

2025 Annual Implementation Plan

for improving student outcomes

Newcomb Primary School (5444)



Submitted for review by Blanche Denmead (School Principal) on 28 October, 2024 at 12:43 PM
Endorsed by Shelby Papadopoulos (Senior Education Improvement Leader) on 14 February, 2025 at 10:59 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	<p>Our final year of our strategic plan is next year and we are tracking really well in our progress towards our targets, including some which have already been exceeded. We have continued to have a number of schools and regional staff come to observe our practice this year, particularly in English.</p> <p>Our goals will remain similar for our 2025 AIP with a continued focus on writing and mathematics. The maths CoP will continue in 2025 working with Brydin O'Neil and we will look to engage Emina McLean to support the implementation of our reading spine and writing instruction.</p> <p>We will have additional new teachers next year so will continue or coaching processes to ensure tier 1 implementation fidelity across all curriculum areas.</p>
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
Optimise the learning growth of every student in literacy and numeracy.	Yes	<p>NAPLAN - Top two bands</p> <p>By 2025, the percentage of Year 3 students assessed in the top two bands of NAPLAN will increase in:</p> <ul style="list-style-type: none"> • Reading to increase from 27% in 2021 to 43% • Writing to increase from 0% in 2021 to 25 % • Numeracy to increase from 0% in 2021 to 24 %. <p>By 2025, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • Reading to increase from 0% in 2021 to 26% • Writing to increase from 0% in 2021 to 7% • Numeracy to increase from 0% in 2021 to 17% 	<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.</p> <p>Year 3: Reading from 0% maintain in 2025 Numeracy from 0% maintain in 2025</p> <p>Year 5: Reading from 36% to 20% Numeracy from 20% to 15%</p> <p>NAPLAN Exceeding or strong students:</p> <p>Year 3: Reading: from 57% to 60% Writing: from 71% to 75% Spelling: from 36% to 40% Numeracy: from 50% to 55%</p> <p>G & P: from 43% to 48%</p> <p>Year 5: Reading: from 52% to 60% Writing: from 44% to 50% Spelling: from 48% to 52% Numeracy: from 48% to 52%</p> <p>G & P: from 32% to 45%</p>
		<p>NAPLAN - Benchmark growth</p> <p>By 2025, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • In Reading from 0% in 2021 to 20% • In Numeracy from 0% in 2021 to 20% 	<p>NAPLAN Relative Growth In Reading from 14% high growth in 2024 to 20% in 2025</p> <p>In Numeracy from 29% high growth to 32% in 2025</p>

		<p>Teacher Judgement</p> <p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <ul style="list-style-type: none"> • in Reading from 66% in 2021 to 75% • in speaking and listening from 70% in 2021 to 80% • in Writing from 61% in 2021 to 70% • in Number and Algebra from 69% in 2021 to 75% 	<p>Teacher Judgement</p> <p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <p>in Reading from 75% in 2024 (mid year data) to 80%</p> <p>in Speaking and Listening from 72% in 2024 (mid year data) to 80%</p> <p>in Writing from 59% in 2024 (mid year data) to 70%</p> <p>in Number and Algebra from 72% in 2024 (mid year data) to 75%</p>
		<p>School Staff Survey</p> <p>By 2025, the percentage of staff reporting positive endorsement to the School Staff Survey measures in the School Climate module will increase in:</p> <ul style="list-style-type: none"> • Academic emphasis from 46% in 2021 to 60%. • Collective efficacy from 48% in 2021 to 60% 	<p>School Staff Survey</p> <p>By 2025, the percentage of staff reporting positive endorsement in the School Staff Survey measures in the School Climate module will increase in:</p> <p>Academic emphasis from 73% in 2024 to 80% in 2025</p> <p>Collective efficacy from 84% in 2025 to 90% in 2025</p>
<p>Improve the wellbeing and engagement of all students.</p>	<p>Yes</p>	<p>Student Attitudes to School Survey</p> <p>By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <p>In the Learner Characteristics and Disposition domain:</p> <ul style="list-style-type: none"> • Sense of confidence from 63% in 2021 to 75% • Perseverance from 70% in 2021 to 80% 	<p>Student Attitude to School Survey</p> <p>By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (ATSS) measures will increase:</p> <p>In the Learner Characteristics and Disposition domain:</p> <p>Sense of confidence from 75% in 2024 to 80%</p> <p>Perseverance from 76% in 2024 to 80%</p>

