

# **2025 Annual Implementation Plan**

## **for improving student outcomes**

Kurunjang Primary School (5256)



Submitted for review by Thomas Goddard (School Principal) on 15 January, 2025 at 12:35 PM  
Awaiting endorsement by Senior Education Improvement Leader

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
<b>Wellbeing</b>	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
<b>Leadership</b>	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	
<b>Teaching and learning</b>	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	
<b>Assessment</b>	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	
<b>Engagement</b>	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	
<b>Support and resources</b>	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	
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<b>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve student outcomes in reading.	Yes	By 2027, increase the percentage of students reading at or above the expected benchmark level as measured against a school-based continuum (Fountas and Pinnell independent and instructional reading level assessments) in Reading from 19% (2023) to 27%.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  Increase the percentage of students reading at or above the expected benchmark level as measured against a school-based continuum (Fountas and Pinnell independent and instructional reading level assessments) in Reading from 24% (2024) to 28%.
		By 2027, increase the percentage of students in Year 3 and Year 5 achieving Strong and Exceeding proficiency levels in in NAPLAN for: <ul style="list-style-type: none"> <li>• Year 3 Reading from 50% (2023) to 58%</li> <li>• Year 5 Reading from 48% in (2023) to 56%.</li> </ul>	Increase the percentage of students in Year 3 and Year 5 achieving Strong and Exceeding proficiency levels in NAPLAN for: Year 3 Reading from 43% (2024) to 47% Year 5 Reading from 43% in (2024) to 47% By 2026 reduce the number of needs additional support (NAS) students in each of numeracy and reading in Year 3 and 5 compared to the number of NAS students in 2024.
		By 2027, decrease the percentage of Year F–6 students assessed below expected level against the Victorian Curriculum in Reading from 62% (2022) to 50%.	Decrease the percentage of Year F–6 students assessed below expected level against the Victorian Curriculum in Reading from 51% (2024) to 47%.

To improve student outcomes in numeracy.	No	By 2027, increase the percentage of students in Year 3 and Year 5 achieving Strong and Exceeding proficiency levels in NAPLAN for: <ul style="list-style-type: none"> <li>• Year 3 Numeracy from 45% (2023) to 53%</li> <li>• Year 5 Numeracy 39% (2023) to 47%.</li> </ul>	
		By 2027, 100% of Year 1 students will move one growth point per year as measured by the Maths Online Interview from a baseline figure to be established in 2024.	
		By 2027, decrease the percentage of Year F–6 students assessed below expected level against the Victorian Curriculum: <ul style="list-style-type: none"> <li>• Number and Algebra from 39% (2022) to 31%.</li> </ul>	
To improve student wellbeing and mental health.	Yes	By 2027, the percentage of Year F-6 students with 20+ days absence in F-6 students will decrease from 66% (2022) to at or below 54%.	The percentage of Year F-6 students with 20+ days absence in F-6 students will decrease from 55% (2024) to at or below 51%.Increase the rate of student attendance Year F-6 from 86% to 90%.
		By 2027, the percentage of Year 4-6 students reporting positive endorsement in the following Attitudes to School Survey factors: <ul style="list-style-type: none"> <li>• Student voice and agency from 63%(2023) to 67%</li> <li>• Managing bullying will increase from 66% (2023) to 72%</li> <li>• Sense of connectedness will increase from 70% in (2023) to 74%.</li> </ul>	The percentage of Year 4-6 students reporting positive endorsement in the following Attitudes to School Survey factors:Student voice and agency from 56%(2024) to 60%.Managing bullying will increase from 61% (2024) to 65%Sense of connectedness will increase from 61% in (2024) to 65%.

