2025 Annual Implementation Plan

for improving student outcomes

Seaford Park Primary School (5191)

Submitted for review by Stephania Johnson-Turner (School Principal) on 20 December, 2024 at 10:46 PM
Endorsed by Debby Chaves (Senior Education Improvement Leader) on 31 March, 2025 at 12:56 PM

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-curricula programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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 target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the learning growth of every student in literacy and numeracy	Yes	**Year 5 NAPLAN** By 2028, increase the percentage of students in Year 5 who achieve Exceeding proficiency in: • Reading from 31% (2024) to 35% • Writing from x% (2024) to xx% • Numeracy from 12% (2024) to 16%. By 2028 decrease the percentage of Year 5 students identified as developing and needing additional support (moving in to strong). • Reading from 19% (2024) to 15% • Writing from x% (2024) to XX% • Numeracy from 23% (2024) to 19%. By 2028 improve relative growth in NAPLAN • Reading from x% (2024) to XX% • Writing from x% (2024) to XX% • Numeracy from x% (2024) to XX%.	Increase the percentage of students in Year 5 who achieve Exceeding proficiency in:Reading from 31% (2024) to 32%Writing from 8% (2024) to 9%Numeracy from 12% (2024) to 13%.By 2026, reduce the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.Year 5 Reading 0% (2024) Year 5 Numeracy 0% (2024)Year 3 Reading 7% (2024)Year 3 Numeracy 16% (2024)Decrease the percentage of Year 5 students identified as developing and needing additional support:Reading from 19% (2024) to 18%Writing from 20% (2024) to 19%Numeracy from 23% (2024) to 22%.Increase high relative growth in NAPLAN:Reading from 12% (2024) to 14%Numeracy from 8% (2024) to 10%.
		Teacher Judgements	Increase the percentage of students in Years 1-6 achieving at or above

		By 2028 increase the percentage of students in Years 1-6 achieving at or above expected growth: • Reading and viewing from 82% (2023) to 86% (2028) • Writing from 69% (2023) to 81% (2028) • Number and Algebra from 80% (2023) to 86% (2028). - VC change thus reword accordingly	expected growth in English from 71% (2024) to 73%Increase the percentage of students in Years 1-6 achieving at or above expected growth in Mathematics from 71% (2024) to 73%
		AToSS By 2028, maintain the percentage of positive student responses to the following factors: • Differentiated learning challenge at or above 90%. (2023 95%) • Stimulated learning at or above 90% (2023 90%) • Effective teaching time at or above 90% (2023 88%)	Maintain the percentage of positive student responses to the following factors:Differentiated learning challenge at or above 90%. (2024 90%)Stimulated learning at or above 90% (202486%)Effective teaching time at or above 90% (2024 91%)
		SSS By 2028, maintain/improve the percentage of positive staff responses to the following factors: • Feedback from 71% (2023) to 80% • Collective efficacy at or above 90% (2023 99%) • Parent & Community Involvement at or above 80% (2023 94%)	Maintain/improve the percentage of positive staff responses to the following factors:Feedback from 75% (2024) to 76%Collective efficacy at or above 90% (2024 95%)Parent & Community Involvement at or above 80% (2024 84%)
Improve student wellbeing and empower students to be confident, motivated learners who are actively engaged in their learning.	Yes	**AToSS** By 2028, increase/maintain the percentages of positive student responses to the following factors: • Student voice and agency at 90% or above (2023 86%) • Motivation and interest at 90% or above (2023 92%) • Self-regulation and goal setting at 90% or above (2023 95%)	Increase/maintain the percentages of positive student responses to the following factors:Student voice and agency from (2024 82%) to 85%Motivation and interest at 90% or above (2024 90%)Self-regulation and goal setting at 90% or above (2024 90%)