	<p>Attendance By 2025 the percentage of students (P-6) with 20 or more days absent will decrease from 33% in 2021 to 28%.</p>	<p>By 2025 the percentage of students (P-6) with 20 or more days absent will decrease from 31% in 2024 to 28%.</p>
	<p>School Staff Survey By 2025, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in the School Climate module:</p> <ul style="list-style-type: none"> • Trust in students and parents from 37% in 2021 to 50% 	<p>School Staff Survey By 2025, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in the School Climate module: Trust in students and parents from 56% in 2024 to 60%</p>
	<p>Parent Opinion Survey By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the Parent Community Engagement:</p> <ul style="list-style-type: none"> • Teacher communication from 63% in 2021 to 74% <p>In the Student Cognitive engagement:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 71% in 2021 to 80% 	<p>Parent Opinion Survey By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the Parent Community Engagement: Teacher communication from 88% in 2024 to 90%</p> <p>In the Student Cognitive engagement: Stimulating learning environment from 82% in 2024 to 88%</p>

Goal 1	Optimise the learning growth of every student in literacy and numeracy.
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.</p> <p>Year 3: Reading from 0% maintain in 2025 Numeracy from 0% maintain in 2025</p> <p>Year 5:</p>

	<p>Reading from 36% to 20% Numeracy from 20% to 15%</p> <p>NAPLAN Exceeding or strong students: Year 3: Reading: from 57% to 60% Writing: from 71% to 75% Spelling: from 36% to 40% Numeracy: from 50% to 55% G & P: from 43% to 48%</p> <p>Year 5: Reading: from 52% to 60% Writing: from 44% to 50% Spelling: from 48% to 52% Numeracy: from 48% to 52% G & P: from 32% to 45%</p>
12-month target 1.2	<p>NAPLAN Relative Growth In Reading from 14% high growth in 2024 to 20% in 2025 In Numeracy from 29% high growth to 32% in 2025</p>
12-month target 1.3	<p>Teacher Judgement</p> <p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <p>in Reading from 75% in 2024 (mid year data) to 80% in Speaking and Listening from 72% in 2024 (mid year data) to 80% in Writing from 59% in 2024 (mid year data) to 70% in Number and Algebra from 72% in 2024 (mid year data) to 75%</p>
12-month target 1.4	<p>School Staff Survey</p>

	<p>By 2025, the percentage of staff reporting positive endorsement in the School Staff Survey measures in the School Climate module will increase in:</p> <p>Academic emphasis from 73% in 2024 to 80% in 2025 Collective efficacy from 84% in 2025 to 90% in 2025</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Enhance teacher practice through the implementation of Professional Learning Communities. Yes
KIS 1.b Excellence in teaching and learning	Implement a tiered approach to teaching and learning based on data. Yes
KIS 1.c Professional leadership	Further develop a school wide culture of collaboration and high expectations. 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.	This year our focused has moved to writing and mathematics teaching and learning. Staff completed The Writing Revolution training in 2024 and will be implemented across the school in 2025. We have begun work with Brydon O'Neill and will be implementing our refined Mathematics instructional model and focusing on the refinement of writing in our literacy block. We have invested in Prime mathematics to utilise from P-6 in 2025. Our focus on Professional Learning Communities will be important for 2025 as we welcome three new classroom teachers and consolidate the work of our PLC leaders in the school who have received significant coaching in 2024. We will also continue to focus on our culture that fosters collaboration, which is important as we grow and high expectations, as we continue to increase our academic and performance targets.
Goal 2	Improve the wellbeing and engagement of all students.
12-month target 2.1	<p>Student Attitude to School Survey</p> <p>By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (ATSS) measures will increase:</p>

