2025 Annual Implementation Plan

for improving student outcomes

Clyde Primary School (3664)

Submitted for review by Michelle Mackenlay (School Principal) on 20 December, 2024 at 01:15 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 10 February, 2025 at 08:13 AM
Awaiting endorsement by School Council President

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.
To improve learning outcomes and growth for all students.	Yes	By 2026, increase the percentage of students achieving above Benchmark Growth in NAPLAN: • Reading from 19% (2021) to 27% • Writing from 13% (2121) to 21% • Numeracy from 20% (2021) to 24%. By 2026, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Reading: • Year 3 from 17% (2023 baseline) • Year 5 from 23% (2023 baseline) By 2026, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Writing: • Year 3 from 5% (2023 baseline) • Year 5 from 18% (2023 baseline) By 2026, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Numeracy: • Year 3 from 9% (2023 baseline) • Year 5 from 12% (2023 baseline)	By 2025, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Reading Reading Year 3 from 22% (2024) at or above 17%.Reading Year 5 from 13 % (2024) at or above 23%.By 2025, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN WritingWriting Year 3 from 0% (2024) at or above 5%.Writing Year 5 from 6% (2024) at or above 18%.By 2025, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Numeracy Numeracy Year 3 from 3% (2024) to at or above 9%.Numeracy Year 5 from 1% (2024) to at or above 12%.
		By 2026, increase the percentage of students achieving in the top two NAPLAN Bands in: • Reading from 19% (2021) to 27%. • Writing from 3% (2021) to 14%. • Numeracy from 16% (2021) to 24%.	By 2025, improve the proportion of students in 'strong and exceeding' in:Reading Year 3 from 61% (2024) to 62%.Reading Year 5 from 65% (2024) to 66%.Writing Year 3 from 64% (2024) to 65%.Writing Year 5

		By 2026, reduce the number of 'Needs Additional Support' students in: • Reading Year 3 from 15% (2024) to 10% • Reading Year 5 from 13% (2024) to 8% • Numeracy Year 3 from 11% (2024) to 6% • Numeracy Year 5 from 16% (2024) to 11%	from 68% (2024) to 69%.Numeracy Year 3 from 51% (2024) to 53%.Numeracy Year 5 from 57% (2024) to 58%.By 2025, reduce the number of 'Needs Additional Support' students in:Reading Year 3 from 15% (2024) to 10%.Reading Year 5 from 13% (2024) to 8%.Numeracy Year 3 from 11% (2024) to 6%.Numeracy Year 5 from 16% (2024) to 11%.
		By 2026, increase the percentage of positive endorsement on the SSS for • Instructional leadership from 62.1% (2021) to 75% • Academic emphasis from 41% (2021) to 65% • Collective efficacy from 47% (2021) to 65%.	Maintain or increase the percentage of positive endorsement for Instructional leadership above 75%.Maintain or increase the percentage of positive endorsement for Academic emphasis at 65%.Maintain or increase the percentage of positive endorsement for Collective efficacy at 65%.
		By 2026, increase the percentage of positive endorsement on the AToSS for: • Sense of confidence from 65% (2021) to 75%. • Stimulating learning from 72% (2021) to 80%. • Differentiated learning challenge from 81% (2021) to 85%.	Maintain or increase the Years 4-6 students' percentage of positive endorsement for Sense of confidence at 75%.Maintain or increase the Years 4-6 students' percentage of positive endorsement for Stimulated learning at 80%.Maintain or increase the Years 4-6 students' percentage of positive endorsement for Differentiated learning challenge at 85%.
To improve the engagement and wellbeing of all students.	Yes	By 2026, increase the percentage of positive endorsement on the AToSS for:	Maintain or increase the Years 4-6 students' percentage of positive endorsement for Sense of

		• Sense of connectedness from 60% (2021) to 75% . • Student voice and agency from 55% (2021) to 65% • Managing bullying from 65% (2021) to 73% • Emotional awareness and self–regulation from 63% (2021) to 71%	Connectedness at 75%.Maintain or increase the Years 4-6 students' percentage of positive endorsement for Student voice and agency at 65%.Increase the Years 4-6 students' percentage of positive endorsement for Managing bullying at 71%.Maintain or increase the Years 4-6 students' percentage of positive endorsement for Emotional awareness and self- regulation at 71%.
		By 2026, increase the percentage of positive endorsement on the SSS for • Seek feedback to improve practice from 47% (2021) to 65%. • Promote student ownership of learning from 50% (2021) to 70%. • Build resilience and resilient, supportive environment from 42% (2021) to 70%.	Maintain or increase the percentage of positive endorsement for Seek feedback to improve practice at 65%.Maintain or increase the percentage of positive endorsement for Promote student ownership of learning at 70%.Maintain or increase the percentage of positive endorsement for Build resilience and resilient, supportive environment at 70%.
		By 2026, decrease the average student absences from 18.5 days per student (2021) to 16 days per student.	To decrease student absences to align with network results.