		School Staff Survey (SSS) **School Climate** By 2028, increase/maintain the percentages of positive staff responses to the following factor: • Academic emphasis 80% or above (2023 80%) **Teaching and Learning Implementation** • By 2028, maintain the percentages of positive staff responses to the following factor: • Promote student ownership of learning goals at 90% or above. (100%)	Increase/maintain the percentages of positive staff responses to the following factor:Academic emphasis 80% or above (2024 81%)Promote student ownership of learning goals at 90% or above. (100% 2024)
		Parent Opinion Survey (POS) By 2028, increase/maintain the percentages of positive parent responses to the following factors: • Student motivation and support from 85% (2023) to 90% • Stimulating learning environment from 84% (2023) to 90% • Effective teaching from 79% (2023) to 90%.	Increase/maintain the percentages of positive parent responses to the following factors:Student motivation and support from 85% (2024) to 86%Stimulating learning environment from 85% (2024) to 87%Effective teaching from 73% (2024) to 77%.
		Attendance Decrease the number of unexplained absences from 910 half-days (2023) to 0 (2028)	Increase attendance rate from 90% (2024) to 91% to move into "high" school performance category

Goal 1	**Maximise the learning growth of every student in literacy and numeracy**
12-month target 1.1	Increase the percentage of students in Year 5 who achieve Exceeding proficiency in: Reading from 31% (2024) to 32% Writing from 8% (2024) to 9% Numeracy from 12% (2024) to 13%.

	By 2026, reduce the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Year 5 Reading 0% (2024) Year 5 Numeracy 0% (2024) Year 3 Reading 7% (2024) Year 3 Numeracy 16% (2024) Decrease the percentage of Year 5 students identified as developing and needing additional support: Reading from 19% (2024) to 18% Writing from 20% (2024) to 19% Numeracy from 23% (2024) to 22%. Increase high relative growth in NAPLAN: Reading from 12% (2024) to 14% Numeracy from 8% (2024) to 10%.
12-month target 1.2	Increase the percentage of students in Years 1-6 achieving at or above expected growth in English from 71% (2024) to 73% Increase the percentage of students in Years 1-6 achieving at or above expected growth in Mathematics from 71% (2024) to 73%
12-month target 1.3	Maintain the percentage of positive student responses to the following factors: Differentiated learning challenge at or above 90%. (2024 90%) Stimulated learning at or above 90% (202486%) Effective teaching time at or above 90% (2024 91%)
12-month target 1.4	Maintain/improve the percentage of positive staff responses to the following factors: Feedback from 75% (2024) to 76% Collective efficacy at or above 90% (2024 95%) Parent & Community Involvement at or above 80% (2024 84%)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Assessment	Embed a whole-school approach to assessment of learning growth.	Yes
KIS 1.b Teaching and learning	Build teacher capability to evaluate and plan for differentiated, responsive, student-centred learning.	Yes
KIS 1.c Teaching and learning	Embed agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice.	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.	We have selected the above KIS as a focus for 2025 as we continue to refine our literacy approach through embedding elements and a process of both de-implementation and implementation of reading and writing assessment tools. Additionally, with changes to Victorian Curriculum, in mathematics we are refining our learning continuum to support consistent teaching and assessment as well as support students with their individual learning goals.	
Goal 2	**Improve student wellbeing and empower students to be confident, motivated learners who are actively engaged in their learning.**	
12-month target 2.1	Increase/maintain the percentages of positive student responses to the following factors: Student voice and agency from (2024 82%) to 85% Motivation and interest at 90% or above (2024 90%) Self-regulation and goal setting at 90% or above (2024 90%)	
12-month target 2.2	Increase/maintain the percentages of positive staff responses to the following factor: Academic emphasis 80% or above (2024 81%) Promote student ownership of learning goals at 90% or above. (100% 2024)	