	In the Learner Characteristics and Disposition domain: Sense of confidence from 75% in 2024 to 80% Perseverance from 76% in 2024 to 80%	
12-month target 2.2	By 2025 the percentage of students (P-6) with 20 or more days absent will decrease from 31% in 2024 to 28%.	
12-month target 2.3	School Staff Survey By 2025, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in the School Climate module: Trust in students and parents from 56% in 2024 to 60%	
12-month target 2.4	Parent Opinion Survey By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase: In the Parent Community Engagement: Teacher communication from 88% in 2024 to 90% In the Student Cognitive engagement: Stimulating learning environment from 82% in 2024 to 88%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Positive climate for learning	Strengthen tiered approaches to support student social and emotional wellbeing.	Yes
KIS 2.b Community engagement in learning	Develop and embed effective partnerships within and beyond the school community to support student wellbeing.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

We will be continuing to work on our tiered approach to support social and emotional wellbeing. We have focused on our Tier 2 and Tier 3 supports with much of this linking to community organisations and specialists to support our work. With our wellbeing leader moving on we will need to ensure we sustain support for our students who require regular 1:1, small group or family support. It will be our second year of implementing The Resilience Project as our social and emotional curriculum so will be a great opportunity to reflect on and consolidate this implementation. Having our LS work as the SWPBS coach in the final term of 2024 we also look forward to welcoming her back with any additional insight into how to continue to strengthen our SWPBS across the school.

Define actions, outcomes, success indicators and activities

Goal 1	Optimise the learning growth of every student in literacy and numeracy.
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.</p> <p>Year 3: Reading from 0% maintain in 2025 Numeracy from 0% maintain in 2025</p> <p>Year 5: Reading from 36% to 20% Numeracy from 20% to 15%</p> <p>NAPLAN Exceeding or strong students: Year 3: Reading: from 57% to 60% Writing: from 71% to 75% Spelling: from 36% to 40% Numeracy: from 50% to 55% G & P: from 43% to 48%</p> <p>Year 5: Reading: from 52% to 60% Writing: from 44% to 50% Spelling: from 48% to 52% Numeracy: from 48% to 52% G & P: from 32% to 45%</p>
12-month target 1.2	<p>NAPLAN Relative Growth In Reading from 14% high growth in 2024 to 20% in 2025 In Numeracy from 29% high growth to 32% in 2025</p>

12-month target 1.3	<p>Teacher Judgement</p> <p>By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 as making at least one VC Level of learning progress in each school year will increase:</p> <p>in Reading from 75% in 2024 (mid year data) to 80% in Speaking and Listening from 72% in 2024 (mid year data) to 80% in Writing from 59% in 2024 (mid year data) to 70% in Number and Algebra from 72% in 2024 (mid year data) to 75%</p>
12-month target 1.4	<p>School Staff Survey</p> <p>By 2025, the percentage of staff reporting positive endorsement in the School Staff Survey measures in the School Climate module will increase in:</p> <p>Academic emphasis from 73% in 2024 to 80% in 2025 Collective efficacy from 84% in 2025 to 90% in 2025</p>
KIS 1.a Building practice excellence	Enhance teacher practice through the implementation of Professional Learning Communities.
Actions	<ul style="list-style-type: none"> - Refine PLC structures to support teacher collaboration and reflection to strengthen teaching practice - Continue to build staff capacity in assessment and differentiation to support individual learning needs. - Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom. - Support new staff members as they familiarise themselves with, and engage in Professional Learning Communities.
Outcomes	<ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and needs met - Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs - Students will know what the next steps are to progress their learning - Teachers will consistently implement the agreed assessment schedule - Teachers will identify student learning needs based on diagnostic assessment data - Teachers and tutors will plan for differentiation based on student learning data - Teachers will implement differentiated teaching and learning to meet individual student needs

