

2025 Annual Implementation Plan

for improving student outcomes

Bell Park North Primary School (4962)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2025

	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	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improved learning growth of every student.	Yes	<p>By 2028, increase the percentage of Year 5 students achieving NAPLAN benchmark growth* in:</p> <ul style="list-style-type: none"> • Reading, from XX% in 2024, to XX% • Numeracy, from XX% in 2024, to XX%. <p><i>*Targets to be finalised in negotiation with SEIL once NAPLAN Benchmark Growth data is available.</i></p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of Year 5 students achieving NAPLAN benchmark growth* in:• Reading by 5%• Numeracy by 5%</p>
		<p>By 2028, increase the percentage of students making at or above expected growth over one year against the Victorian Curriculum, as assessed by teacher judgement in Semester 2, for Years 1 to 6 for:</p> <ul style="list-style-type: none"> • Reading and viewing from 56% (Semester 2, 2023) to 75% • Writing from 48% (Semester 2, 2023) to 75% • Number and Algebra from 54% (Semester 2, 2023) to 75% for Mathematics* <p><i>*Target to be aligned with the Victorian Curriculum 2.0 Mathematics data</i></p>	<p>Increase the percentage of students making at or above expected growth over one year against the Victorian Curriculum, as assessed by teacher judgement in Semester 2, for Years 1 to 6 for: • Reading and viewing to 60%• Writing to 55%• Mathematics to 60%</p>
		<p>By 2028, maintain or increase the proportion of the positive endorsement by staff in the School Staff Survey for the factors of:</p> <ul style="list-style-type: none"> • Instructional Leadership to be maintained at 85% (2023) • Academic emphasis from 61% (2023) to 70% 	<p>Maintain or increase the proportion of the positive endorsement by staff in the School Staff Survey for the factors of:• Instructional Leadership to be maintained at 92.4% (2024)•</p>

		<ul style="list-style-type: none"> Monitoring effectiveness of using data to be maintained at 85% (2023) 	Academic emphasis from 61.8% (2024) to 65%• Monitoring effectiveness of using data to be maintained at 88.2% (2024)
		<p>By 2028, increase the proportion of positive endorsement by Years 4 – 6 students in the Attitudes to Schools Survey, for the factors of:</p> <ul style="list-style-type: none"> Motivation and interest from 75% (2024) to 80% Self-regulation and goal setting from 82% (2024) to 87% Student voice and agency from 72% (2024) to 79%. 	<p>Increase the proportion of positive endorsement by Years 4 – 6 students in the Attitudes to Schools Survey, for the factors of:</p> <ul style="list-style-type: none"> Motivation and interest from 75% (2024) to 77% Self-regulation and goal setting from 82% (2024) to 84% Student voice and agency from 72% (2024) to 75%
Enhanced wellbeing of every student.	Yes	<p>By 2028, maintain or increase proportion of the positive endorsement by Years 4 - 6 students in the Attitude to School Survey, for the factors of:</p> <ul style="list-style-type: none"> Sense of connectedness from 73% (2024) to 78% Attitudes to attendance to be maintained at 89% (2024) Perseverance from 65% (2024) to 75% . 	<p>Maintain or increase the proportion of the positive endorsement by Years 4 - 6 students in the Attitude to School Survey, for the factors of:</p> <ul style="list-style-type: none"> Sense of connectedness from 73% (2024) to 75% Attitudes to attendance to be maintained at 89% (2024) Perseverance from 65% (2024) to 68%
		<p>By 2028, increase the proportion of positive endorsement by all staff in the School Staff Survey, for the factor of Trust in students and parents from 66% (2023) to 71%.</p>	<p>Increase the proportion of positive endorsement by all staff in the School Staff Survey, for the factor of Trust in students and parents from 51.4% (2024) to 66%</p>
		<p>By 2028, decrease the percentage of:</p> <ul style="list-style-type: none"> Prep to Year 6 students having 20 or more absent days from 49% (2023) to 43% Equity funded students having 30 or more days absent days from 38% (2023) to 20%. 	<p>Decrease the percentage of:</p> <ul style="list-style-type: none"> Foundation to Year 6 students having 20 or more absent days from 49% (2023) to 43% Equity funded students having 30 or more days absent days from 45% (2024) to 40%

