

2025 Annual Implementation Plan

for improving student outcomes

Croydon Hills Primary School (5255)



Submitted for review by Christian Holdsworth (School Principal) on 19 December, 2024 at 07:29 PM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 22 January, 2025 at 12:33 PM
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.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Excelling
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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	Excelling
	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	Excelling

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	In mathematics, the school will continue its partnership with Margarita Breed to consolidate their understanding of the Big Ideas in Numeracy. The school has secured Bron Ryrie-Jones to deliver a Curriculum Day on Responsive Teaching Practices in Action in 2025. This will support the future directions of the school in embedding a consistent instructional model.
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
<p>Maximise learning achievement and growth for every student.</p>	<p>Yes</p>	<p>By 2028 increase the proportion of Year 3 students within the strong and exceeding proficiency level in NAPLAN for:</p> <ul style="list-style-type: none"> • Writing from 89% (2024) to 92% with 20% exceeding. <p>By 2028 increase the proportion of Year 5 students within the strong and exceeding proficiency level in NAPLAN for:</p> <ul style="list-style-type: none"> • Writing from 90% (2024) to 92% with 20% exceeding • Numeracy from 77% (2024) to 85% with 20% exceeding • Reading from 86% (2024) to 90% with 35% exceeding. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2025 increase the proportion of Year 3 students within the strong and exceeding proficiency level in NAPLAN for:- Writing from 89% (2024) to 90% with 17% exceeding.By 2028 increase the proportion of Year 5 students within the strong and exceeding proficiency level in NAPLAN for:- Writing from 90% (2024) to 91% with 18% exceeding- Numeracy from 77% (2024) to 79% with 17% exceeding- Reading from 86% (2024) to 87% with 30% exceeding.By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.</p>
		<p>By 2028 increase the proportion of Year P-6 students above level for:</p> <ul style="list-style-type: none"> • Reading and Viewing from 43% (2023) to 47% • Writing from 30% (2023) to 34% <p>By 2028, increase the percentage of students achieving the 'At expected level' and 'Above expected level' against the</p>	<p>In 2025 increase the proportion of Year P-6 students above level for:- Reading and Viewing from 42% (2024) to 44%- Writing from 31% (2024) to 33%</p>

		Maths 2.0 curriculum, according to teacher judgement, from xx% (2025) to xx% - to be confirmed when further data is available	
		By 2028 increase the percentage of positive responses for the following School Staff Survey (SSS) factor: <ul style="list-style-type: none"> Academic Emphasis from 78% (2024) to 81%. 	In 2025 increase the percentage of positive responses for the following School Staff Survey (SSS) factor:- Academic Emphasis from 78% (2024) to 79%.
Maximise the capacity of all students to be independent, resilient learners.	Yes	By 2028 increase the percentage of positive responses for the following Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> Perseverance from 80% (2024) to 84% Motivation and interest from 79% (2024) to 85%. 	In 2025 increase the percentage of positive responses for the following Attitudes to School Survey (AtoSS) factors:- Perseverance from 80% (2024) to 81%- Motivation and interest from 79% (2024) to 81%.
		By 2028 increase the percentage of positive responses for the following Parent Opinion Survey (POS) factor <ul style="list-style-type: none"> High expectations for success from 86% (2024) to 90%. 	In 2025 increase the percentage of positive responses for the following Parent Opinion Survey (POS) factor:- High expectations for success from 86% (2024) to 87%.

Goal 2	Maximise learning achievement and growth for every student.
12-month target 2.1-month target	<p>In 2025 increase the proportion of Year 3 students within the strong and exceeding proficiency level in NAPLAN for:</p> <p>- Writing from 89% (2024) to 90% with 17% exceeding.</p> <p>By 2028 increase the proportion of Year 5 students within the strong and exceeding proficiency level in NAPLAN for:</p>

