**2025 Annual Implementation Plan**

Submitted for review by Russell Jeffrey (School Principal) on 30 January, 2025 at 01:47 PM  
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 17 June, 2025 at 01:19 PM

**for improving student outcomes**

Marong Primary School (0400)



**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. |  |

|  |  |  |
| --- | --- | --- |
| **Wellbeing** | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. |  |

|  |  |  |
| --- | --- | --- |
|  | **FISO 2.0 Dimensions** | Self-evaluation level |
| **Leadership** | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment |  |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

|  |  |  |
| --- | --- | --- |
| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs |  |
| Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |

|  |  |  |
| --- | --- | --- |
| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. |  |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

|  |  |  |
| --- | --- | --- |
| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school |  |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

|  |  |  |
| --- | --- | --- |
| **Support and resources** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |  |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |

|  |  |
| --- | --- |
| **Enter your reflective comments** |  |
| **Considerations for 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 targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Improve learning growth in literacy and numeracy for every student. | Yes | By 2025 using the Victorian Curriculum [teacher judgements], increase the percentage of students assessed in Years Foundation to 6 achieving above the expected level in:   * Reading and viewing from 26% [2020] to 36% * Writing from 22% [2020] to 32% * Number and algebra from 20% [2020] to 30% | Increase Victorian Curriculum teacher judgements from 55% to 63% for students Foundation to 6 achieve above the expected growth in numeracy over 12 months. |
| By 2025 increase the percentage of students at Year 5 above benchmark growth on NAPLAN   * Reading from 17% [2021] to 23% * Writing from 0% [2021] to 12% * Numeracy from 9% [2021] to 15% | Increase students in Grade 5 NAPLAN as Exceeding from 4% in numeracy. |
| By 2025 decrease the percentage of students at Year 5 achieving in the lowest two bands on NAPLAN   * Numeracy from 25% [2021] to 10% | 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.Reading 2024 year 3(11%), year 5 (4%)Numeracy 2024 year 3(11%), year 5(4 %) |
| By 2025 increase the percentage of Year 5 students achieving in the top two NAPLAN bands   * Writing from 0% [2021] to 12% * Spelling from 8% [2021] to 20% | Increase students in Grade 5 NAPLAN as Strong from 61% in writing. |
| By 2025 improve the positive responses in the School Staff Survey for the following factors:   * Academic emphasis from 74% [2020] to 79% * Teacher collaboration from 57% [2020] to 70% * Professional learning through observation from 36% [2020] to 45% * Seek feedback to improve practice from 64% [2020] to 74% * Use pedagogical model from 73% [2020] to 80% * Discuss problems of practice from 64% [2020] to 74% | Increase 'Seek feedback to improve practice' from 82% (2024) to 85%.Increase Professional Learning through observation from 73% (2024) to 80% |
| Develop confident, connected and engaged learners, equipped to adapt and thrive. | Yes | By 2025 improve the positive responses in the Attitudes to School Survey for the following factors:   * Effort from 66% [2021] to 72% * Student agency and voice from 58% [2021] to 64% * Motivation and interest from 76% [2021] to 82% * Stimulated learning from 57% [2021] to 70% * Self-regulation and goal setting from 78% [2021] to 83% * Effective classroom behaviour from 60% [2021] to 70% | Increase positive repsonses for student agency and voice 50% (2024) to 64%increased stimulated learning from 61% (2024) to 70% |
| By 2025 improve the positive responses in the Parent Opinion Survey for the following factors:   * Student agency and voice from 81% [2019] to 86% * Student motivation and support from 78% [2019] to 83% | increased positive responses from parent opinion survey for student agency and voice from 79% (2024) to 86% |
| Enhance student wellbeing and connectedness to the school. | No | By 2025 improve the percentage of positive responses on the Parent Opinion Survey for the following factors:   * Teacher communication from 85% [2019] to 90% * Confidence and resiliency skills from 89% [2019] to 94% |  |
| By 2025 improve the positive responses in the Attitudes to School Survey for the following factors:   * Teacher concern from 66% [2021] to 75% * Respect for diversity from 58% [2021] to 70% * Resilience from 77% [2019] to 80% * Sense of confidence from 72% [2021] to 82% * Sense of connectedness from 57% [2021] to 66% |  |
| By 2025 improve the positive responses in the School Staff Survey for the following factors:   * Parent and community involvement from 79% [2020] to 85% * Shielding and buffering from 76% [2020] to 85% * Focus learning of real life problems from 55% [2020] to 65% * Instructional leadership from 66% [2020] to 76% |  |