Goal 2	Improved learning growth of every student.	
12-month target 2.1-month target	Increase the percentage of Year 5 students achieving NAPLAN benchmark growth* in: <ul style="list-style-type: none"> • Reading by 5% • Numeracy by 5% 	
12-month target 2.2-month target	Increase the percentage of students making at or above expected growth over one year against the Victorian Curriculum, as assessed by teacher judgement in Semester 2, for Years 1 to 6 for: <ul style="list-style-type: none"> • Reading and viewing to 60% • Writing to 55% • Mathematics to 60% 	
12-month target 2.3-month target	Maintain or increase the proportion of the positive endorsement by staff in the School Staff Survey for the factors of: <ul style="list-style-type: none"> • Instructional Leadership to be maintained at 92.4% (2024) • Academic emphasis from 61.8% (2024) to 65% • Monitoring effectiveness of using data to be maintained at 88.2% (2024) 	
12-month target 2.4-month target	Increase the proportion of positive endorsement by Years 4 – 6 students in the Attitudes to Schools Survey, for the factors of: <ul style="list-style-type: none"> • Motivation and interest from 75% (2024) to 77% • Self-regulation and goal setting from 82% (2024) to 84% • Student voice and agency from 72% (2024) to 75% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Strengthened leadership capacity to support improved learning outcomes, with a focus on mid-level leadership.	Yes
KIS 2.b Leadership	Enhance teacher professional knowledge, assessment and implementation of the Vic Curriculum 2.0, with a focus on reading, writing and mathematics.	Yes

KIS 2.c Leadership	Build responsive teacher pedagogical practices aligned with the VTLM 2.0.	No
KIS 2.d Leadership	Build teacher data efficacy though strengthened implementation of the PLC process.	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.	In identifying key directions and priorities following the 2024 School Review Process, the panel agreed that the school needed to implement some whole-school curriculum changes to ensure all students were achieving expected growth in literacy and numeracy. This would include a review of how the Victorian Curriculum was being implemented and monitored across each year level. Improved use of agreed assessments would further support teachers to track individual student progress and inform differentiated teaching. The development of the mid-level leadership would be essential in enhancing team planning and PLC implementation. This would include defining the leadership and team level curriculum leadership roles in leading evidence-based improvement strategies, aligned with the SSP. Improved auditing and monitoring of the Victorian Curriculum 2.0, with a focus on reading, spelling and mathematics, would ensure all students were being taught at their point of need.	
Goal 3	Enhanced wellbeing of every student.	
12-month target 3.1-month target	Maintain or increase the proportion of the positive endorsement by Years 4 - 6 students in the Attitude to School Survey, for the factors of: <ul style="list-style-type: none"> • Sense of connectedness from 73% (2024) to 75% • Attitudes to attendance to be maintained at 89% (2024) • Perseverance from 65% (2024) to 68% 	
12-month target 3.2-month target	Increase the proportion of positive endorsement by all staff in the School Staff Survey, for the factor of Trust in students and parents from 51.4% (2024) to 66%	
12-month target 3.3-month target	Decrease the percentage of: <ul style="list-style-type: none"> • Foundation to Year 6 students having 20 or more absent days from 49% (2023) to 43% • Equity funded students having 30 or more days absent days from 45% (2024) to 40% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a	Strengthened staff capacity to support improved student wellbeing outcomes.	No