Goal 1	**To improve learning outcomes and growth for all students.**
12-month target 1.1	By 2025, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Reading Reading Year 3 from 22% (2024) at or above 17%.

	Reading Year 5 from 13 % (2024) at or above 23%. By 2025, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Writing Writing Year 3 from 0% (2024) at or above 5%. Writing Year 5 from 6% (2024) at or above 18%. By 2025, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Numeracy Numeracy Year 3 from 3% (2024) to at or above 9%. Numeracy Year 5 from 1% (2024) to at or above 12%.
12-month target 1.2	By 2025, improve the proportion of students in 'strong and exceeding' in: Reading Year 3 from 61% (2024) to 62%. Reading Year 5 from 65% (2024) to 66%. Writing Year 3 from 64% (2024) to 65%. Writing Year 5 from 68% (2024) to 69%. Numeracy Year 3 from 51% (2024) to 53%. Numeracy Year 5 from 57% (2024) to 58%. By 2025, reduce the number of 'Needs Additional Support' students in: Reading Year 3 from 15% (2024) to 10%. Reading Year 5 from 13% (2024) to 8%. Numeracy Year 3 from 11% (2024) to 6%. Numeracy Year 5 from 16% (2024) to 11%.
12-month target 1.3	Maintain or increase the percentage of positive endorsement for Instructional leadership above 75%. Maintain or increase the percentage of positive endorsement for Academic emphasis at 65%. Maintain or increase the percentage of positive endorsement for Collective efficacy at 65%.
12-month target 1.4	Maintain or increase the Years 4-6 students' percentage of positive endorsement for Sense of confidence at 75%. Maintain or increase the Years 4-6 students' percentage of positive endorsement for Stimulated learning at 80%. Maintain or increase the Years 4-6 students' percentage of positive endorsement for Differentiated learning challenge at 85%.

Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1.a Leadership	Review and improve PLCs as the essential structure to develop consistent teacher practice in curriculum content and delivery.	Yes
KIS 1.b Teaching and learning	Embed responsive teaching practices that underpin the agreed evidence–based instructional model.	Yes
KIS 1.c Engagement	Embed a focus on student engagement and growth with a particular focus on higher achieving students.	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.	KIS 2.a Review and improve PLCs as the essential structure to develop consistent teacher practice in curriculum content and delivery - This was selected as there have been statewide changes to the VTLM 2.0 and Vic Curriculum. The plan is to review current practices in the PLC and ensure that instructional models and curriculum delivery is consistent and up to date with recent changes. With the changes to NAPLAN that occurred in 2023, and the direction of the Department of Education we have updated our SSP with consultation and approval of our SEIL to reflect these changes. Reflecting on our 2024 NAPLAN data results, we will continue to focus on the needs of our higher achieving students and include 'Needs Additional Support' which will be monitored through the PLC. Tutor Learning Initiative (TLI) will support the improvement in these selected areas of NAPLAN. KIS 2.b Embed responsive teaching practices that underpin the agreed evidence-based instructional model - This was selected to ensure that the school is in alignment with VTLM 2.0 and the changes to Reading F-2. We want to build on our significant strength in Teaching and learning and ensure correct development of Reading priorities F-2. We want to review the use of our assessment strategies and measures to gain further insight to student learning, and attainment.	
Goal 2	**To improve the engagement and wellbeing of all students.**	
12-month target 2.1	Maintain or increase the Years 4-6 students' percentage of positive endorsement for Sense of Connectedness at 75%. Maintain or increase the Years 4-6 students' percentage of positive endorsement for Student voice and agency at 65%. Increase the Years 4-6 students' percentage of positive endorsement for Managing bullying at 71%. Maintain or increase the Years 4-6 students' percentage of positive endorsement for Emotional awareness and	