|  |  |  |
| --- | --- | --- |
| Goal 1 | Improve learning growth in literacy and numeracy for every student. | |
| 12-month target 1.1 | Increase Victorian Curriculum teacher judgements from 55% to 63% for students Foundation to 6 achieve above the expected growth in numeracy over 12 months. | |
| 12-month target 1.2 | Increase students in Grade 5 NAPLAN as Exceeding from 4% in numeracy. | |
| 12-month target 1.3 | 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. Reading 2024 year 3(11%), year 5 (4%) Numeracy 2024 year 3(11%), year 5(4 %) | |
| 12-month target 1.4 | Increase students in Grade 5 NAPLAN as Strong from 61% in writing. | |
| 12-month target 1.5 | Increase 'Seek feedback to improve practice' from 82% (2024) to 85%. Increase Professional Learning through observation from 73% (2024) to 80% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a**  Excellence in teaching and learning | Develop and embed a whole school approach to writing and numeracy. | Yes |
| **KIS 1.b**  Excellence in teaching and learning | Build data literacy skills to inform collaborative planning of differentiated teaching and learning. | No |
| **KIS 1.c**  Excellence in teaching and learning | Embed a culture of team collaboration, feedback and reflection. | 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. | Build staff capacity of Maths curriculum 2.0 and support its implemenation. continue to embed implementation of Sounds Write (phonics based literacy) to support DET Literacy Approach continued work with EIL on inclusive and diverse learners | |
| Goal 2 | Develop confident, connected and engaged learners, equipped to adapt and thrive. | |
| 12-month target 2.1 | Increase positive repsonses for student agency and voice 50% (2024) to 64% increased stimulated learning from 61% (2024) to 70% | |
| 12-month target 2.2 | increased positive responses from parent opinion survey for student agency and voice from 79% (2024) to 86% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Community engagement in learning | Develop and implement strategies that engage parents, and carers as partners in student learning. | No |
| **KIS 2.b**  Positive climate for learning | Develop staff capability to activate student voice, agency and leadership. | 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. | 2024 AtoSS results reflect areas for improvement regarding student engagement in stimulated learning and student voice and agency. | |