12-month target 2.3	Increase/maintain the percentages of positive parent responses to the following factors: Student motivation and support from 85% (2024) to 86% Stimulating learning environment from 85% (2024) to 87% Effective teaching from 73% (2024) to 77%.	
12-month target 2.4	Increase attendance rate from 90% (2024) to 91% to move into "high" school performance category	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Develop and implement a strategy to build student agency in their learning by utilising goal setting and feedback.	No
KIS 2.b Engagement	Develop and implement a professional learning strategy for teachers to build the capability of students to be active participants in their 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.	Through collating data from staff based on the Positive Classroom Management Strategies (PCMS) self-assessment, we have identified that Learning Routines and Opportunities to Respond will become a focus area in 2025. With SWPBS well embedded across the school, we will continue to refine our approaches to supporting students in being active participants in their learning. Additionally, we will continue to focus on improving attendance data to support our learners to be present and learning every day.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth of every student in literacy and numeracy
12-month target 1.1	Increase the percentage of students in Year 5 who achieve Exceeding proficiency in: Reading from 31% (2024) to 32% Writing from 8% (2024) to 9% Numeracy from 12% (2024) to 13%. By 2026, reduce the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Year 5 Reading 0% (2024) Year 5 Numeracy 0% (2024) Year 3 Reading 7% (2024) Year 3 Numeracy 16% (2024) Decrease the percentage of Year 5 students identified as developing and needing additional support: Reading from 19% (2024) to 18% Writing from 20% (2024) to 19% Numeracy from 23% (2024) to 22%. Increase high relative growth in NAPLAN: Reading from 12% (2024) to 14% Numeracy from 8% (2024) to 10%.
12-month target 1.2	Increase the percentage of students in Years 1-6 achieving at or above expected growth in English from 71% (2024) to 73% Increase the percentage of students in Years 1-6 achieving at or above expected growth in Mathematics from 71% (2024) to 73%
12-month target 1.3	Maintain the percentage of positive student responses to the following factors: Differentiated learning challenge at or above 90%. (2024 90%)

	Stimulated learning at or above 90% (202486%) Effective teaching time at or above 90% (2024 91%)
12-month target 1.4	Maintain/improve the percentage of positive staff responses to the following factors: Feedback from 75% (2024) to 76% Collective efficacy at or above 90% (2024 95%) Parent & Community Involvement at or above 80% (2024 84%)
KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole-school approach to assessment of learning growth.
Actions	Refine the Teaching and Reporting Framework for English and Mathematics to align with the implementation of new assessment tools Develop an implementation plan for the adoption of new assessment tools in both English and Mathematics Refine the Mathematics Learning Continuums to reflect Victorian Curriculum 2.0 and evidence-based teaching
Outcomes	Leaders will observe clearer alignment between summative assessment, formative assessment, teacher judgments and teaching programs. Teachers will be more confident in their judgments based on the reasonable triangulation of data. Students will engage in the curriculum throughout the semester with minimal disruption for summative assessment.
Success Indicators	Updated assessment schedule for both English and Mathematics with new assessments Assessment for Common Misunderstandings placed at pivotal points in the Mathematics Learning Continuums

	Aligned moderations with agreement between teachers Planning and meeting documents will demonstrate higher levels of engagement with formative assessment and less reliance on summative assessment Planning documents will demonstrate alignment between the assessment schedule and the assessments in use in the classrooms. Alignment between the Teaching and Reporting Framework (TaRF), the Assessment Schedule and the Victorian Curriculum

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implementation of DIBELS assessments and mClass assessment platform for F-2 and students achieving below expected level in Years 3-6 for Reading	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Continue the implementation of No More Marking through comparative judgment assessment and analyse the data sets to determine longitudinal trends in student growth data	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used
Explore the use of the PVAT and Pre-PVAT assessment across all year levels and determine best use of data analysis from this to inform Enhancement planning	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1	$5,000.00