	self- regulation at 71%.	
12-month target 2.2	Maintain or increase the percentage of positive endorsement for Seek feedback to improve practice at 65%. Maintain or increase the percentage of positive endorsement for Promote student ownership of learning at 70%. Maintain or increase the percentage of positive endorsement for Build resilience and resilient, supportive environment at 70%.	
12-month target 2.3	To decrease student absences to align with network results.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Implement and promote a positive climate for learning.	No
KIS 2.b Support and resources	Develop the capacity of staff to respond to the wellbeing needs of all students.	Yes
KIS 2.c Engagement	Embed a whole–school approach towards the activation of student voice, agency and leadership.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This KIS was selected due to the focus we currently have on understanding, implementing and documenting adjustments throughout the school. With the engagement of an EIL-DL to support the school in refining our whole school approaches to supporting diverse learners and responding to student needs, we felt this KIS was appropriate to the goals we are striving to achieve. Our focus for 2025, will also be on ensuring our approaches/programs are meeting the cultural and diverse needs of our school community by documentating a tiered approach to wellbeing to ensure the wellbeing needs or our students are being met. This will support the school in improving our self-evaluation results in the area of engagement and further support the school in maintaing or improving ATTOS, staff and parent survey results.	

Define actions, outcomes, success indicators and activities

Goal 1	To improve learning outcomes and growth for all students.
12-month target 1.1	By 2025, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Reading Reading Year 3 from 22% (2024) at or above 17%. Reading Year 5 from 13 % (2024) at or above 23%. By 2025, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Writing Writing Year 3 from 0% (2024) at or above 5%. Writing Year 5 from 6% (2024) at or above 18%. By 2025, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN Numeracy Numeracy Year 3 from 3% (2024) to at or above 9%. Numeracy Year 5 from 1% (2024) to at or above 12%.
12-month target 1.2	By 2025, improve the proportion of students in 'strong and exceeding' in: Reading Year 3 from 61% (2024) to 62%. Reading Year 5 from 65% (2024) to 66%. Writing Year 3 from 64% (2024) to 65%. Writing Year 5 from 68% (2024) to 69%. Numeracy Year 3 from 51% (2024) to 53%. Numeracy Year 5 from 57% (2024) to 58%. By 2025, reduce the number of 'Needs Additional Support' students in: Reading Year 3 from 15% (2024) to 10%. Reading Year 5 from 13% (2024) to 8%. Numeracy Year 3 from 11% (2024) to 6%. Numeracy Year 5 from 16% (2024) to 11%.
12-month target 1.3	Maintain or increase the percentage of positive endorsement for Instructional leadership above 75%. Maintain or increase the percentage of positive endorsement for Academic emphasis at 65%. Maintain or increase the percentage of positive endorsement for Collective efficacy at 65%.

12-month target 1.4	Maintain or increase the Years 4-6 students' percentage of positive endorsement for Sense of confidence at 75%. Maintain or increase the Years 4-6 students' percentage of positive endorsement for Stimulated learning at 80%. Maintain or increase the Years 4-6 students' percentage of positive endorsement for Differentiated learning challenge at 85%.
KIS 1.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	Review and improve PLCs as the essential structure to develop consistent teacher practice in curriculum content and delivery.
Actions	1. Build teacher capacity to implement Professional Learning Communities and development of inquiry cycles. 2. Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs.
Outcomes	1. Leaders coach teachers in reflection of best practice and examine impact against an area of focus. 2. Leaders regularly observe teachers teaching in the focus curriculum areas and provide targeted feedback. 3. Improved school-wide approach to implementation of Victorian Curriculum 2.0.
Success Indicators	Observational notes from PLT meetings. Learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth. The instructional focus is understood by all teachers in terms of the evidence base and what best practice involves. School staff survey indicators of Instructional Leadership and Collective Efficacy increase. Improvement Cylcles are a means for testing refining and evaluating the impact of teaching strategies. Student learning data in identified curriculum areas increase in both growth and achievement spread (For NAPLAN - fewer students needing additional support and more in the strong and exceeding categories).