	<ul style="list-style-type: none"> - Writing from 90% (2024) to 91% with 18% exceeding - Numeracy from 77% (2024) to 79% with 17% exceeding - Reading from 86% (2024) to 87% with 30% exceeding. <p>By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.</p>	
12-month target 2.2-month target	<p>In 2025 increase the proportion of Year P-6 students above level for:</p> <ul style="list-style-type: none"> - Reading and Viewing from 42% (2024) to 44% - Writing from 31% (2024) to 33% 	
12-month target 2.3-month target	<p>In 2025 increase the percentage of positive responses for the following School Staff Survey (SSS) factor:</p> <ul style="list-style-type: none"> - Academic Emphasis from 78% (2024) to 79%. 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Leadership	Enhance staff capacity to further develop and embed an effective instructional model.	Yes
KIS 2.b Teaching and learning	Strengthen teacher practice to provide differentiation, challenge and extension for every student.	No
KIS 2.c Leadership	Continue to review and develop a rigorous and viable documented curriculum and pedagogical approaches.	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>The school's self evaluation against the FISO continua noted that the school has enhanced its documented teaching and learning programs. This is providing more focused Victorian Curriculum derived learning experiences and lesson sequences that are deliberate, deeper, and incorporate more support and extension opportunities. The planning for differentiation is ongoing work for the school.</p> <p>With the school's coaching program embedded and the staffing profile gaining experience, it is essential that school leaders are more actively involved in instructional leadership. Continuing to focus efforts in this space will strengthen the school's professional learning program and, by association, teacher practice and learning outcomes.</p> <p>The school's model for explicit instruction is well developed and was well received by staff. Selection of this KIS is the natural extension on our previous focus of developing and documenting a guaranteed and viable curriculum in that the school's focus now extends to the taught curriculum.</p>	
<p>Goal 3</p>	<p>Maximise the capacity of all students to be independent, resilient learners.</p>	
<p>12-month target 3.1-month target</p>	<p>In 2025 increase the percentage of positive responses for the following Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> - Perseverance from 80% (2024) to 81% - Motivation and interest from 79% (2024) to 81%. 	
<p>12-month target 3.2-month target</p>	<p>In 2025 increase the percentage of positive responses for the following Parent Opinion Survey (POS) factor:</p> <ul style="list-style-type: none"> - High expectations for success from 86% (2024) to 87%. 	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 3.a Leadership</p>	<p>Enhance opportunities for students to actively engage in and take responsibility for their learning and wellbeing.</p>	<p>Yes</p>
<p>KIS 3.b Engagement</p>	<p>Activate each student's ability to persevere and approach challenges.</p>	<p>No</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.

The school's self evaluation against the FISO continua identifies strengths in the Wellbeing, Engagement and Support and Resources elements. Given that, and in response to AtSS data, in the school's first year of its new SSP the school has prioritised the development of student learner disposition. With an enhanced focus on growth mindset and learning resilience the school will be able to focus developing students' capacity to take responsibility for their own learning and wellbeing. This, coupled with the school's proactive wellbeing programs, will provide the optimal first step as the school looks to provide the optimal environment for the development of student capabilities necessary to thrive, contribute and respond positively to challenges and opportunities.

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning achievement and growth for every student.
12-month target 2.1 target	<p>In 2025 increase the proportion of Year 3 students within the strong and exceeding proficiency level in NAPLAN for:</p> <ul style="list-style-type: none"> - Writing from 89% (2024) to 90% with 17% exceeding. <p>By 2028 increase the proportion of Year 5 students within the strong and exceeding proficiency level in NAPLAN for:</p> <ul style="list-style-type: none"> - Writing from 90% (2024) to 91% with 18% exceeding - Numeracy from 77% (2024) to 79% with 17% exceeding - Reading from 86% (2024) to 87% with 30% exceeding. <p>By 2026, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.</p>
12-month target 2.2 target	<p>In 2025 increase the proportion of Year P-6 students above level for:</p> <ul style="list-style-type: none"> - Reading and Viewing from 42% (2024) to 44% - Writing from 31% (2024) to 33%
12-month target 2.3 target	<p>In 2025 increase the percentage of positive responses for the following School Staff Survey (SSS) factor:</p> <ul style="list-style-type: none"> - Academic Emphasis from 78% (2024) to 79%.
<p>KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,</p>	Enhance staff capacity to further develop and embed an effective instructional model.

safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> - Provide extended formal professional learning on the principles of explicit instruction, responsive teaching and evidence based practices - Draw upon the school's coaching program to ensure that the instructional model is implemented consistently in all classrooms and in all curriculum areas
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know how lessons are structured and how this supports their learning - experience success and celebrate the acquisition of knowledge <p>Education Support Staff will:</p> <ul style="list-style-type: none"> - be active professional learners - provide high quality learning support to teachers and students in the classroom <p>Teachers will:</p> <ul style="list-style-type: none"> - be active professional learners who have high levels of understanding of evidence based practices - consistently implement the agreed instructional model <p>Leaders will:</p> <ul style="list-style-type: none"> - source and provide professional learning on the elements of the school's instructional model - provide regular feedback to educators on their practice - Lead Action Teams to drive and monitor the actions and activities associated to the KIS.
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Daily reviews for literacy and numeracy embedded within classroom practice - Coaches' and teachers' timetables reflecting peer observations - Peer observation reflections <p>Late Indicators:</p> <ul style="list-style-type: none"> - NAPLAN Data - PAT student growth and cohort data - School Staff Survey Data (Academic Emphasis) - Semester 2 Victorian Curriculum 2.0 Teacher Judgement data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Undertake professional learning aligned to explicit instruction, responsive teaching and evidence based practices: - Responsive Teaching in Action with Bron Ryrie-Jones (28 February, 2025); all staff - Next Steps in Responsive Teaching Advanced Masterclass for Teachers and Leaders with Bron Ryrie-Jones (2 May, 2025); 5 teachers and leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$7,390.00 <input checked="" type="checkbox"/> Other funding will be used
Learning Walks, peer observations and collegiate coaching focusing on explicit instruction, responsive teaching and evidence based practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00
Pilot the use of document cameras to support the implementation of the Instructional Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00
Education Support Staff deliver a high-quality evidence-based small group support sessions to at risk students via the school's Learning Enhancement program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$252,422.93 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>Integration Aids deliver high-quality evidence-based small group support sessions as additional in-class support sessions to at risk students.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.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	Continue to review and develop a rigorous and viable documented curriculum and pedagogical approaches.			
Actions	<ul style="list-style-type: none"> - Evolve the school's documented curriculum plan to ensure consistency with the Victorian Curriculum 2.0 and the school's instructional model - Further enhance staff capacity to apply the school's documented curriculum plan in the Mathematics classroom. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - experience predictable routines and success in their learning. <p>Teachers will:</p> <ul style="list-style-type: none"> - meet as PLCs to engage in reflective practice, evaluate and plan curriculum - develop units of work that include a specific sequence of knowledge and skills aligned with the Victorian Curriculum 2.0 curriculum standards - draw upon team planning documents to create a differentiated work program <p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers during the curriculum mapping process; this will include PLC leaders leading curriculum design - regularly review the CHPS Scope and Sequence to identify areas for professional development and unit restructuring. - support staff to map the Victorian curriculum 2.0 - Lead Action Teams to drive and monitor the actions and activities associated to the KIS. 			

Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - team planning documents inclusive of units of work - teacher work programs documenting differentiated tasks and identifying students requiring extension and support - PLC Meeting minutes show evidence of data-driven conversations - Planning documents that include curriculum links (including the above indicative level) and clear learning intentions for each lesson <p>Late Indicators:</p> <ul style="list-style-type: none"> - PAT Growth data - Semester 2 Victorian Curriculum 2.0 teacher judgement data 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Undertake professional learning (Margarita Breed) around the 'Big Ideas' in number and High Impact Teaching Strategies including:</p> <ul style="list-style-type: none"> - Week 2 , Term 1 - Working with PLC Leaders on 'Using quality resources for planning and assessment' - Week 5 , Term 1 - Working with and modelling to PLCs 'Effective mathematics instruction' - Week 5 , Term 2 - Working with and modelling to PLCs 'Effective mathematics instruction' 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$22,000.00 <input checked="" type="checkbox"/> Other funding will be used
<p>Transition to planning documents that include curriculum links (including the above indicative level) and clear learning intentions for each lesson.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<p>Peer observations with a focus on differentiation and adjustments in mathematics lessons.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