			to: Term 4	☑ Equity funding will be used
Update the English and Mathematics Assessment Schedules with the new assessment tools	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Refine Mathematics Learning Continuums for each strand of the Big Ideas in Mathematics	☑ Numeracy leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used
Engage all staff in both a NMM Comparative Judgment Session and a Writing Moderation Session in each Semester	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Engage all staff in a Mathematics Moderation Session each Semester, including teaching staff collaboratively developing the rich learning tasks aligned to Victorian Curriculum 2.0	☑ Numeracy leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Professional development for staff on the Victorian Curriculum 2.0 in both English and Mathematics	☑ Learning specialist(s) ☑ Numeracy leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Equity funding will be used
KIS 1.b	Build teacher capability to evaluate and plan for differentiated, responsive, student-centred learning.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Increase teacher capacity to implement The Writing Revolution across all year levels through the exploration of a knowledge-rich curriculum aligning various subject areas and preparation of units of work through a common theme and mentor text Investigation and implementation of a literacy block in F-2 with a clear focus on phonemic awareness, phonics, fluency and comprehension Implementation of a consistent approach to Mathematics vocabulary and problem-solving strategies
Outcomes	Leaders will support teachers to implement evidence-based, high impact teaching strategies in their classrooms Teachers will commit to implementing evidence-based, high impact teaching strategies in their classrooms with rigor and consistency Teachers will have a deeper understanding of the Victorian Curriculum and how each skill and statement can be integrated with others Students will articulate why they are engaging in the current learning with reference to the extended learning intention, with specific information on their own individual progress Leaders will build the documentation in consultation with the Seven Steps to Writing Success approach, the Writing Revolution, the Victorian Curriculum 2.0 and the teaching staff Teachers will accurately assess and moderate their judgements against the Victorian Curriculum, with a growing

	understanding of the Victorian Curriculum 2.0 Students will be able to articulate the next steps in their learning with support from teachers using the Mathematics Learning Continuums and mClass assessment platform
Success Indicators	PLC minutes recording the progress of the teaching staff towards achieving the mastery goals through evidence-based professional learning Planning documents demonstrating the consistent implementation of the evidence-based practices across the curriculum Increased teacher resources including professional readings, suite of on-demand learning and planning resources NAPLAN results showing an increase in the percentage of students achieving high and medium growth Evidence of the growing suite of continua for assessment and moderating student work Student Attitudes to School Survey showing increased endorsement of 'Effective teaching time' and 'Differentiated learning challenge'

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Transition to reporting Victorian Curriculum Mathematics 2.0 through staff consultation	☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 1	$2,000.00 ☑ Equity funding will be used
Continue professional development in The Writing Revolution approach through external professional learning opportunities and examination of TWR scope and sequence	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

				☑ Disability Inclusion Tier 2 Funding will be used
Examine the Orton-Gillingham systematic, synthetic phonics approach to determine alignment with current MSL approach and determine implementation strategy	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$30,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Implementation of a literacy block in F-2 (and de-implementation of Daily 5 and CAFE) to refine the reading approach to align with evidence-based practices	☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Review current integrated curriculum and collectively investigate a knowledge-rich curriculum as a Leadership and Teaching Team (curriculum day)	☑ Principal ☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

Examine knowledge-rich curriculum resources to determine application in school context, including trial of mentor-text units of work	☑ Learning specialist(s) ☑ Principal ☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Draft an Integrated Curriculum scope and sequence and align with Victorian Curriculum 2.0	☑ Principal ☑ School improvement team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Development of a whole-school consistent approach to Mathematics Vocabulary	☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Professional learning for staff on Mathematics problem-solving strategies for worded problems using schemas	☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00

				☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

Goal 2	Improve student wellbeing and empower students to be confident, motivated learners who are actively engaged in their learning.
12-month target 2.1	Increase/maintain the percentages of positive student responses to the following factors: Student voice and agency from (2024 82%) to 85% Motivation and interest at 90% or above (2024 90%) Self-regulation and goal setting at 90% or above (2024 90%)
12-month target 2.2	Increase/maintain the percentages of positive staff responses to the following factor: Academic emphasis 80% or above (2024 81%) Promote student ownership of learning goals at 90% or above. (100% 2024)
12-month target 2.3	Increase/maintain the percentages of positive parent responses to the following factors: Student motivation and support from 85% (2024) to 86% Stimulating learning environment from 85% (2024) to 87% Effective teaching from 73% (2024) to 77%.
12-month target 2.4	Increase attendance rate from 90% (2024) to 91% to move into "high" school performance category
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students'	Develop and implement a professional learning strategy for teachers to build the capability of students to be active participants in their learning.

