadership	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$31,200.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Modelled lessons delivered by learning specialists in all classes based on the needs of teachers (as identified in observations or coaching/mentoring conversations)	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Classroom observations and walkthroughs (formal-timetabled and informal), CRTs available for this purpose if required	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Optimise engagement and connection to support student wellbeing.			
12-month target 2.1	By 2026, decrease the percentage of Foundation to Year 6 students with 20 or more days absent from 44% to 42% or less.			

12-month target 2.2	By 2026, increase the percentage positive endorsement on the SSS: - Use of student feedback to inform teaching practice: from 59% to 61%
12-month target 2.3	By 2026, increase the percentage positive endorsement on the student Attitudes to School Survey to above: - Perseverance: 68% - School connectedness: 69% - Sense of confidence: 69% - Student voice and agency: 58% - Teacher concern: 64% - Respect for diversity: 71%
12-month target 2.4	By 2026, increase the positive endorsement on the Parent Opinion Survey: - Teacher communication from 62% to 64% or above - Parent participation and involvement from 71% to 74% or above.
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further build and embed consistent multi-tiered practices across the school to support all students in thriving.
Actions	<p>Professional Learning will be provided to all staff around multi-tiered practices, including utilising the Department's PCMS resources.</p> <p>Continue to embed our (2024 renewed) SWPBS practices to fidelity.</p> <p>Continue working with teachers, including PL opportunities, to identify students with mental health concerns and utilising Life Skills Go to provide students an opportunity to 'check-in' at least once a day.</p> <p>Further build staff understanding and knowledge of disability inclusion, including the DIP process and required documentation/evidence.</p> <p>IEPs and BSPs will continue to be developed and constantly reviewed for students requiring additional support.</p>

Outcomes	<p>Consistent use of language across the school around values and expectations will be used by all staff.</p> <p>Positive Classroom Management Strategies will be implemented - PLCs will work on one or two PCMS according to needs identified by the team.</p> <p>SWPBS practices will be consistently followed by staff and students - including behaviour expectations and consequences (through a staged response).</p> <p>There will be high-quality documented evidence for students requiring a DIP.</p> <p>Development of IEPs and BSPs for all students requiring additional support.</p>				
Success Indicators	<p>Consistent use of language across the school around values and expectations will be apparent in all classes and in the yard.</p> <p>PLC meeting minutes will reflect conversations and actions being followed to implement the identified PCMS of focus.</p> <p>SWPBS survey data.</p> <p>Life skills go data.</p> <p>Compass pulse data.</p> <p>DIP documentation - work programs, compass pins, ROSIs, BSPs, IEPs</p> <p>IEP data</p> <p>BSP data</p> <p>DIP funding</p>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	

Professional Learning for teachers around DIP evidence and how to record additional supports.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Professional Learning provided to staff on how to use and track student mental health and wellbeing through Life Skills Go	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase Life Skills Go for all students to use every day to check in regarding their mental health, emotions and wellbeing.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Classroom and yard walkthroughs and observations (formal and informal) to see SWPBS in action, CRT release if required	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continue to implement and refine reward practices including SWPBS wristbands and values awards at assembly.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
PL for staff with students requiring a DIP to strengthen practices and better understand how to collect evidence matched to the domains of the DIP - CRTs utilised for releasing staff to collate paperwork and attend PL	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Development of IEPs and BSPs for students requiring additional support.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Termly SSGs for PSD/DIP students, students with IEPs or BSPs, OOHC or Koorie students, and any other students with additional needs. CRTs utilised for releasing teachers and ES to attend.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$505,599.33	\$505,599.33	\$0.00
Disability Inclusion Tier 2 Funding	\$403,114.16	\$403,114.16	\$0.00
Schools Mental Health Fund and Menu	\$80,632.42	\$80,632.42	\$0.00
Total	\$989,345.91	\$989,345.91	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Set-up classroom environments to promote learning engagement and reduce extraneous load for students in line with the cognitive load theory	\$10,000.00
Classroom observations and walkthroughs (formal-timetabled and informal), CRT funding available	\$10,000.00
Release learning specialists from classroom teaching responsibility to support and guide teachers with implementing new initiatives; and, support students in small groups	\$300,000.00
Leadership Team and Middle Leaders engage in Coaching with external Coach - focus on instructional leadership	\$31,200.00
Classroom observations and walkthroughs (formal-timetabled and informal), CRTs available for this purpose if required	\$10,000.00