**Define actions, outcomes, success indicators and activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | Improve learning growth in literacy and numeracy for every student. | | | | |
| 12-month target 1.1 | Increase Victorian Curriculum teacher judgements from 55% to 63% for students Foundation to 6 achieve above the expected growth in numeracy over 12 months. | | | | |
| 12-month target 1.2 | Increase students in Grade 5 NAPLAN as Exceeding from 4% in numeracy. | | | | |
| 12-month target 1.3 | 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. Reading 2024 year 3(11%), year 5 (4%) Numeracy 2024 year 3(11%), year 5(4 %) | | | | |
| 12-month target 1.4 | Increase students in Grade 5 NAPLAN as Strong from 61% in writing. | | | | |
| 12-month target 1.5 | Increase 'Seek feedback to improve practice' from 82% (2024) to 85%. Increase Professional Learning through observation from 73% (2024) to 80% | | | | |
| KIS 1.a Building practice excellence | Develop and embed a whole school approach to writing and numeracy. | | | | |
| **Actions** | - Build staff capacity to deliver the numeracy 2.0 curriculum enabling all learners to improve. - Continue to embed whole school literacy approach aligned to VTLM 2.0 | | | | |
| **Outcomes** | Leaders will… - prioritise and protect team collaborative planning time - build staff capability to use multiple data sources to anticipate barriers to learning - build staff capability to understand curriculum content so they can provide multiple opportunities for students to respond  Teachers will… - design strength-based lessons and learning tasks - anticipate barriers to learning when collaboratively planning units and lessons, and record the universal adjustments to reduce them - refine and consolidate responsive teaching practices to meet students at their point of need  Students will… - receive early intervention increasing their opportunities for success - use self-monitoring strategies to help regulate their learning behaviours - students will be supported at Point of Learning. | | | | |
| **Success Indicators** | Early Indicators - Planning documents show universal, targeted and individualised scaffolds & supports - Implementation plan for whole school approach to numeracy - All students accessing whole class explicit teaching at their point of need. - Whole school data tracking tools used for response to intervention.  Late Indicators - Victorian Curriculum (teacher judgement) indicates growth for all students - NAPLAN results show increased number of students in 'exceeding' and a decrease in 'NAS' for Number from previous 12 months - Team Leaders teachers using whole school data tracking system to monitor and respond to student growth - AToSS stimulated learning from 61% to 70% - AtoSS differentiated learning challenge (understands how I learn) from 58% to 65% | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Whole staff PL on numeracy 2.0 curriculum. Auditing our planning against the curriculum. | | 🗹 Leadership team  🗹 Numeracy leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $10,000.00  🗹 Equity funding will be used |
| Whole staff PL around data analysis and triangulating data. eg; unpacking teacher judgments | | 🗹 Leadership team  🗹 PLC leaders  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| review current and collobaratively develop a numeracy instructional model. | | 🗹 Leadership team  🗹 Numeracy leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| Graduate teachers to access the SoundsWrite training in term 2 | | 🗹 Literacy leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 2 | $12,000.00  🗹 Equity funding will be used |
| Implement the Sounds Write program with fidelity through peer observations | | 🗹 Leadership team  🗹 Literacy leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 2 | $4,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Whole staff PL around writing moderation and data analysis | | 🗹 Leadership team  🗹 Teacher(s)  🗹 Team leader(s) | 🞎 PLP Priority | from: Term 2  to: Term 2 | $10,000.00  🗹 Equity funding will be used |
| Whole staff PL around NAPLAN data analysis and triangulating data. | | 🗹 Leadership team  🗹 Teacher(s)  🗹 Team leader(s) | 🞎 PLP Priority | from: Term 3  to: Term 3 | $10,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Implement the Maths 2.0 Curriculum with fidelity through peer observations | | 🗹 Numeracy leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 3  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Enhance student wellbeing and connectedness to the school leading to improved emotional regulation skills , improved behaviour, improved mental health. | | 🗹 All staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $162,696.24  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2 | Develop confident, connected and engaged learners, equipped to adapt and thrive. | | | | |
| 12-month target 2.1 | Increase positive repsonses for student agency and voice 50% (2024) to 64% increased stimulated learning from 61% (2024) to 70% | | | | |
| 12-month target 2.2 | increased positive responses from parent opinion survey for student agency and voice from 79% (2024) to 86% | | | | |
| KIS 2.b Empowering students and building school pride | Develop staff capability to activate student voice, agency and leadership. | | | | |
| **Actions** | - Build teacher capability to generate, analyse and use wellbeing data - Staff co-design opportunities for students to exercise authentic agency in their own learning - Enhance student capacity and understanding of their own learning and wellbeing data through the implementation of a student voice team. (unpack the Atoss data with students) | | | | |
| **Outcomes** | Students  - who require specific adjustments & supports to access the learning environment will receive them. - will know what their next steps are to progress their learning and be able to describe their learning goals and achievements - feel they are being heard and have opportunities to co-design and collaborate in their learning  Teachers - will have professional learning and coaching to collate, analyse and use stuent learning and wellbeing data  - provide opportunities for students to manage their own learning - engage students in their own assessment of and for learning through collaborative inquiry  Leaders will: - monitor team/planning/PLC meetings to ensure students are active in planning for their own learning - monitor student learning from tracking documents on Google drive and on SENTRAL - promote distributed leadership to foster collaboration, trust, professional learning, and accountability for student outcomes | | | | |
| **Success Indicators** | Early indicators - planning documents show opportunities for students to co-design and collaborate in their learning - a student voice team is established - staff have a greater understanding of the the school's wellbeing data and areas for improvement.  Late Indicators - AToSS results show the following;  Increase positive repsonses for student agency and voice 50% (2024) to 64%  increased stimulated learning from 61% (2024) to 70%  Student voice & Agency (I have a say in what I learn) 49% (2024) to 54% - improved Wellbeing domain performance from 'developing' to 'medium' in 2025 School Perfomrance Report. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| whole staff PL to unpack the 'elements of learning' section of the VTLM 2.0 | | 🗹 Leadership team  🗹 Literacy leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| A student voice team is established to ensure the voices of particular student cohorts are heard through support from a student representative group | | 🗹 Assistant principal  🗹 Mental health and wellbeing leader  🗹 Student(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🗹 Other funding will be used |
| Unpack the AToSS survey with key student cohorts. | | 🗹 Leadership team  🗹 Mental health and wellbeing leader  🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 3 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Teachers and Student Voice Team activitely engage with the DET Amplify document to support the provision of opportunities for co-designed learning tasks. | | 🗹 Assistant principal  🗹 Mental health and wellbeing leader  🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Documenting all professional learning in an Inclusive Education handbook for new staff induction and teacher reference | | 🗹 Leadership team  🗹 Mental health and wellbeing leader | 🞎 PLP Priority | from: Term 4  to: Term 4 | $10,000.00  🗹 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 | $48,372.40 | $65,329.64 | -$16,957.24 |
| Disability Inclusion Tier 2 Funding | $161,739.00 | $161,739.00 | $0.00 |
| Schools Mental Health Fund and Menu | $34,957.24 | $34,957.24 | $0.00 |
| **Total** | $245,068.64 | $262,025.88 | -$16,957.24 |