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

Audit and improve whole school assessment practices across the school.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Audit previous PLC practices to establish areas of strength and growth & review and update school systems and practices based on audit results.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$2,500.00 ☑ Equity funding will be used
Maintain areas of focus for inquiry cycles in PLC.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used
Organise time for the PLC Leadership team to work 1:1 with staff in order to support their Inquiry Cycle.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Organise learning walks to observe staff practice in chosen area of focus.	☑ Assistant principal ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Use tutoring and extension programs to improve student outcomes and meet individual learning goals.	☑ Assistant principal ☑ Education support ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used

				☑ Other funding will be used
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year.	☑ Assistant principal ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used
Document plans for coaching, mentoring and observation.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Develop processes to build staff capacity in using formative assessment data to inform teaching of students individual goals.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Students develop skills and competencies to co-construct their own learning goals.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed responsive teaching practices that underpin the agreed evidence–based instructional model.

Actions	1. Audit school curriculum documentation and instructional models for alignment with VTLM V2.0 2. Plan whole school professional learning in evidence based teaching practices to support students.
Outcomes	1. Staff will know how lessons are structured and how this supports students learning. 2. Leaders support staff to improve teaching practices through prioritising time and providing professional learning opportunities.
Success Indicators	1. Revised planning documentation with links to VTLM 2.0 Initial changes of instructional model. 2. Classroom observations and learning walks demonstrating use of strategies from professional learning.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Develop teacher capacity to incorporate and follow Vic Curriculum 2.0.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used ☑ Other funding will be used
Introduce and provide professional learning on VTLM 2.0	☑ Assistant principal ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used
Develop revised draft of instructional models for English and Mathematics in alignment with the VTLM.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$25,000.00

				☑ Other funding will be used
Provide professional Learning opportunities for Vic Curriculum 2.0 including familiarisation of 'Other' curriculum areas.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Provide professional learning for improvement of evidence based teaching practices, including explicit teaching practices.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used ☑ Other funding will be used

Goal 2	To improve the engagement and wellbeing of all students.
12-month target 2.1	Maintain or increase the Years 4-6 students' percentage of positive endorsement for Sense of Connectedness at 75%. Maintain or increase the Years 4-6 students' percentage of positive endorsement for Student voice and agency at 65%. Increase the Years 4-6 students' percentage of positive endorsement for Managing bullying at 71%. Maintain or increase the Years 4-6 students' percentage of positive endorsement for Emotional awareness and self-regulation at 71%.
12-month target 2.2	Maintain or increase the percentage of positive endorsement for Seek feedback to improve practice at 65%. Maintain or increase the percentage of positive endorsement for Promote student ownership of learning at 70%. Maintain or increase the percentage of positive endorsement for Build resilience and resilient, supportive environment at

	70%.
12-month target 2.3	To decrease student absences to align with network results.
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop the capacity of staff to respond to the wellbeing needs of all students.
Actions	1.Develop a school-wide approach to planning and documenting adjustments for diverse learners. 2.Develop and implement a tiered system of support for student wellbeing.
Outcomes	Staff will implement adjustments in their classroom to support student needs. Staff will understand and implement a tiered system to support the wellbeing needs of students.
Success Indicators	Curriculum and school documentation will show adjustments for diverse learners. Feedback from learning walks and peer observations will show embedding practice for student wellbeing needs. Staff will understand the tiered system to support the wellbeing needs of students and implement this into their practice. Maintain or improve SSS targets Maintain or improve our AToSS targets

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Identify and schedule appropriate professional learning for teachers around diverse learning.	☑ Leading teacher(s) ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$110,000.00 ☑ Disability Inclusion Tier 2

				Funding will be used
Audit, document and monitor school wide adjustments.	☑ Leading teacher(s) ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Monitor school-wide adjustments through regular learning walks.	☑ Leading teacher(s) ☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	$40,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Other funding will be used
Complete a disability inclusion profile.	☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$85,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Employ a social worker	☑ Leading teacher(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$80,805.00
Implement the Cybersafety Project - bullying prevention program.	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$9,485.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Collate our school-wide wellbeing practices and initiatives through a tiered approach and communicate this with staff.	☑ Leading teacher(s) ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 2	$4,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$257,351.12	$482,500.00	-$225,148.88
Disability Inclusion Tier 2 Funding	$265,272.55	$335,000.00	-$69,727.45
Schools Mental Health Fund and Menu	$55,233.71	$0.00	$55,233.71
Total	$577,857.38	$817,500.00	-$239,642.62