participation and engagement in school	
Actions	Develop and implement a professional learning strategy for teachers to explicitly teach and embed effective classroom procedures and routines
Outcomes	Leaders will observe students demonstrating classroom routines Staff will explicitly teach, model, and reinforce agreed classroom procedures and routines Students will follow agreed procedures during transition times Staff will develop an agreed range of techniques to make learning visible and provide multiple opportunities to respond during direct teacher instruction. Students will actively participate in their learning by using a range of explicitly taught “opportunities to respond”.
Success Indicators	Improvement in SAS elements - Effective classroom behaviour Decreased disruptive behaviour during transition times and low level disruption in class. Teachers and students are able to explain the common expectations for transition times Teachers share strategies and techniques to ensure whole school alignment Teachers use student responses to adjust their instruction and provide differentiated support Increased positive endorsement for 'Academic Emphasis' and 'Effective Teaching'

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**

Explore the transition procedures and routines currently used by staff and compare with information from Positive Classroom Management Strategies - Procedure & Routines and other best practice.	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$15,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a consistent, whole-school approach and documentation of agreed procedures and routines	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$18,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Support staff to explicitly teach students the agreed upon procedures and routines, with a focus on transitions and movement around the school.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Implement and gather student and teacher feedback on their experiences with the new procedures using the schoolwide agreements once per term and revise strategies according to the feedback received.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Audit current teaching practices across the school related to 'Opportunities to Respond' (Positive Classroom Management Strategies)	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☑ Equity funding will be used
Explore evidence-based approaches to 'Opportunities to Respond' through engaging in professional reading, learning sessions and networks	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Develop a strategy to monitor attendance data monthly to track trends in student absences.	☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1	$5,000.00

			to: Term 4	☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Develop a strategy to support families of students who have high absences and work with families of students who are at-risk with their attendance	☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☑ 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	$222,287.56	$95,000.00	$127,287.56
Disability Inclusion Tier 2 Funding	$124,511.77	$64,000.00	$60,511.77
Schools Mental Health Fund and Menu	$27,602.50	$28,000.00	-$397.50
Total	$374,401.83	$187,000.00	$187,401.83

Activities and milestones – Total Budget

Activities and milestones	Budget
Implementation of DIBELS assessments and mClass assessment platform for F-2 and students achieving below expected level in Years 3-6 for Reading	$20,000.00
Continue the implementation of No More Marking through comparative judgment assessment and analyse the data sets to determine longitudinal trends in student growth data	$2,500.00
Explore the use of the PVAT and Pre-PVAT assessment across all year levels and determine best use of data analysis from this to inform Enhancement planning	$5,000.00
Update the English and Mathematics Assessment Schedules with the new assessment tools	$5,000.00
Refine Mathematics Learning Continuums for each strand of the Big Ideas in Mathematics	$15,000.00

Engage all staff in both a NMM Comparative Judgment Session and a Writing Moderation Session in each Semester	$5,000.00
Engage all staff in a Mathematics Moderation Session each Semester, including teaching staff collaboratively developing the rich learning tasks aligned to Victorian Curriculum 2.0	$5,000.00
Professional development for staff on the Victorian Curriculum 2.0 in both English and Mathematics	$5,000.00
Transition to reporting Victorian Curriculum Mathematics 2.0 through staff consultation	$2,000.00
Continue professional development in The Writing Revolution approach through external professional learning opportunities and examination of TWR scope and sequence	$20,000.00
Examine the Orton-Gillingham systematic, synthetic phonics approach to determine alignment with current MSL approach and determine implementation strategy	$30,000.00
Implementation of a literacy block in F-2 (and de-implementation of Daily 5 and CAFE) to refine the reading approach to align with evidence-based practices	$10,000.00
Review current integrated curriculum and collectively investigate a knowledge-rich curriculum as a Leadership and Teaching Team (curriculum day)	$10,000.00
Examine knowledge-rich curriculum resources to determine application in school context, including trial of mentor-text units of work	$5,000.00
Draft an Integrated Curriculum scope and sequence and align with Victorian Curriculum 2.0	$5,000.00