Leadership		
KIS 3.b Leadership	Review and refine the whole-school tiered approach for wellbeing.	Yes
KIS 3.c Leadership	Refine and strengthen a whole school approach to monitoring priority cohorts, including students achieving low growth.	Yes
KIS 3.d Leadership	Review and strengthen implementation and promotion of student attendance protocols and processes.	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.	In identifying key directions and priorities following the 2024 School Review Process, the panel concluded that a review of staff roles and responsibilities for wellbeing was warranted, inclusive of the leadership team. A priority focus on mid-level leadership development, including designated staff roles that aligned to the DoE tiered approach for wellbeing should be considered. The panel recommended that the school should further engage with DoE supports and external agencies to proactively address the needs of students who require Tier 3 interventions. Processes to monitor all students' learning growth, particularly students from priority cohorts, should be established to ensure targeted support is provided. In addition, a focus on maximising disability and inclusion supports and a strengthened approach to improving students' attendance should be a part of the next SSP.	

Define actions, outcomes, success indicators and activities

Goal 2	Improved learning growth of every student.
12-month target 2.1 target	Increase the percentage of Year 5 students achieving NAPLAN benchmark growth* in: <ul style="list-style-type: none"> • Reading by 5% • Numeracy by 5%
12-month target 2.2 target	Increase the percentage of students making at or above expected growth over one year against the Victorian Curriculum, as assessed by teacher judgement in Semester 2, for Years 1 to 6 for: <ul style="list-style-type: none"> • Reading and viewing to 60% • Writing to 55% • Mathematics to 60%
12-month target 2.3 target	Maintain or increase the proportion of the positive endorsement by staff in the School Staff Survey for the factors of: <ul style="list-style-type: none"> • Instructional Leadership to be maintained at 92.4% (2024) • Academic emphasis from 61.8% (2024) to 65% • Monitoring effectiveness of using data to be maintained at 88.2% (2024)
12-month target 2.4 target	Increase the proportion of positive endorsement by Years 4 – 6 students in the Attitudes to Schools Survey, for the factors of: <ul style="list-style-type: none"> • Motivation and interest from 75% (2024) to 77% • Self-regulation and goal setting from 82% (2024) to 84% • Student voice and agency from 72% (2024) to 75%
KIS 2.a 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	Strengthened leadership capacity to support improved learning outcomes, with a focus on mid-level leadership.

Actions	<ul style="list-style-type: none"> • Development of the mid-level leadership to enhance team planning and PLC implementation. • Define the leadership and team level curriculum leadership roles in leading evidence-based improvement strategies, aligned with the SSP. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Have role clarity and accountability in supporting improved outcomes. - Have a strengthened/enhanced capacity to lead school improvement. <p>Teachers will:</p> <ul style="list-style-type: none"> - Have role clarity and accountability in supporting improved outcomes. - Have a strengthened/enhanced capacity to support student learning growth. <p>Students will:</p> <ul style="list-style-type: none"> - Have role clarity and accountability in their learning. - Have an increased ability to understand and voice the way they learn, to best cater for successful learning. 			
Success Indicators	<p>Leaders:</p> <p>Artefacts and evidence: notes from leadership team meetings, PLC meeting minutes, lesson plans, observation/anecdotal notes, peer observation notes.</p> <p>Data sources: School Staff Survey (SSS) factor 'Instructional Leadership'</p> <p>Teachers:</p> <p>Artefacts and evidence: notes from Area team meetings, PLC meeting minutes, lesson plans, observation/anecdotal notes, peer observation notes.</p> <p>Data sources: AtoSS factors within 'Effective Teaching Practice For Cognitive Engagement'</p> <p>Students:</p> <p>Artefacts and evidence: notes from conversations with students and classroom observations, goal setting and reflection.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole school PL around effective PLC structures and processes	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Implementation of the Area PLC structures and templates-ensuring the Improvement Cycle is being implemented	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Define roles and responsibilities document and discuss with each leader-what their role looks like	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Regular Area Leader meetings (2 per Term)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PDP/Statement of expectations process to track and monitor areas of responsibility	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Whole school PL around HITS etc.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
KIS 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high	Enhance teacher professional knowledge, assessment and implementation of the Vic Curriculum 2.0, with a focus on reading, writing and mathematics.			