	<ul style="list-style-type: none"> - Teachers will provide regular feedback and monitor student progress using data - Tutors will provide targeted academic support to students - Teachers will develop student IEPs and BSPs that describe adjustments to meet their needs - Education Support staff provide high quality support to teachers and students in the classroom - Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Curriculum documentation will show plans for differentiation and adjustments made for students - Develop a shared PDP goal focusing on assessment and differentiation - Audit staff skillset in formative and summative assessment and differentiation for students with disabilities - Leadership support provided to PLC leaders - Sounds- Write professional learning completed in term 1 for new staff - Use of assessments to track progress regularly (Acadience, Dibels, SW) <p>Late Indicators</p> <ul style="list-style-type: none"> - Victorian Curriculum judgements will show growth in learning - SSS factors: instructional leadership, collective efficacy, academic emphasis - AtoSS factors: stimulated learning, advocate at school - NAPLAN reading, writing, spelling and numeracy 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Coaching of PLC Leaders	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Instructional coaching - implementation of work from Effective Teaching CoP	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Observing to learn - peer observations and feedback and learning walks	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b Curriculum planning and assessment	Implement a tiered approach to teaching and learning based on data.			
Actions	<ul style="list-style-type: none"> - Embed consistent practice across the school, implementing refined instructional models for reading, writing and mathematics - Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs - Embed our multi-tiered response to meet students' individual learning needs - Embed PLC structures to support teacher collaboration and reflection to strengthen teaching practice - Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom 			
Outcomes	<ul style="list-style-type: none"> - Students will know how lessons are structured and how this supports their learning - Students in need of targeted academic support or intervention will continue to be identified and supported - Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs - Students will know what the next steps are to progress their learning - Teachers will consistently implement the agreed assessment schedule - Teachers will identify student learning needs based on diagnostic assessment data - Teachers and tutors will plan for differentiation based on student learning data - Teachers will implement differentiated teaching and learning to meet individual student needs - Teachers will provide regular feedback and monitor student progress using data walls and data systems - Tutors will provide targeted academic support to students - Teachers will develop student IEPs and BSPs that describe adjustments to meet their needs - Education Support staff provide high quality tier 2 and 3 support to students in the classroom - Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning 			

Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Revise the agreed evidenced based assessment schedule for numeracy and writing and embed time for moderation of student work in the professional learning calendar - Provide time and support for the use of new assessment methods/platforms - Embed our multi-tiered response system of support that meets the needs of the school - Embed the revised Instructional Models to establish how the multi-tiered response model will be adopted in classrooms - Curriculum documentation will show plans for differentiation and adjustments made for students - Develop a shared PDP goal focusing on assessment and differentiation - Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, in particular students with disabilities - Review and update IEPs and BSP for selected students. Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. - Observing to learn (termly learning walks and peer observations) happening across the school - All staff to access coaching for learning specialists (minimum 1 coaching cycle per term per teacher) <p>Late Indicators</p> <ul style="list-style-type: none"> - Victorian Curriculum judgements will show growth in learning - SSS factors: instructional leadership, collective efficacy, academic emphasis - AtoSS factors: stimulated learning, effective teaching time - NAPLAN reading, writing, spelling and numeracy 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Participate in Mathematics CoP with Armstrong Creek, Anakie PS, Surfside PS and Hamlyn Banks PS	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,497.00 <input checked="" type="checkbox"/> Other funding will be used
Sounds Write (\$3267 +CRT) explicit phonics Professional Learning for new staff and additional ES staff	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,953.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				Funding will be used
Observing to learn - coaching, peer observations and learning walks	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Work with Emina McLean to refine our Literacy (with particular focus of writing and spelling.)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Purchase additional Pr1me resources	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,875.70 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Purchase Acadience Math P-6 Digital License	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,113.00
Purchase Spelling Mastery Resources	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,413.99
Refine instructional Playbook	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
KIS 1.c Vision, values and culture	Further develop a school wide culture of collaboration and high expectations.			
Actions	<ul style="list-style-type: none"> - Embed consistent practices across the school including fidelity of implementation of instruction models and high impact teaching strategies - Embed PLC structures to support teacher collaboration and reflection to strengthen teaching practice - Embed coaching processes to support teachers to improve practice - Establish structures to support collaborate planning time 			
Outcomes	<ul style="list-style-type: none"> - Teachers will consistently implement the agreed assessment schedule - Teachers will follow the agreed instructional models and non-negotiables - Teachers will plan in their teaching teams weekly - Teachers will be coached regularly (minimum 1 coaching cycle per teacher per term) - Teachers will share student learning weekly on Class Dojo - Leaders will have follow up conversations after coaching and learning walks - Leaders will support the continuous development, documentation and revision of a multi-tiered response model to wellbeing and engagement - Leaders will participate in Mathematics Community of Practice with Brydon Guy O'Neill 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - shared PDP goals - streamlined communication processes - refined roles and responsibilities - collaborative planning time - observation/learning walks seeing the instruction model implemented with fidelity - ES meeting weekly <p>Late Indicators</p> <ul style="list-style-type: none"> - SSS factors: instructional leadership, collective efficacy, academic emphasis, collaboration to plan curriculum - AtoSS- learning and behaviour - Parent Opinion Survey- teacher communication 			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Brydon Guy O'Neill Professional Learning	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,920.00 <input checked="" type="checkbox"/> Other funding will be used
Participate in Mathematics CoP with Armstrong Creek, Anakie PS, Surfside PS and Hamlyn Banks PS	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Specialist timetable prioritises collaborative time	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Termly learning walks	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ES weekly collaboration and professional learning meetings	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Weekly instruction coaching (minimum 1 cycle per term per teacher)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Develop consistent processes (non-negotiables) regarding communication with families with a focus on sharing learning.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Goal 2	Improve the wellbeing and engagement of all students.			
12-month target 2.1	<p>Student Attitude to School Survey</p> <p>By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (ATSS) measures will increase:</p> <p>In the Learner Characteristics and Disposition domain: Sense of confidence from 75% in 2024 to 80% Perseverance from 76% in 2024 to 80%</p>			
12-month target 2.2	By 2025 the percentage of students (P-6) with 20 or more days absent will decrease from 31% in 2024 to 28%.			
12-month target 2.3	<p>School Staff Survey</p> <p>By 2025, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in the School Climate module:</p> <p>Trust in students and parents from 56% in 2024 to 60%</p>			
12-month target 2.4	<p>Parent Opinion Survey</p> <p>By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the Parent Community Engagement: Teacher communication from 88% in 2024 to 90%</p> <p>In the Student Cognitive engagement: Stimulating learning environment from 82% in 2024 to 88%</p>			