Activities and milestones – Total Budget

Activities and milestones	Budget
Audit previous PLC practices to establish areas of strength and growth & review and update school systems and practices based on audit results.	$2,500.00
Maintain areas of focus for inquiry cycles in PLC.	$25,000.00
Organise learning walks to observe staff practice in chosen area of focus.	$20,000.00
Use tutoring and extension programs to improve student outcomes and meet individual learning goals.	$60,000.00
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year.	$60,000.00
Develop processes to build staff capacity in using formative assessment data to inform teaching of students individual goals.	$30,000.00

Develop teacher capacity to incorporate and follow Vic Curriculum 2.0.	$100,000.00
Introduce and provide professional learning on VTLM 2.0	$50,000.00
Provide professional Learning opportunities for Vic Curriculum 2.0 including familiarisation of 'Other' curriculum areas.	$15,000.00
Provide professional learning for improvement of evidence based teaching practices, including explicit teaching practices.	$60,000.00
Identify and schedule appropriate professional learning for teachers around diverse learning.	$110,000.00
Audit, document and monitor school wide adjustments.	$100,000.00
Monitor school-wide adjustments through regular learning walks.	$40,000.00
Complete a disability inclusion profile.	$85,000.00
Implement the Cybersafety Project - bullying prevention program.	$9,485.00
Totals	$766,985.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Audit previous PLC practices to establish areas of strength and growth & review and update	from: Term 1	$2,500.00	☑ School-based staffing

school systems and practices based on audit results.	to: Term 2		
Maintain areas of focus for inquiry cycles in PLC.	from: Term 1 to: Term 4	$25,000.00	☑ School-based staffing
Organise learning walks to observe staff practice in chosen area of focus.	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing
Use tutoring and extension programs to improve student outcomes and meet individual learning goals.	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year.	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Develop processes to build staff capacity in using formative assessment data to inform teaching of students individual goals.	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing
Develop teacher capacity to incorporate and follow Vic Curriculum 2.0.	from: Term 1 to: Term 4	$100,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

Introduce and provide professional learning on VTLM 2.0	from: Term 1 to: Term 4	$110,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Provide professional Learning opportunities for Vic Curriculum 2.0 including familiarisation of 'Other' curriculum areas.	from: Term 1 to: Term 4	$15,000.00	☑ School-based staffing
Provide professional learning for improvement of evidence based teaching practices, including explicit teaching practices.	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Monitor school-wide adjustments through regular learning walks.	from: Term 2 to: Term 4		
Totals		$482,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Provide professional Learning opportunities for Vic Curriculum 2.0 including familiarisation of 'Other' curriculum areas.	from: Term 1 to: Term 4		☑ Other workforces to support students with disability •
Identify and schedule appropriate professional	from: Term 1	$110,000.00	☑ Professional learning for school-based staff •

learning for teachers around diverse learning.	to: Term 4		
Audit, document and monitor school wide adjustments.	from: Term 1 to: Term 4	$100,000.00	☑ Professional learning for school-based staff • ☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Monitor school-wide adjustments through regular learning walks.	from: Term 2 to: Term 4	$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Complete a disability inclusion profile.	from: Term 1 to: Term 1	$85,000.00	☑ Other workforces to support students with disability • ☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		$335,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Complete a disability inclusion profile.	from: Term 1	$0.00	

	to: Term 1		
Implement the Cybersafety Project - bullying prevention program.	from: Term 1 to: Term 4		
Totals		$0.00	

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
Organise learning walks to observe staff practice in chosen area of focus.	☑ Assistant principal ☑ Leading teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Literacy leaders	☑ On-site
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year.	☑ Assistant principal ☑ Leading teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Literacy leaders	☑ On-site
Develop teacher capacity to incorporate and follow Vic Curriculum 2.0.	☑ All staff	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Departmental resources Vic Curriculum 2.0 VTLM ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Introduce and provide professional learning on VTLM 2.0	☑ Assistant principal	from: Term 1	☑ Collaborative inquiry/action research team	☑ Whole school pupil free day	☑ Literacy leaders ☑ Departmental resources	☑ Off-site You can't tick both,

	☑ Leading teacher(s)	to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Network professional learning ☑ Communities of practice	VTLM Vic Curriculum 2.0	but onsite. And offsite, through a range of school visits and COP
Provide professional Learning opportunities for Vic Curriculum 2.0 including familiarisation of 'Other' curriculum areas.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s)	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Identify and schedule appropriate professional learning for teachers around diverse learning.	☑ Leading teacher(s) ☑ School improvement team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources EIL - Diverse Learners, School Inclusive Practice Branch.	☑ On-site