Development of a whole-school consistent approach to Mathematics Vocabulary	$5,000.00
Professional learning for staff on Mathematics problem-solving strategies for worded problems using schemas	$10,000.00
Explore the transition procedures and routines currently used by staff and compare with information from Positive Classroom Management Strategies - Procedure & Routines and other best practice.	$15,000.00
Develop a consistent, whole-school approach and documentation of agreed procedures and routines	$18,000.00
Support staff to explicitly teach students the agreed upon procedures and routines, with a focus on transitions and movement around the school.	$2,000.00
Implement and gather student and teacher feedback on their experiences with the new procedures using the schoolwide agreements once per term and revise strategies according to the feedback received.	$4,000.00
Audit current teaching practices across the school related to 'Opportunities to Respond' (Positive Classroom Management Strategies)	$3,000.00
Explore evidence-based approaches to 'Opportunities to Respond' through engaging in professional reading, learning sessions and networks	$10,000.00
Develop a strategy to monitor attendance data monthly to track trends in student absences.	$5,000.00
Develop a strategy to support families of students who have high absences and work with families of students who are at-risk with their attendance	$10,000.00
Totals	$226,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Implementation of DIBELS assessments and mClass assessment platform for F-2 and students achieving below expected level in Years 3-6 for Reading	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Continue the implementation of No More Marking through comparative judgment assessment and analyse the data sets to determine longitudinal trends in student growth data	from: Term 1 to: Term 4	$2,500.00	☑ Teaching and learning programs and resources
Explore the use of the PVAT and Pre-PVAT assessment across all year levels and determine best use of data analysis from this to inform Enhancement planning	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Update the English and Mathematics Assessment Schedules with the new assessment tools	from: Term 1 to: Term 4	$500.00	☑ Teaching and learning programs and resources ☑ CRT
Refine Mathematics Learning Continuums for each strand of the Big Ideas in Mathematics	from: Term 1	$15,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)

	to: Term 4		☑ CRT
Engage all staff in both a NMM Comparative Judgment Session and a Writing Moderation Session in each Semester	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Engage all staff in a Mathematics Moderation Session each Semester, including teaching staff collaboratively developing the rich learning tasks aligned to Victorian Curriculum 2.0	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Professional development for staff on the Victorian Curriculum 2.0 in both English and Mathematics	from: Term 1 to: Term 1	$5,000.00	☑ Professional development (excluding CRT costs and new FTE)
Transition to reporting Victorian Curriculum Mathematics 2.0 through staff consultation	from: Term 1 to: Term 1	$2,000.00	☑ Professional development (excluding CRT costs and new FTE)
Continue professional development in The Writing Revolution approach through external professional learning opportunities and examination of TWR scope and sequence	from: Term 1 to: Term 4	$10,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Examine the Orton-Gillingham systematic, synthetic phonics approach to determine alignment with current MSL	from: Term 1 to: Term 2	$5,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

approach and determine implementation strategy			
Implementation of a literacy block in F-2 (and de-implementation of Daily 5 and CAFE) to refine the reading approach to align with evidence-based practices	from: Term 1 to: Term 4	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)
Review current integrated curriculum and collectively investigate a knowledge-rich curriculum as a Leadership and Teaching Team (curriculum day)	from: Term 1 to: Term 2	$5,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Examine knowledge-rich curriculum resources to determine application in school context, including trial of mentor-text units of work	from: Term 1 to: Term 4	$1,000.00	☑ Teaching and learning programs and resources ☑ CRT
Draft an Integrated Curriculum scope and sequence and align with Victorian Curriculum 2.0	from: Term 1 to: Term 4	$1,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Development of a whole-school consistent approach to Mathematics Vocabulary	from: Term 1 to: Term 4	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)
Professional learning for staff on Mathematics problem-solving strategies for worded problems using schemas	from: Term 1 to: Term 4	$2,000.00	☑ Professional development (excluding CRT costs and new FTE)