Professional Learning provided to staff on how to use and track student mental health and wellbeing through Life Skills Go	\$3,000.00
Purchase Life Skills Go for all students to use every day to check in regarding their mental health, emotions and wellbeing.	\$16,000.00
Classroom and yard walkthroughs and observations (formal and informal) to see SWPBS in action, CRT release if required	\$10,000.00
Continue to implement and refine reward practices including SWPBS wristbands and values awards at assembly.	\$20,000.00
PL for staff with students requiring a DIP to strengthen practices and better understand how to collect evidence matched to the domains of the DIP - CRTs utilised for releasing staff to collate paperwork and attend PL	\$20,000.00
Termly SSGs for PSD/DIP students, students with IEPs or BSPs, OOHC or Koorie students, and any other students with additional needs. CRTs utilised for releasing teachers and ES to attend.	\$12,000.00
Totals	\$442,200.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Set-up classroom environments to promote learning engagement and reduce extraneous load for students in line with the cognitive load theory	from: Term 1 to: Term 1	\$10,000.00	✓ Assets
Classroom observations and walkthroughs (formal-timetabled and informal), CRT funding available	from: Term 1 to: Term 4	\$10,000.00	✓ CRT
Release learning specialists from classroom teaching responsibility to support and guide teachers with implementing new initiatives; and, support students in small groups	from: Term 1 to: Term 4	\$300,000.00	✓ School-based staffing
Leadership Team and Middle Leaders engage in Coaching with external Coach - focus on instructional leadership	from: Term 1 to: Term 4	\$31,200.00	✓ Professional development (excluding CRT costs and new FTE)
Classroom observations and walkthroughs (formal-timetabled and informal), CRTs available for this purpose if required	from: Term 1 to: Term 4	\$10,000.00	✓ CRT
Continue to implement and refine reward practices including SWPBS wristbands and values awards at assembly.	from: Term 1	\$20,000.00	✓ Other Wristbands, certificates, promotions and rewards including special celebration days

	to: Term 4		
Totals		\$381,200.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Classroom and yard walkthroughs and observations (formal and informal) to see SWPBS in action, CRT release if required	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend staff PL)
PL for staff with students requiring a DIP to strengthen practices and better understand how to collect evidence matched to the domains of the DIP - CRTs utilised for releasing staff to collate paperwork and attend PL	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none">
Termly SSGs for PSD/DIP students, students with IEPs or BSPs, OOHG or Koorie students, and any other students with additional needs. CRTs utilised for releasing teachers and ES to attend.	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none">

Totals		\$42,000.00	
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Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Professional Learning provided to staff on how to use and track student mental health and wellbeing through Life Skills Go	from: Term 1 to: Term 1	\$3,000.00	☑ Mental Health in Primary Schools (MHiPS)(free)
Purchase Life Skills Go for all students to use every day to check in regarding their mental health, emotions and wellbeing.	from: Term 1 to: Term 4	\$16,000.00	☑ Mental Health in Primary Schools (MHiPS)(free)
Totals		\$19,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Education Support Staff Employed	\$124,399.33
Student counsellor employed	\$61,632.42
Employ Disability Inclusion Leading Teacher and ES assistant plus ES student support	\$361,114.16

Totals	\$547,145.91
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Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff Employed	from: Term 1 to: Term 4	\$124,399.33	<input checked="" type="checkbox"/> School-based staffing
Student counsellor employed	from: Term 1 to: Term 4		
Employ Disability Inclusion Leading Teacher and ES assistant plus ES student support	from: Term 1 to: Term 4	\$0.00	
Totals		\$124,399.33	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff Employed	from: Term 1 to: Term 4	\$0.00	
Student counsellor employed	from: Term 1	\$0.00	

	to: Term 4		
Employ Disability Inclusion Leading Teacher and ES assistant plus ES student support	from: Term 1 to: Term 4	\$361,114.16	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$361,114.16	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff Employed	from: Term 1 to: Term 4	\$0.00	
Student counsellor employed	from: Term 1 to: Term 4	\$61,632.42	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free)
Employ Disability Inclusion Leading Teacher and ES assistant plus ES student support	from: Term 1 to: Term 4	\$0.00	
Totals		\$61,632.42	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning Day (Curriculum Day) based on VTLM 2.0 - Elements of Learning: Attention, focus, regulation; knowledge and memory - Elements of Teaching: Enabling Learning - Cognitive Load Theory (Ollie Lovell)	✓ Leadership team	from: Term 1 to: Term 1	✓ Planning ✓ Preparation ✓ Curriculum development	✓ Whole school pupil free day	✓ Internal staff	✓ On-site
Professional Learning Day (Curriculum Day) based on VTLM 2.0 - Elements of Learning: Retention and Recall - Elements of Teaching: Planning; Explicit Teaching	✓ Leadership team	from: Term 1 to: Term 3	✓ Planning ✓ Preparation ✓ Curriculum development	✓ Whole school pupil free day	✓ Internal staff	✓ On-site
Continued PL around Victorian Curriculum 2.0 - Mondays after school	✓ Leadership team	from: Term 1 to: Term 4	✓ Planning ✓ Curriculum development ✓ Demonstration lessons	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Optional workshops for teachers some Tuesdays after school on elements of	✓ Learning specialist(s)	from: Term 1	✓ Planning ✓ Design of formative assessments	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site

the VTLM/Instructional Model		to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting		
PLC professional learning on literacy and numeracy practices	<input checked="" type="checkbox"/> Learning specialist(s)	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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning for teachers around DIP evidence and how to record additional supports.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <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
Professional Learning provided to staff on how to use and track student mental health and wellbeing through Life Skills Go	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site