expectations; and a positive, safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> • Review of how the Victorian Curriculum (older version) was being implemented and monitored across each year level. • Review and refine auditing and monitoring of the Victorian Curriculum 2.0 and Instructional Models with a focus on reading, spelling and mathematics. • Review and refine the assessment schedule and assessment practices to inform and support differentiated teaching • Familiarisation with Vic Curriculum 2.0, and Victoria's approach to teaching reading F-2.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Have an improved system to audit/track and monitor the curriculum. - Lead staff in developing a strengthened understanding of the new curriculum and Instructional models. <p>Teachers will:</p> <ul style="list-style-type: none"> - Use the Instructional models regularly to plan and deliver lessons aligned to the new curriculum and ensuring differentiation. - Have a strengthened understanding of the new curriculum and Instructional models. <p>Students will:</p> <ul style="list-style-type: none"> - Be able to articulate the 'usual' structure of lessons. - Achieve growth at their own level in the areas of reading, writing and mathematics.
Success Indicators	<p>Leaders:</p> <p>Artefacts and evidence: notes from leadership team meetings, PLC meeting minutes, lesson structures/plans, Curriculum Mapping and Area Plans, observation/anecdotal notes, peer observation notes.</p> <p>Data sources: COMPASS Analytics, School Staff Survey (SSS) factors 'Instructional Leadership' and 'Guaranteed and Viable Curriculum'.</p> <p>Teachers:</p> <p>Artefacts and evidence: notes from Area team meetings, PLC meeting minutes, lesson plans, observation/anecdotal notes, peer observation notes.</p> <p>Data sources: AtoSS factors within 'Effective Teaching Practice For Cognitive Engagement'</p> <p>Students:</p> <p>Artefacts and evidence: notes from conversations with students and classroom observations, goal setting and reflection.</p> <p>Data sources: Semester reports, Learning Tasks, Diagnostic testing, e.g. PAT, Essential Assessment and DAL.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Developing whole school and cohort curriculum area maps and plans	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule regular data tracking and monitoring of priority cohorts (e.g. Koorie, at risk, Equity Funded, EAL)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit of current Instructional Models to align with Vic Curric 2.0	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Whole school audit on assessment practices	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Whole school PL on differentiation	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Leadership to work with EIL on data literacy/analysis	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Whole staff PL on Vic Curric 2.0	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Whole school PL on 3P Learning Fast Phonics	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of the PhonicsPlus Program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Create a Literacy Progression Team	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Goal 3	Enhanced wellbeing of every student.			
12-month target 3.1 target	Maintain or increase the proportion of the positive endorsement by Years 4 - 6 students in the Attitude to School Survey, for the factors of: <ul style="list-style-type: none"> • Sense of connectedness from 73% (2024) to 75% • Attitudes to attendance to be maintained at 89% (2024) • Perseverance from 65% (2024) to 68% 			
12-month target 3.2 target	Increase the proportion of positive endorsement by all staff in the School Staff Survey, for the factor of Trust in students and parents from 51.4% (2024) to 66%			