<b>Goal 1</b>	<b>To improve student outcomes in reading.</b>	
<b>12-month target 1.1</b>	Increase the percentage of students reading at or above the expected benchmark level as measured against a school-based continuum (Fountas and Pinnell independent and instructional reading level assessments) in Reading from 24% (2024) to 28%.	
<b>12-month target 1.2</b>	<p>Increase the percentage of students in Year 3 and Year 5 achieving Strong and Exceeding proficiency levels in NAPLAN for:  Year 3 Reading from 43% (2024) to 47%  Year 5 Reading from 43% in (2024) to 47%</p> <p>By 2026 reduce the number of needs additional support (NAS) students in each of numeracy and reading in Year 3 and 5 compared to the number of NAS students in 2024.</p>	
<b>12-month target 1.3</b>	Decrease the percentage of Year F–6 students assessed below expected level against the Victorian Curriculum in Reading from 51% (2024) to 47%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Teaching and learning	Build knowledge and capabilities of staff to deliver data driven differentiated curriculum and high-level classroom practice.	Yes
<b>KIS 1.b</b> Assessment	Build capabilities in staff for accurate data analysis and understanding including triangulation of data sets across the school to drive whole school improvement.	No
<b>KIS 1.c</b> Teaching and learning	Modify and embed the use of the school's instructional model across F-6.	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.	In 2024, our focus in the second semester was on literacy. Despite this emphasis, data indicates that our performance remains below that of comparable schools, compounded by recent staff changes. As a collective, we have determined that a key priority moving forward will be the consistent embedding of the Instructional Model across all year levels. This approach will ensure a unified and coherent teaching strategy. Additionally, strengthening the connection between data analysis and differentiation will be pivotal in improving student outcomes. According to our school's self-evaluation summary, we are currently performing at the "Emerging" level in Teaching & Learning.	
<b>Goal 3</b>	<b>To improve student wellbeing and mental health.</b>	
<b>12-month target 3.1</b>	The percentage of Year F-6 students with 20+ days absence in F-6 students will decrease from 55% (2024) to at or below 51%. Increase the rate of student attendance Year F-6 from 86% to 90%.	
<b>12-month target 3.2</b>	The percentage of Year 4-6 students reporting positive endorsement in the following Attitudes to School Survey factors: Student voice and agency from 56%(2024) to 60%. Managing bullying will increase from 61% (2024) to 65% Sense of connectedness will increase from 61% in (2024) to 65%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Support and resources	Embed a school wide wellbeing program including the implementation of mental health strategies.	No
<b>KIS 3.b</b> Engagement	Embed effective communication strategies with all stakeholders.	No
<b>KIS 3.c</b> Engagement	Develop a school wide approach and strategies to address student management and attendance.	Yes



<p>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.</p>	<p>Attendance has remained a concern since the transition back from Remote Learning, with families often keeping students at home for reasons such as birthdays and extreme weather events. The school performance report indicates that our results are currently lower than those of both similar and network schools. To address this, a targeted focus on improving student attitudes towards school will be essential in enhancing engagement and boosting attendance. Leveraging existing Department of Education frameworks and resources, such as A Guide to Improving School Attendance, will provide valuable support for school leaders and staff. Additionally, we plan to explore data from priority cohorts, including Year 5 girls and Aboriginal and Torres Strait Islander (ATSI) students, to implement tailored wellbeing and attendance interventions.</p> <p>According to the school's self-evaluation summary, we are currently performing at the "Emerging" level for wellbeing and at the "Evolving" level for engagement.</p>
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## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To improve student outcomes in reading.
<b>12-month target 1.1</b>	Increase the percentage of students reading at or above the expected benchmark level as measured against a school-based continuum (Fountas and Pinnell independent and instructional reading level assessments) in Reading from 24% (2024) to 28%.
<b>12-month target 1.2</b>	<p>Increase the percentage of students in Year 3 and Year 5 achieving Strong and Exceeding proficiency levels in NAPLAN for:  Year 3 Reading from 43% (2024) to 47%  Year 5 Reading from 43% in (2024) to 47%</p> <p>By 2026 reduce the number of needs additional support (NAS) students in each of numeracy and reading in Year 3 and 5 compared to the number of NAS students in 2024.</p>
<b>12-month target 1.3</b>	Decrease the percentage of Year F–6 students assessed below expected level against the Victorian Curriculum in Reading from 51% (2024) to 47%.
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build knowledge and capabilities of staff to deliver data driven differentiated curriculum and high-level classroom practice.
<b>Actions</b>	Establish and implement comprehensive systems to ensure differentiated data based planning is enacted in classrooms through learning walks and coaching.
<b>Outcomes</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- complete learning walks with a focus on data driven differentiation</li> <li>- attend planning sessions with a focus on the PLC inquiry cycle</li> </ul>

	<ul style="list-style-type: none"> <li>- consistently track and reflect on coaching cycles to inform professional learning opportunities</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- consistently follow routines, structures and supports that are in place for formative and summative assessments</li> <li>- incorporate feedback from coaching cycles and learning walks to classroom practice</li> <li>- use data effectively to differentiate to meet student needs and form student goals</li> <li>- use whole school documentation to record differentiated learning for all students</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- know and understand their reading goal</li> <li>- be completing learning tasks at their point of need</li> </ul>			
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- use evidence &amp; observations obtained from Learning Walks (eg. instructional model timing, students verbalizing their learning &amp; knowing next steps and student learning tasks reflect their data)</li> <li>- use Teacher Judgements and NAPLAN data</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- planners will show differentiation</li> <li>- using data in PLCs to differentiate learning</li> <li>- co-construct and share student reading goals</li> <li>- use Teacher Judgements and NAPLAN data</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- share their reading goal and progress</li> <li>- produce work samples that show learning progress</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop a comprehensive professional learning plan <ul style="list-style-type: none"> <li>- inclusive of coaching</li> <li>- readings</li> <li>- ES / Staff sessions</li> </ul>	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Other funding will be used
Embed and monitor the GROW coaching model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Develop a unified and consistent approach to student goal setting in Year 2 (Semester 1) & Year 3/4 (Semester 2)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Leadership attendance & ongoing support (including front loading) at PLC planning, with a focus on using data to differentiate learning tasks.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership partners (DSSI) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Modify and embed the use of the school's instructional model across F-6.			