Review the school curriculum documentation, ensuring that Victorian Curriculum 2.0 is comprehensively taught across all levels.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Maximise the capacity of all students to be independent, resilient learners.			
12-month target 3.1 target	In 2025 increase the percentage of positive responses for the following Attitudes to School Survey (AtoSS) factors: - Perseverance from 80% (2024) to 81% - Motivation and interest from 79% (2024) to 81%.			
12-month target 3.2 target	In 2025 increase the percentage of positive responses for the following Parent Opinion Survey (POS) factor: - High expectations for success from 86% (2024) to 87%.			
KIS 3.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	Enhance opportunities for students to actively engage in and take responsibility for their learning and wellbeing.			
Actions	- Activate students' growth mindset and learning resilience - Promote and model responsible digital citizenship			
Outcomes	Students will: - approach learning challenges with confidence and an understanding that making mistakes is ok - be responsible digital citizens All staff will: - provide positive feedback to students - promote a growth mindset and learning resilience			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - develop units of work that include a specific sequence of knowledge and skills on digital literacy consistent with the school's values - infuse eSafety Commissioner resources into the Health and Wellbeing Curriculum <p>Parents/Carers will:</p> <ul style="list-style-type: none"> - receive regular and ongoing support from teaching staff - use common language and strategies associated with a growth mindset - be invited to engage in school community forums on growth mindset, learning resilience and digital citizenship <p>Leaders will:</p> <ul style="list-style-type: none"> - review and strengthen the school's whole school Health and Well-being curriculum mapping to enhance its approach to a growth mindset, learning resilience and digital citizenship. - facilitate forums for students and parents to build their understanding of growth mindset, learning resilience and digital citizenship - Lead Action Teams to drive and monitor the actions and activities associated to the KIS. 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - curriculum documentation showing plans for social and emotional learning (including resilience) and digital citizenship - community engagement in workshops pertaining to growth mindset, learning resilience and digital citizenship <p>Late Indicators:</p> <ul style="list-style-type: none"> - Attitude to School Survey - School Staff Survey factors: Instructional Leadership and Collective Efficacy - Resilient Youth Survey data reflecting improvements on 2024 data in: <ul style="list-style-type: none"> * Resilience * Healthy Mind/Growth Mindset * Ready to Learn 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Undertake professional learning (James Castrission) 'Uncharted Ice' to introduce staff to 'A Mindset for Success'.	☑ All staff	☑ PLP Priority	from: Term 1	\$8,000.00

			to: Term 1	<input checked="" type="checkbox"/> Other funding will be used
Series of Think U Know and broader digital citizenship presentations and workshops to teachers, parents and students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Brainstorm Production - Being Brave (Year 1-6 students).	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,340.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Education Support Staff delivering a high-quality small group proactive wellbeing program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$127,483.46 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Newsletter Articles to the staff and parent community pertaining to growth mindset, learning resilience and digital citizenship.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Teachers using Tier 1 Classroom Checklist to ensure classrooms have consistent classroom artifacts that anchor the school's Health and Wellbeing approaches inclusive of:</p> <ul style="list-style-type: none"> - the new School Values - Class/Learning Area Essential Agreements - 5 Rs Behaviour Response Poster - Ready to Learn Poster - a balanced approach of displays of student work samples and anchor charts (to optimise cognitive engagement and prevent over stimulation) - Zones of Regulation - The Learning Pit 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$1,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other funding will be used
<p>Review how e-Safety is incorporated into health and wellbeing learning units; inclusive of explorations into deepening learning via the Cyber Safety Project, Google's Be Internet Awesome, Play Like Share and eSmart's learning activities. Teachers deliver enhanced units.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p>
<p>Consolidate the school's Step Up Transition Program with an identified focus on enhancing students' growth mindset and learning resilience pertaining to formal and informal student leadership, efficacy and the school's values. Draw upon student feedback and reflections of the 2024 program to direct the 2025 program.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 3</p>	<p>\$0.00</p>