12-month target 3.3 target	<p>Decrease the percentage of:</p> <ul style="list-style-type: none"> • Foundation to Year 6 students having 20 or more absent days from 49% (2023) to 43% • Equity funded students having 30 or more days absent days from 45% (2024) to 40%
<p>KIS 3.b</p> <p>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</p>	Review and refine the whole-school tiered approach for wellbeing.
Actions	<ul style="list-style-type: none"> • Review Behaviour Management Tiers of Response. • Further engage with DoE supports and external agencies to proactively address the needs of students who require Tier 3 interventions.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Lead staff to develop and implement a new tiered approach to behaviour management resulting in a reduced number of tier 3 behaviours. - Have a strengthened understanding of the behaviour management tiers of response and positive classroom management strategies. <p>Teachers will:</p> <ul style="list-style-type: none"> - Have a strengthened understanding of the behaviour management tiers of response. - Use positive classroom management strategies resulting in less time spent on behaviour management and more time on task. <p>Students will:</p> <ul style="list-style-type: none"> - Have a clear understanding of the tiers of behaviour. - Have an improved level of resilience and ability to manage their own behaviours.
Success Indicators	<p>Leaders:</p> <p>Artefacts and evidence: notes from leadership team meetings, PLC meeting minutes, lesson structures/plans, observation/anecdotal notes, peer observation notes, BPNPS behaviour management tiers of response.</p> <p>Data sources: School Staff Survey (SSS) factors 'Shielding/Buffering' and 'Build Resilience and a Resilient, Supportive</p>

	<p>Environment'. Teachers: Artefacts and evidence: notes from Area team meetings, PLC meeting minutes, lesson plans, observation/anecdotal notes, peer observation notes. Data sources: COMPASS Chronicles and AtoSS factors for 'Perseverance' and 'Resilience' Students: Artefacts and evidence: welfare notes from conversations with students and classroom observations, SEAL book work, TRP journals. Data sources: COMPASS Chronicles and The Resilience Project surveys.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole school PL on Positive Classroom Management Strategies and SWPBS.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and refine the school's Behaviour Management Tiers of Response	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Disability Inclusion Networking and Professional Learning	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review the School's use of the Mental Health Menu, ensuring the programs/supports/strategies are effective and align with the needs of students requiring Tier 2 and 3 intervention	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$116,589.90 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

		<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team			Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Refine and strengthen a whole school approach to monitoring priority cohorts, including students achieving low growth.				
Actions	Review and refine processes to monitor all students' learning growth, particularly students from priority cohorts.				
Outcomes	Leaders will: - Have an improved system to audit/track and monitor the learning growth of priority cohorts. - Lead staff in developing/strengthening their data literacy-analysis/tracking/monitoring of priority cohorts. Teachers will: - Have a better understanding of their students and in particular the priority cohorts. - Know how best to support the needs of these priority cohorts, knowing what strategies, resources and supports are available. Students will: - Have an increased ability to understand their learning goals and how to achieve them. - Be able to achieve success at school.				
Success Indicators	Leaders: Artefacts and evidence: notes from leadership team meetings, PLC meeting minutes, lesson structures/plans, Curriculum Mapping and Area Plans, observation/anecdotal notes, peer observation notes, Assessment Schedule.				

	<p>Data sources: COMPASS Analytics, Student at Risk Tool, School Staff Survey (SSS) factors 'Collective Responsibility', 'Use data for curriculum planning' and 'Support growth and learning of whole student'.</p> <p>Teachers:</p> <p>Artefacts and evidence: notes from Area team meetings, PLC meeting minutes, lesson plans, observation/anecdotal notes, peer observation notes, wellbeing notes, COMPASS Analytics and Student at Risk Tool.</p> <p>Data sources: AtoSS factors within 'Social Engagement'.</p> <p>Students:</p> <p>Artefacts and evidence: notes from conversations with students and classroom observations, goal setting and reflection.</p> <p>Data sources: Semester reports, IEPs, Learning Tasks, Diagnostic testing, e.g. PAT, Essential Assessment and DAL.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Refine the IEP process to target priority cohorts (ATSI, OoHC, EAL, D.I. and students achieving low growth)	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Scheduled regular Leadership meetings to track and monitor priority cohorts, utilising Panorama reports, COMPASS Analytics, Wellbeing Chronicles and Attendance data	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teams to track and monitor their priority cohorts through a standing agenda item at their Area PLC meetings	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" 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	\$384,129.36	\$384,129.36	\$0.00
Disability Inclusion Tier 2 Funding	\$203,457.31	\$203,457.31	\$0.00
Schools Mental Health Fund and Menu	\$34,132.59	\$34,132.59	\$0.00
Total	\$621,719.26	\$621,719.26	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Whole school PL on differentiation	\$42,000.00
Whole school PL on 3P Learning Fast Phonics	\$4,500.00
Implementation of the PhonicsPlus Program	\$8,000.00
Review the School's use of the Mental Health Menu, ensuring the programs/supports/strategies are effective and align with the needs of students requiring Tier 2 and 3 intervention	\$116,589.90
Totals	\$171,089.90