KIS 2.a Health and wellbeing	Strengthen tiered approaches to support student social and emotional wellbeing.
Actions	<ul style="list-style-type: none"> - Strengthen the whole school approach towards social and emotional learning - Embed The Resilience Project program alongside current wellbeing frameworks (SWPBS, Berry Street, Zones of Regulation, RRRR) - Utilise the tiered process for wellbeing referrals
Outcomes	<ul style="list-style-type: none"> - Students will report improved emotional awareness and resilience - Students will be able to explain what positive mental health means and where they can seek support at school - Student leaders will be able to recognise, respond to and refer mental health emergencies - Teachers will plan for and implement social and emotional learning within their curriculum areas - Teachers will be able to recognise, respond to and refer students' mental health needs - Teachers will follow the process for referring students who require tier 2 or tier 3 wellbeing support - Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches - Wellbeing team will directly support students' mental health and/or provide referrals - Wellbeing team will follow the referral process for addressing students who require tier 2 or tier 3 wellbeing support
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> - Curriculum documentation will show planning for social and emotional learning - The Resilience Project program and resources will be explicitly taught weekly - Notes from learning walks and peer observation will show how staff are embedding social and emotional learning - Smooth transition of wellbeing responsibilities with changes in leadership <p>Late indicators</p> <ul style="list-style-type: none"> - Victorian Curriculum: Personal and Social Capability outcomes will show growth and student variation - SSS factors: build resilience and a resilient support environment, trust in students and parents - AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience - Compass wellbeing data will reflect the referral process and outcomes for students - SWPBS and TRP data will reflect improved learning and supports - Reduction in behaviour chronicles on Compass

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Participation in The Resilience Project program	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,650.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine and utilise triage process on Compass for wellbeing referrals	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Mental Health Leader to provide ongoing support to staff to maximise the use of IEPs, BSPs and SSGs	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,753.25 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ed Connect Learning Mentors	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