incorporating extra-curricula programs	
<b>Actions</b>	<p>Revise the Instructional Model to include the elements of the Victorian Teaching and Learning Model 2.0 with a focus on explicit teaching.</p> <p>Introduce the F- 1 reading approach to include a teaching program based on the Big 6 inclusive of 25 mins daily of phonics and phonemic awareness using a systematic synthetic approach.</p>
<b>Outcomes</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- develop our own knowledge of the instructional model and explicit teaching</li> <li>- have completed instructional model and ensure its implementation</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- have developed their knowledge, and will be consistently using the school wide Instructional Model.</li> <li>- use common language</li> <li>- will be demonstrating explicit teaching as outlined in the VTLM2.0</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- be able to articulate and understand the Learning Intention and Success Criteria</li> <li>- be able to discuss their learning with their peers during Reflection Time</li> </ul>
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- observe teachers following the Instructional Model and record using Learning Walks templates a coaching notes</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- record of procedures</li> <li>- anecdotal / conference notes</li> <li>- use common language</li> <li>- increase in student data / growth</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- exit tickets</li> <li>- increase in student data / growth</li> </ul>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Research the VTLM2.0 with a focus on explicit teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Incorporate the VTLM2.0 in to the KPS Instructional model	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop an implementation plan for introducing the new Instructional model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Implement the new instructional model	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Learn about the Big 6 with a focus on systematic synthetic phonics instruction and structured literacy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00  <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Other funding will be used
Implement the DE F-1 Reading Approach	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00
<b>Goal 3</b>	To improve student wellbeing and mental health.			
<b>12-month target 3.1</b>	The percentage of Year F-6 students with 20+ days absence in F-6 students will decrease from 55% (2024) to at or below 51%. Increase the rate of student attendance Year F-6 from 86% to 90%.			
<b>12-month target 3.2</b>	The percentage of Year 4-6 students reporting positive endorsement in the following Attitudes to School Survey factors: Student voice and agency from 56%(2024) to 60%. Managing bullying will increase from 61% (2024) to 65% Sense of connectedness will increase from 61% in (2024) to 65%.			
<b>KIS 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a school wide approach and strategies to address student management and attendance.			
<b>Actions</b>	Student Voice and Agency - students have input into learning goals Managing Bullying - revise school policy and the SWPBS Behaviour Matrix Sense of Connectedness - introduce the Resilience Project survey Attendance - improve student attendance data, including unexplained absences, with a focus on supports and interventions for at risk students			

<b>Outcomes</b>	<p>Leaders:</p> <p>Student Voice and Agency</p> <ul style="list-style-type: none"> <li>- use multiple sources of evidence to track student learning goals</li> </ul> <p>Managing Bullying</p> <ul style="list-style-type: none"> <li>- use multiple sources of evidence to track student behaviour (including Compass Chronicles and anecdotal observations)</li> <li>- support staff with the consistent implementation of approaches to behaviour management</li> </ul> <p>Sense of Connectedness</p> <ul style="list-style-type: none"> <li>- engage regularly with students and staff, including survey results, with a focus on building positive relationships</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>- monitor the consistent implementation of the attendance plan and procedures</li> </ul> <p>Teachers:</p> <p>Student Voice and Agency</p> <ul style="list-style-type: none"> <li>- work with students to reflect on learning, set achievable goals and next steps</li> </ul> <p>Managing Bullying</p> <ul style="list-style-type: none"> <li>- embed consistent approaches to behaviour management, including seeking support as needed</li> </ul> <p>Sense of Connectedness</p> <ul style="list-style-type: none"> <li>- use survey results to identify at risk students and plan classroom supports accordingly</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>- embed the consistent implementation of the attendance plan and procedures</li> </ul> <p>Students:</p> <p>Student Voice and Agency</p> <ul style="list-style-type: none"> <li>- articulate the next steps to their learning</li> </ul> <p>Managing Bullying</p> <ul style="list-style-type: none"> <li>- use appropriate social problem solving strategies, as outlined in Berry Street Education Model, The Resilience Project, School Wide Positive Behaviour Support</li> </ul> <p>Sense of Connectedness</p> <ul style="list-style-type: none"> <li>- articulate their thoughts and feelings with familiar adults</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>- will attend school with an increasing frequency</li> </ul>
<b>Success Indicators</b>	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- increase in attendance data</li> </ul>