Activities and milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| Whole staff PL on numeracy 2.0 curriculum. Auditing our planning against the curriculum. | $10,000.00 |
| Whole staff PL around data analysis and triangulating data. eg; unpacking teacher judgments | $5,000.00 |
| review current and collobaratively develop a numeracy instructional model. | $5,000.00 |
| Graduate teachers to access the SoundsWrite training in term 2 | $12,000.00 |
| Implement the Sounds Write program with fidelity through peer observations | $4,000.00 |
| Whole staff PL around writing moderation and data analysis | $10,000.00 |
| Whole staff PL around NAPLAN data analysis and triangulating data. | $10,000.00 |
| Implement the Maths 2.0 Curriculum with fidelity through peer observations | $5,000.00 |
| Enhance student wellbeing and connectedness to the school leading to improved emotional regulation skills , improved behaviour, improved mental health. | $162,696.24 |
| whole staff PL to unpack the 'elements of learning' section of the VTLM 2.0 | $5,000.00 |
| A student voice team is established to ensure the voices of particular student cohorts are heard through support from a student representative group | $5,000.00 |
| Unpack the AToSS survey with key student cohorts. | $5,000.00 |
| Teachers and Student Voice Team activitely engage with the DET Amplify document to support the provision of opportunities for co-designed learning tasks. | $5,000.00 |
| Documenting all professional learning in an Inclusive Education handbook for new staff induction and teacher reference | $10,000.00 |
| **Totals** | $253,696.24 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Whole staff PL on numeracy 2.0 curriculum. Auditing our planning against the curriculum. | from: Term 1  to: Term 2 | $3,372.40 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Whole staff PL around data analysis and triangulating data. eg; unpacking teacher judgments | from: Term 1  to: Term 1 | $3,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| review current and collobaratively develop a numeracy instructional model. | from: Term 1  to: Term 1 | $5,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Graduate teachers to access the SoundsWrite training in term 2 | from: Term 2  to: Term 2 | $12,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Whole staff PL around writing moderation and data analysis | from: Term 2  to: Term 2 | $10,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) |
| Implement the Maths 2.0 Curriculum with fidelity through peer observations | from: Term 3  to: Term 4 | $5,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Enhance student wellbeing and connectedness to the school leading to improved emotional regulation skills , improved behaviour, improved mental health. | from: Term 1  to: Term 4 | $16,957.24 | 🗹 School-based staffing |
| A student voice team is established to ensure the voices of particular student cohorts are heard through support from a student representative group | from: Term 2  to: Term 4 | $5,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Teachers and Student Voice Team activitely engage with the DET Amplify document to support the provision of opportunities for co-designed learning tasks. | from: Term 2  to: Term 4 | $5,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| **Totals** |  | $65,329.64 |  |