Explore the transition procedures and routines currently used by staff and compare with information from Positive Classroom Management Strategies - Procedure & Routines and other best practice.	from: Term 1 to: Term 2	$9,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Develop a consistent, whole-school approach and documentation of agreed procedures and routines	from: Term 1 to: Term 2	$1,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Support staff to explicitly teach students the agreed upon procedures and routines, with a focus on transitions and movement around the school.	from: Term 1 to: Term 2	$500.00	☑ Professional development (excluding CRT costs and new FTE)
Implement and gather student and teacher feedback on their experiences with the new procedures using the schoolwide agreements once per term and revise strategies according to the feedback received.	from: Term 1 to: Term 4	$500.00	☑ Teaching and learning programs and resources
Audit current teaching practices across the school related to 'Opportunities to Respond' (Positive Classroom Management Strategies)	from: Term 1 to: Term 2	$3,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Explore evidence-based approaches to 'Opportunities to Respond' through engaging in	from: Term 1	$5,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

professional reading, learning sessions and networks	to: Term 2		
Develop a strategy to monitor attendance data monthly to track trends in student absences.	from: Term 1 to: Term 4		
Develop a strategy to support families of students who have high absences and work with families of students who are at-risk with their attendance	from: Term 1 to: Term 4		
Totals		$95,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Implementation of DIBELS assessments and mClass assessment platform for F-2 and students achieving below expected level in Years 3-6 for Reading	from: Term 1 to: Term 4	$10,000.00	☑ Professional learning for school-based staff • ☑ Teaching and learning programs and resources •
Continue professional development in The Writing Revolution approach through external professional learning opportunities and examination of TWR scope and sequence	from: Term 1 to: Term 4	$10,000.00	☑ Professional learning for school-based staff •

Examine the Orton-Gillingham systematic, synthetic phonics approach to determine alignment with current MSL approach and determine implementation strategy	from: Term 1 to: Term 2	$5,000.00	☑ Professional learning for school-based staff •
Implementation of a literacy block in F-2 (and de-implementation of Daily 5 and CAFE) to refine the reading approach to align with evidence-based practices	from: Term 1 to: Term 4	$9,000.00	☑ Professional learning for school-based staff • ☑ CRT • ☑ Teaching and learning programs and resources •
Review current integrated curriculum and collectively investigate a knowledge-rich curriculum as a Leadership and Teaching Team (curriculum day)	from: Term 1 to: Term 2	$5,000.00	☑ Professional learning for school-based staff • ☑ Teaching and learning programs and resources • ☑ CRT •
Examine knowledge-rich curriculum resources to determine application in school context, including trial of mentor-text units of work	from: Term 1 to: Term 4	$4,000.00	☑ Teaching and learning programs and resources •

Draft an Integrated Curriculum scope and sequence and align with Victorian Curriculum 2.0	from: Term 1 to: Term 4	$4,000.00	☑ Teaching and learning programs and resources •
Development of a whole-school consistent approach to Mathematics Vocabulary	from: Term 1 to: Term 4	$4,000.00	☑ Professional learning for school-based staff •
Professional learning for staff on Mathematics problem-solving strategies for worded problems using schemas	from: Term 1 to: Term 4	$8,000.00	☑ Professional learning for school-based staff •
Explore evidence-based approaches to 'Opportunities to Respond' through engaging in professional reading, learning sessions and networks	from: Term 1 to: Term 2	$5,000.00	☑ Teaching and learning programs and resources •
Develop a strategy to monitor attendance data monthly to track trends in student absences.	from: Term 1 to: Term 4		
Develop a strategy to support families of students who have high absences and work with families of students who are at-risk with their attendance	from: Term 1 to: Term 4		
Totals		$64,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Explore the transition procedures and routines currently used by staff and compare with information from Positive Classroom Management Strategies - Procedure & Routines and other best practice.	from: Term 1 to: Term 2	$6,000.00	☑ Berry Street Education Model (BSEM)
Develop a consistent, whole-school approach and documentation of agreed procedures and routines	from: Term 1 to: Term 2	$17,000.00	☑ Berry Street Education Model (BSEM)
Support staff to explicitly teach students the agreed upon procedures and routines, with a focus on transitions and movement around the school.	from: Term 1 to: Term 2	$1,500.00	☑ Berry Street Education Model (BSEM)
Implement and gather student and teacher feedback on their experiences with the new procedures using the schoolwide agreements once per term and revise strategies according to the feedback received.	from: Term 1 to: Term 4	$3,500.00	☑ Berry Street Education Model (BSEM)
Totals		$28,000.00	