	<p>- decrease in student suspensions</p> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- increase in positive Compass entries</li> <li>- decrease in behaviour correction Compass entries</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- increase in AToSS data (Student Voice &amp; Agency, Managing Bullying, Sense of Connectedness)</li> <li>- The Resilience Project survey</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed current attendance plan and procedures (DE resources - A Guide to Improving Attendance) including employing an attendance officer and staff accountability and student voice and agency.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input checked="" type="checkbox"/> Other funding will be used
Professional Learning for required staff to complete Berry Street Education Model training.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  <input checked="" type="checkbox"/> Other funding will be used

Wellbeing team meet on a weekly basis including discussions surrounding the support of identifying at risk students and the reviewing of processes & policies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Implement and monitor strategies to support student mental health. Including: - 6:1 positive reinforcement - Golden statements - Morning Circle	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
JSC and school leaders to attend student leadership workshops and enagement programs (DASH)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$20,000.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$966,192.58	\$127,000.00	\$839,192.58
Disability Inclusion Tier 2 Funding	\$351,496.47	\$36,000.00	\$315,496.47
Schools Mental Health Fund and Menu	\$59,517.61	\$59,517.61	\$0.00
<b>Total</b>	<b>\$1,377,206.66</b>	<b>\$222,517.61</b>	<b>\$1,154,689.05</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Develop a comprehensive professional learning plan - inclusive of coaching - readings - ES / Staff sessions	\$20,000.00
Embed and monitor the GROW coaching model	\$10,000.00
Develop a unified and consistent approach to student goal setting in Year 2 (Semester 1) & Year 3/4 (Semester 2)	\$5,000.00
Research the VTLM2.0 with a focus on explicit teaching	\$5,000.00
Develop an implementation plan for introducing the new Instructional model	\$1,000.00
Learn about the Big 6 with a focus on systematic synthetic phonics instruction and structured literacy	\$70,000.00

Professional Learning for required staff to complete Berry Street Education Model training.	\$30,000.00
Implement and monitor strategies to support student mental health. Including: - 6:1 positive reinforcement - Golden statements - Morning Circle	\$40,000.00
<b>Totals</b>	<b>\$181,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop a comprehensive professional learning plan - inclusive of coaching - readings - ES / Staff sessions	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Embed and monitor the GROW coaching model	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop a unified and consistent approach to student goal setting in Year 2 (Semester 1) & Year 3/4 (Semester 2)	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Research the VTLM2.0 with a focus on explicit teaching	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 2		
Develop an implementation plan for introducing the new Instructional model	from: Term 2 to: Term 3	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Learn about the Big 6 with a focus on systematic synthetic phonics instruction and structured literacy	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> School-based staffing <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 <input checked="" type="checkbox"/> Other Hiring a literacy consultant - Vivian Abarci
Professional Learning for required staff to complete Berry Street Education Model training.	from: Term 1 to: Term 2	\$16,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$127,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Professional Learning for required staff to complete Berry Street Education Model training.	from: Term 1 to: Term 2	\$14,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Implement and monitor strategies to support student mental health. Including: - 6:1 positive reinforcement - Golden statements - Morning Circle	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
<b>Totals</b>		\$30,000.00	

## Additional funding planner – Total Budget

Activities and milestones	Budget
Employ a MHiPS coordinator	\$29,517.61
ES CRT replacement	\$30,000.00
Furniture for the new Supported Inclusion Classroom	\$6,000.00
<b>Totals</b>	\$65,517.61

## Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Employ a MHiPS coordinator	from: Term 1 to: Term 4	\$0.00	
ES CRT replacement	from: Term 1 to: Term 4	\$0.00	
Furniture for the new Supported Inclusion Classroom	from: Term 1 to: Term 1	\$0.00	
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ a MHiPS coordinator	from: Term 1 to: Term 4	\$0.00	
ES CRT replacement	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li></li> </ul>
Furniture for the new Supported Inclusion Classroom	from: Term 1	\$6,000.00	<input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Other furniture - wobble chairs, cushions, etc</li> </ul>

	to: Term 1		
<b>Totals</b>		\$36,000.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ a MHiPS coordinator	from: Term 1 to: Term 4	\$29,517.61	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
ES CRT replacement	from: Term 1 to: Term 4	\$0.00	
Furniture for the new Supported Inclusion Classroom	from: Term 1 to: Term 1	\$0.00	
<b>Totals</b>		\$29,517.61	



## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop a comprehensive professional learning plan - inclusive of coaching - readings - ES / Staff sessions	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<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"/> Timetabled planning day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources VTLM2.0 <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Embed and monitor the GROW coaching model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

Research the VTLM2.0 with a focus on explicit teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Departmental resources VTLM2.0 <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learn about the Big 6 with a focus on systematic synthetic phonics instruction and structured literacy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning for required staff to complete Berry Street Education Model training.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection	<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"/> On-site