				funded or free items
Inclusion coaching to support the teaching of social and emotional learning	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Building communities	Develop and embed effective partnerships within and beyond the school community to support student wellbeing.			
Actions	<ul style="list-style-type: none"> - Maintain relationships with local kindergartens and secondary schools - Engage with local volunteer groups who offer support for students/the school 			
Outcomes	<p>Students will be supported as they transition into Prep and transition into high school. Students will experience a range of local incursions and excursions.</p> <p>Teachers will foster relationships with parents/carers through frequent communication (verbal, Dojo) Teachers will follow non negotiables for communication by sharing teaching and learning experiences with families via Class Dojo Teachers will organise incursions and excursions to provide experiences and learning opportunities for students.</p> <p>Leaders will seek out and support opportunities for volunteers and community groups to be engaged with the school. Leaders will maintain relationships with local community groups, volunteers and organisations that provide support to our students. Leaders will plan and coordinate a number of whole school events to engage parents and carers.</p>			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> - Curriculum documentation will show the inclusion of incursions and excursions - The weekly timetable will reflect the engagement of volunteers and specialists to work with individual, small group or whole classes. - Whole school events, including special activities and open classrooms, will be planned across the school year - Prep and Year 6 transition programs will be clearly planned and well supported 			

	Late indicators - Victorian Curriculum: - SSS factors: - AtoSS factors: - Compass wellbeing data - Class Dojo engagement			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engagement of volunteers and organisations (Hands on Learning, StoryDogs, The Smith Family)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Whole School events planning (Open morning, Colour Run, Publishing Party, Maths Afternoon)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$210,689.82	\$210,689.82	\$0.00
Disability Inclusion Tier 2 Funding	\$113,546.68	\$113,546.68	\$0.00
Schools Mental Health Fund and Menu	\$30,362.75	\$30,362.75	\$0.00
Total	\$354,599.25	\$354,599.25	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Sounds Write (\$3267 +CRT) explicit phonics Professional Learning for new staff and additional ES staff	\$4,953.00
Purchase additional Pr1me resources	\$8,875.70
Participation in The Resilience Project program	\$1,650.00
Mental Health Leader to provide ongoing support to staff to maximise the use of IEPs, BSPs and SSGs	\$22,753.25
Ed Connect Learning Mentors	\$6,000.00
Totals	\$44,231.95

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Sounds Write (\$3267 +CRT) explicit phonics Professional Learning for new staff and additional ES staff	from: Term 1 to: Term 2	\$4,953.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Purchase additional Pr1me resources	from: Term 1 to: Term 1	\$8,875.70	<input checked="" type="checkbox"/> Teaching and learning programs and resources •
Totals		\$13,828.70	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Participation in The Resilience Project program	from: Term 1 to: Term 4	\$1,650.00	<input checked="" type="checkbox"/> The Resilience Project This activity will use Mental Health Menu staffing ○ Program delivered in school by external service provider
Mental Health Leader to provide ongoing support to staff to	from: Term 1	\$22,753.25	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities

maximise the use of IEPs, BSPs and SSGs	to: Term 4		
Ed Connect Learning Mentors	from: Term 1 to: Term 4	\$5,959.50	<input checked="" type="checkbox"/> EdConnect Mentors supporting students (EdConnect Australia)
Totals		\$30,362.75	

Additional funding planner – Total Budget

Activities and milestones	Budget
Education Support Staff	\$210,689.82
Learning Specialist - Inclusion Coach	\$87,778.91
Wellbeing Leader/Support	\$50,000.00
Totals	\$348,468.73

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff	from: Term 1 to: Term 4	\$160,689.82	<input checked="" type="checkbox"/> School-based staffing
Learning Specialist - Inclusion Coach	from: Term 1		

	to: Term 4		
Wellbeing Leader/Support	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$210,689.82	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff	from: Term 1 to: Term 4	\$11,939.07	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Learning Specialist - Inclusion Coach	from: Term 1 to: Term 4	\$87,778.91	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties • Learning specialist
Wellbeing Leader/Support	from: Term 1 to: Term 4		
Totals		\$99,717.98	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff	from: Term 1 to: Term 4	\$0.00	
Learning Specialist - Inclusion Coach	from: Term 1 to: Term 4		
Wellbeing Leader/Support	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Instructional coaching - implementation of work from Effective Teaching CoP	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Observing to learn - peer observations and feedback and learning walks	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Sounds Write (\$3267 +CRT) explicit phonics Professional Learning for new staff and additional ES staff	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> Off-site Online professional learning
Brydon Guy O'Neill Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> Off-site CoP shared curriculum day - held at Armstrong Creek -

					<input checked="" type="checkbox"/> External consultants Brydon G-O - consultant from Docklands PS.	location TBC
Participation in The Resilience Project program	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants The Resilience Project <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site