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$45,319.60	\$49,915.00	-\$4,595.40
Disability Inclusion Tier 2 Funding	\$267,964.83	\$293,723.99	-\$25,759.16
Schools Mental Health Fund and Menu	\$77,381.95	\$83,965.00	-\$6,583.05
Total	\$390,666.38	\$427,603.99	-\$36,937.61

Activities and milestones – Total Budget

Activities and milestones	Budget
Education Support Staff deliver a high-quality evidence-based small group support sessions to at risk students via the school's Learning Enhancement program.	\$252,422.93
Brainstorm Production - Being Brave (Year 1-6 students).	\$4,340.00
Education Support Staff delivering a high-quality small group proactive wellbeing program.	\$127,483.46
Totals	\$384,246.39

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Education Support Staff deliver a high-quality evidence-based small group support sessions to at risk students via the school's Learning Enhancement program.	from: Term 1 to: Term 4	\$13,915.00	<input checked="" type="checkbox"/> School-based staffing
Education Support Staff delivering a high-quality small group proactive wellbeing program.	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$29,915.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff deliver a high-quality evidence-based small group support sessions to at risk students via the school's Learning Enhancement program.	from: Term 1 to: Term 4	\$238,507.93	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Education Support Staff delivering a high-quality small group proactive wellbeing program.	from: Term 1 to: Term 4	\$31,858.46	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources • Other

			Peaceful Kids Program - a Mindfulness and Positive Psychology Program aimed to lessen anxiety and stress and increase resilience in children.
Totals		\$270,366.39	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Brainstorm Production - Being Brave (Year 1-6 students).	from: Term 1 to: Term 1	\$4,340.00	<input checked="" type="checkbox"/> Brainstorm Productions This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Education Support Staff delivering a high-quality small group proactive wellbeing program.	from: Term 1 to: Term 4	\$79,625.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Totals		\$83,965.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Education Support Staff provide high-quality individual and small group care and wellbeing support for students with personal and health needs.	\$23,357.60

Tier 1 Learning Resources aligned to evidenced based practice	\$20,000.00
Totals	\$43,357.60

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff provide high-quality individual and small group care and wellbeing support for students with personal and health needs.	from: Term 1 to: Term 4		
Tier 1 Learning Resources aligned to evidenced based practice	from: Term 1 to: Term 3	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$20,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff provide high-quality individual and small group care and wellbeing support for students with personal and health needs.	from: Term 1 to: Term 4	\$23,357.60	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Tier 1 Learning Resources aligned to evidenced based practice	from: Term 1		

	to: Term 3		
Totals		\$23,357.60	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Education Support Staff provide high-quality individual and small group care and wellbeing support for students with personal and health needs.	from: Term 1 to: Term 4		
Tier 1 Learning Resources aligned to evidenced based practice	from: Term 1 to: Term 3		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Undertake professional learning aligned to explicit instruction, responsive teaching and evidence based practices: - Responsive Teaching in Action with Bron Ryrie-Jones (28 February, 2025); all staff - Next Steps in Responsive Teaching Advbanced Masterclass for Teachers and Leaders with Bron Ryrie-Jones (2 May, 2025); 5 teachers and leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Bronwyn Ryrie-Jones	<input checked="" type="checkbox"/> On-site
Learning Walks, peer observations and collegiate coaching focusing on explicit instruction, responsive teaching and evidence based practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Pilot the use of document cameras to support the implementation of the Instructional Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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
Undertake professional learning (Margarita Breed) around the 'Big Ideas' in number and High Impact Teaching Strategies including: - Week 2 , Term 1 - Working with PLC Leaders on 'Using quality resources for planning and assessment' - Week 5 , Term 1 - Working with and modelling to PLCs 'Effective mathematics instruction' - Week 5 , Term 2 - Working with and modelling to PLCs 'Effective mathematics instruction'	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Margarita Breed	<input checked="" type="checkbox"/> On-site
Undertake professional learning (James Castrission) 'Uncharted	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants James Castrission	<input checked="" type="checkbox"/> On-site

Ice' to introduce staff to 'A Mindset for Success'.		to: Term 1				
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