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
Implementation of DIBELS assessments and mClass assessment platform for F-2 and students achieving below expected level in Years 3-6 for Reading	☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Literacy leaders	☑ On-site
Continue the implementation of No More Marking through comparative judgment assessment and analyse the data sets to determine longitudinal trends in student growth data	☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Literacy leaders	☑ On-site
Explore the use of the PVAT and Pre-PVAT assessment across all year levels and determine best use of data analysis from this to inform Enhancement planning	☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Primary Mathematics and Science specialists ☑ Maths/Sci specialist	☑ On-site
Refine Mathematics Learning Continuums for each strand of the Big Ideas in Mathematics	☑ Numeracy leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ Communities of practice ☑ PLC/PLT meeting	☑ Primary Mathematics and Science specialists ☑ PLC Initiative	☑ Off-site Network CoP

			☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs		☑ Maths/Sci specialist	
Engage all staff in both a NMM Comparative Judgment Session and a Writing Moderation Session in each Semester	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Engage all staff in a Mathematics Moderation Session each Semester, including teaching staff collaboratively developing the rich learning tasks aligned to Victorian Curriculum 2.0	☑ Numeracy leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Maths/Sci specialist	☑ On-site
Professional development for staff on the Victorian Curriculum 2.0 in both English and Mathematics	☑ Learning specialist(s) ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day	☑ Literacy leaders ☑ Maths/Sci specialist	☑ On-site
Transition to reporting Victorian Curriculum Mathematics 2.0 through staff consultation	☑ Numeracy leader	from: Term 1 to: Term 1	☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal	☑ Maths/Sci specialist	☑ On-site

				professional learning sessions		
Continue professional development in The Writing Revolution approach through external professional learning opportunities and examination of TWR scope and sequence	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Literacy leaders	☑ Off-site TWR
Examine the Orton-Gillingham systematic, synthetic phonics approach to determine alignment with current MSL approach and determine implementation strategy	☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development	☑ PLC/PLT meeting	☑ Literacy leaders ☑ External consultants OG Training	☑ Off-site OG Training
Implementation of a literacy block in F-2 (and de-implementation of Daily 5 and CAFE) to refine the reading approach to align with evidence-based practices	☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Literacy leaders	☑ On-site
Review current integrated curriculum and collectively investigate a knowledge-rich curriculum as a Leadership and Teaching Team (curriculum day)	☑ Principal ☑ School improvement team	from: Term 1 to: Term 2	☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Literacy leaders	☑ On-site

	☑ Teacher(s)					
Examine knowledge-rich curriculum resources to determine application in school context, including trial of mentor-text units of work	☑ Learning specialist(s) ☑ Principal ☑ School improvement team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Draft an Integrated Curriculum scope and sequence and align with Victorian Curriculum 2.0	☑ Principal ☑ School improvement team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Literacy leaders	☑ On-site
Development of a whole-school consistent approach to Mathematics Vocabulary	☑ Numeracy leader	from: Term 1 to: Term 4	☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Maths/Sci specialist	☑ On-site

Professional learning for staff on Mathematics problem-solving strategies for worded problems using schemas	☑ Numeracy leader	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Maths/Sci specialist	☑ On-site
Explore the transition procedures and routines currently used by staff and compare with information from Positive Classroom Management Strategies - Procedure & Routines and other best practice.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ Off-site Berry Street Training
Develop a consistent, whole-school approach and documentation of agreed procedures and routines	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Support staff to explicitly teach students the agreed upon procedures and routines, with a focus on transitions and movement around the school.	☑ Learning specialist(s)	from: Term 1 to: Term 2	☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Explore evidence-based approaches to 'Opportunities to Respond' through engaging in professional reading,	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 2	☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site

learning sessions and networks	☑ Principal					