Activities and milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Implement the Sounds Write program with fidelity through peer observations | from: Term 2  to: Term 2 | $4,000.00 | 🗹 Professional learning for school-based staff |
| Whole staff PL around NAPLAN data analysis and triangulating data. | from: Term 3  to: Term 3 | $10,000.00 | 🗹 Professional learning for school-based staff   * Whole school |
| Enhance student wellbeing and connectedness to the school leading to improved emotional regulation skills , improved behaviour, improved mental health. | from: Term 1  to: Term 4 | $127,739.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| whole staff PL to unpack the 'elements of learning' section of the VTLM 2.0 | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Professional learning for school-based staff   * Whole school |
| Unpack the AToSS survey with key student cohorts. | from: Term 2  to: Term 3 | $5,000.00 | 🗹 Professional learning for school-based staff |
| Documenting all professional learning in an Inclusive Education handbook for new staff induction and teacher reference | from: Term 4  to: Term 4 | $10,000.00 | 🗹 Professional learning for school-based staff |
| **Totals** |  | $161,739.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Enhance student wellbeing and connectedness to the school leading to improved emotional regulation skills , improved behaviour, improved mental health. | from: Term 1  to: Term 4 | $18,000.00 | 🗹 Healthier Hearts & Lighter Minds (Mindfull Aus Ltd) |
| Unpack the AToSS survey with key student cohorts. | from: Term 2  to: Term 3 | $16,957.24 | 🗹 Healthier Hearts & Lighter Minds (Mindfull Aus Ltd) |
| Teachers and Student Voice Team activitely engage with the DET Amplify document to support the provision of opportunities for co-designed learning tasks. | from: Term 2  to: Term 4 | $0.00 | 🗹 Berry Street Education Model (BSEM)  **This activity will use Mental Health Menu staffing**   * + Employ CRT to release staff member |
| **Totals** |  | $34,957.24 |  |

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 |
| Whole staff PL on numeracy 2.0 curriculum. Auditing our planning against the curriculum. | 🗹 Leadership team  🗹 Numeracy leader  🗹 Teacher(s) | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Design of formative assessments  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 School improvement partnerships | 🗹 On-site |
| review current and collobaratively develop a numeracy instructional model. | 🗹 Leadership team  🗹 Numeracy leader  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 School improvement partnerships | 🗹 On-site |
| Graduate teachers to access the SoundsWrite training in term 2 | 🗹 Literacy leader  🗹 Teacher(s) | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Demonstration lessons | 🗹 Timetabled planning day | 🗹 External consultants  SoundLiteracy.com.au | 🗹 On-site |
| Implement the Sounds Write program with fidelity through peer observations | 🗹 Leadership team  🗹 Literacy leader  🗹 Teacher(s) | from: Term 2  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Peer observation including feedback and reflection | 🗹 Timetabled planning day | 🗹 Literacy expertise | 🗹 On-site |
| Implement the Maths 2.0 Curriculum with fidelity through peer observations | 🗹 Numeracy leader  🗹 Teacher(s) | from: Term 3  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Peer observation including feedback and reflection | 🗹 Timetabled planning day | 🗹 Numeracy leader | 🗹 On-site |
| whole staff PL to unpack the 'elements of learning' section of the VTLM 2.0 | 🗹 Leadership team  🗹 Literacy leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Timetabled planning day | 🗹 School improvement partnerships | 🗹 On-site |