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Whole school PL on differentiation	from: Term 1 to: Term 4	\$42,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Whole school PL on 3P Learning Fast Phonics	from: Term 1 to: Term 1	\$4,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Implementation of the PhonicsPlus Program	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$54,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Review the School's use of the Mental Health Menu, ensuring the programs/supports/strategies are effective and align with the needs of students requiring Tier 2 and 3 intervention	from: Term 1 to: Term 4	\$82,457.31	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend Profile meetings) • CRT (to attend staff PL) <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Sensory resources • Customised or adjustable furniture

			<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Whole school <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Other <ul style="list-style-type: none"> Sensory Garden
Totals		\$82,457.31	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Review the School's use of the Mental Health Menu, ensuring the programs/supports/strategies are effective and align with the needs of students requiring Tier 2 and 3 intervention	from: Term 1 to: Term 4	\$34,132.59	<input checked="" type="checkbox"/> The Resilience Project <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> Build staff capacity (conference, course, seminar) Program delivered in school by external service provider Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		\$34,132.59	

Additional funding planner – Total Budget

Activities and milestones	Budget
DI Co-ordinator Payment	\$121,000.00
School Improvement Leader Wage	\$150,000.00
Learning Specialist (Teaching and Learning) Salary Supplement	\$20,328.04
Welfare Officer/Social Worker Salary Supplement	\$25,573.32
Digital Technologies (SP1301) Upgrade of Equipment and Tech Support	\$13,228.00
English (SP4101) Curriculum consumables, Affiliations/Tests and CRT (Testing)	\$20,500.00
Maths (SP4400) Curriculum consumables, Affiliations/Tests, CRT (Testing) and Camps/excursions/activities	\$25,000.00
Robotics/STEM (SP4550) Camps/excursions/activities	\$10,000.00
Professional Learning (SP7010) Conferences, courses, seminars and CRT Staff	\$25,000.00
Welfare Programs (SP7055) Student Engagement, Staff & Student Welfare and Conferences, courses, seminars	\$30,000.00
Community Building (7072) Events, HUB Resources and Marketing	\$10,000.00
Totals	\$450,629.36

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
DI Co-ordinator Payment	from: Term 1 to: Term 4		
School Improvement Leader Wage	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> Other School Improvement Leader
Learning Specialist (Teaching and Learning) Salary Supplement	from: Term 1 to: Term 4	\$20,328.04	<input checked="" type="checkbox"/> Other Learning Specialist (Teaching and Learning)
Welfare Officer/Social Worker Salary Supplement	from: Term 1 to: Term 4	\$25,573.32	<input checked="" type="checkbox"/> Other Welfare Officer/Social Worker
Digital Technologies (SP1301) Upgrade of Equipment and Tech Support	from: Term 1 to: Term 4	\$13,228.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets <input checked="" type="checkbox"/> Other IT Technician
English (SP4101) Curriculum consumables, Affiliations/Tests and CRT (Testing)	from: Term 1 to: Term 4	\$20,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT

Maths (SP4400) Curriculum consumables, Affiliations/Tests, CRT (Testing) and Camps/excursions/activities	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Robotics/STEM (SP4550) Camps/excursions/activities	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional Learning (SP7010) Conferences, courses, seminars and CRT Staff	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Welfare Programs (SP7055) Student Engagement, Staff & Student Welfare and Conferences, courses, seminars	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Community Building (7072) Events, HUB Resources and Marketing	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other Events, HUB Resources and Marketing
Totals		\$329,629.36	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
DI Co-ordinator Payment	from: Term 1	\$121,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		<ul style="list-style-type: none"> Disability inclusion coordinator
School Improvement Leader Wage	from: Term 1 to: Term 4		
Learning Specialist (Teaching and Learning) Salary Supplement	from: Term 1 to: Term 4		
Welfare Officer/Social Worker Salary Supplement	from: Term 1 to: Term 4		
Digital Technologies (SP1301) Upgrade of Equipment and Tech Support	from: Term 1 to: Term 4		
English (SP4101) Curriculum consumables, Affiliations/Tests and CRT (Testing)	from: Term 1 to: Term 4		
Maths (SP4400) Curriculum consumables, Affiliations/Tests, CRT (Testing) and Camps/excursions/activities	from: Term 1 to: Term 4		
Robotics/STEM (SP4550) Camps/excursions/activities	from: Term 1		

	to: Term 4		
Professional Learning (SP7010) Conferences, courses, seminars and CRT Staff	from: Term 1 to: Term 4		
Welfare Programs (SP7055) Student Engagement, Staff & Student Welfare and Conferences, courses, seminars	from: Term 1 to: Term 4		
Community Building (7072) Events, HUB Resources and Marketing	from: Term 1 to: Term 4		
Totals		\$121,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
DI Co-ordinator Payment	from: Term 1 to: Term 4		
School Improvement Leader Wage	from: Term 1 to: Term 4		

Learning Specialist (Teaching and Learning) Salary Supplement	from: Term 1 to: Term 4		
Welfare Officer/Social Worker Salary Supplement	from: Term 1 to: Term 4		
Digital Technologies (SP1301) Upgrade of Equipment and Tech Support	from: Term 1 to: Term 4		
English (SP4101) Curriculum consumables, Affiliations/Tests and CRT (Testing)	from: Term 1 to: Term 4		
Maths (SP4400) Curriculum consumables, Affiliations/Tests, CRT (Testing) and Camps/excursions/activities	from: Term 1 to: Term 4		
Robotics/STEM (SP4550) Camps/excursions/activities	from: Term 1 to: Term 4		
Professional Learning (SP7010) Conferences, courses, seminars and CRT Staff	from: Term 1 to: Term 4		

Welfare Programs (SP7055) Student Engagement, Staff & Student Welfare and Conferences, courses, seminars	from: Term 1 to: Term 4		
Community Building (7072) Events, HUB Resources and Marketing	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
Whole school PL around effective PLC structures and processes	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Whole school PL around HITS etc.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Whole school PL on differentiation	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Internal staff <input checked="" type="checkbox"/> External consultants Rob Vingerhoets-Maths Bobbie Cameron-English	<input checked="" type="checkbox"/> On-site
Whole staff PL on Vic Curric 2.0	<input checked="" type="checkbox"/> Leadership team	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	to: Term 4		professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	
Whole school PL on 3P Learning Fast Phonics	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants 3P Learning Consultant	<input checked="" type="checkbox"/> On-site
Implementation of the PhonicsPlus Program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> External consultants Bobbie Cameron-Improved Outcomes Consulting	<input checked="" type="checkbox"/> On-site
Whole school PL on Positive Classroom Management Strategies and SWPBS.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Wellbeing team					
Review and refine the school's Behaviour Management Tiers of Response	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Refine the IEP process to target priority cohorts (ATSI, OoHC, EAL, D.I. and students achieving low growth)	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Scheduled regular Leadership meetings to track and monitor priority cohorts, utilising Panorama reports, COMPASS Analytics, Wellbeing Chronicles and Attendance data	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Teams to track and monitor their priority cohorts through a standing agenda item at their Area PLC meetings	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
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