

2025 Annual Implementation Plan

for improving student outcomes

Strathmore Primary School (4612)



Submitted for review by Peter Olm (School Principal) on 06 March, 2025 at 11:19 AM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 28 March, 2025 at 01:24 PM

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.	
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	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	
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	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	
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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
To improve student learning outcomes for every student in literacy and numeracy.	Yes	By 2025, increase the percentage of students in Years 3 and 5 achieving in the Top 2 NAPLAN bands for the domains of: Year 3 • Reading to 80% (from 73% in 2021) • Writing to 75% (from 68% in 2021) • Numeracy to 70% (from 50% in 2021) Year 5 • Reading to 60% (from 40% in 2021) • Writing to 45% (from 32% in 2021) • Numeracy to 50% (from 36% in 2021)	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Increase the percentage of students achieving Exceeding and Strong on NAPLAN: * Reading - Year 3 at or above 85% - Year 5 at or above 95% * Numeracy - Year 3 at or above 85% - Year 5 at or above 90%
		By 2025, increase the percentage of Year 5 students assessed as “meeting or above” benchmark growth in NAPLAN: • Reading to 85% (from 78% in 2021, with above benchmark growth increasing to 35%, up from 25% in 2021) • Writing to 85% (from 83% in 2021, with above benchmark growth increasing to 30%, up from 26% in 2021) • Numeracy to 85% (from 75% in 2021, with above benchmark growth increasing to 30%, up from 23% in 2021)	Increase the percentage of students achieving High or Medium relative growth from Year 3 to Year 5 on NAPLAN: * Reading at or above 85% * Numeracy at or above 90%

		By 2025, reduce the variance in performance between female and male student achievement in the Top 2 NAPLAN Bands for Reading, Writing and Numeracy in the domains of: Female Students • Year 3 Numeracy increased to 55% (from 35% in 2021, with Similar Schools being 48% and Network being 49% and male students at Strathmore PS being 65% in 2021) • Year 5 Numeracy increased to 40% (from 29% in 2021, with Similar Schools being 36% and Network being 34% and male students at Strathmore PS being 44% in 2021) Male Students • Year 3 Writing increased to 70% (from 57% in 2021, with Similar Schools being 60% and Network being 58% and female students at Strathmore PS being 79% in 2021) • Year 5 Reading increased to 50% (from 33% in 2021, with Similar Schools being 51% and Network being 50% and female students at Strathmore PS being 45% in 2021)	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
		By 2025, increase the percentage of F-2 students identified by teacher judgement on Victorian Curriculum F-10 levels as above expected level in the following areas: • Reading and Viewing to 70% (from 49% in 2021) • Writing to 70% (from 32% in 2021) • Number and Algebra to 60% (from 45% in 2021)	Increase the percentage of students (F-6) identified as at or above expected level of achievement on teacher judgements on Victorian Curriculum 2.0 for: * English (Reading and Viewing) 2.0 at or above 90% * Mathematics 2.0 at or above 95%

		By 2025, increase the percentage of Year F-6 students who achieve at or above the expected level of growth on Victorian Curriculum F-10 levels over the course of a year (measured in December) to 85% for: • Reading and Viewing (from 78% in 2021) • Writing (from 74% in 2021) • Number and Algebra (from 76% in 2021)	Increase the percentage of students (Years 1-6) identified as at or above expected level of growth on teacher judgements on Victorian Curriculum for English (Reading) 2.0 and Mathematics 2.0 to at or above 85%.
		By 2025, as an average across the four years of the Strategic Plan, the Student Attitudes to School Survey will demonstrate a positive endorsement to 90% or above for the factor of: • Effective Teaching Time (from 85% in 2021)	Increase the rate of positive endorsement of Student Attitudes to School Survey for Effective Teaching Time to at or above 90%
		By 2025, as an average across the four years of the Strategic Plan, increase the percentage of positive endorsement by Principal/Teacher responses on School Staff Survey School modules for: • School Climate to 80% (from 68.5% in 2021) • Safety and Wellbeing to 70% (from 59% in 2021) • Teaching and Learning Modules to 80% (from 73% in 2021)	Increase the rate of positive endorsement on the School Staff Survey (Principal/Teacher) for School Climate, Staff Safety and Wellbeing and Teaching and Learning Components (combined) to be at or above 85%
To improve student engagement and agency in learning.	Yes	By 2025, increase the percentage of positive endorsement to 80% or above on the Student Attitudes to School Survey for the factor of: • Student Voice and Agency (from 66% in 2021)	Increase the rate of positive endorsement on the Student Attitudes to School Survey for Student Voice and Agency to at or above 80%

		By 2025, as an average across the four years of the Strategic Plan, the Student Attitudes to School Survey will demonstrate a positive endorsement of 90% or above for the factors of: • Sense of Confidence (from 83% in 2021) • Stimulated Learning (from 87% in 2021) • Motivation and Interest (from 87% in 2021)	Increase the rate of positive endorsement on the Student Attitudes to School Survey for Stimulated Learning to at or above 90%
		By 2025, increase the percentage of positive endorsement to 90% or above on the Parent Opinion Survey for the domain of: • Student Cognitive Engagement (from 79% in 2021)	Increase the rate of positive endorsement on the Parent/Caregiver/Guardian Opinion Survey for Student Cognitive Engagement to at or above 85%
		By 2025, increase the percentage of positive endorsement by Principal/Teacher responses on School Staff Survey School across modules for: • School Leadership to 70% (from 55% in 2021, with specific focus on increasing positive endorsement to 70% by 2025 in the following factors: Instructional Leadership, from 57% in 2021; Leading Change, from 52% in 2021; Visibility, from 30% in 2021; and Cultural Change, from 43% in 2021) • Professional Learning to 70% (from 51% in 2021)	Increase the rate of positive endorsement on the School Staff Survey (Principal/Teacher) for School Leadership and Professional Learning to be at or above 80%
To improve student wellbeing.	Yes	By 2025, as an average across the four years of the Strategic Plan, the Student Attitudes to School Survey will demonstrate a positive endorsement of 90% or above for the factors of: • Perseverance (from 77% in 2021)	Increase the rate of positive endorsement on the Student Attitudes to School Survey for Sense of Connectedness and Managing of Bullying to at or above 85% and

		• Respect for Diversity (from 76% in 2021) • Sense of connectedness (from 82% in 2021) • Advocate at School (from 87% in 2021) • Teacher Concern (from 75% in 2021) • Sense of Inclusion (from 88% in 2021) • Managing Bullying (from 78% in 2021) • Not Experiencing Bullying (from 85% in 2021)	Emotional Awareness and Regulation to at or above 80%
		By 2025, as an average across the four years of the Strategic Plan, the Parent Opinion Survey will demonstrate an increase in positive endorsement for the domains of: • Parent Community Engagement to 85% (from 71% in 2021) • Connection and Progression to 90% (from 87% in 2021) • School Safety to 90% (from 85% in 2021)	Increase the rate of positive endorsement on the Parent/Caregiver/Guardian Opinion Survey for Student Safety to at or above 90%
		By the end of 2025, the average number of absent days per student across the school will be less than 10 days (down from an average of 13 days in 2021)	Increase the Attendance Rate of all students to at or above 92%
		By the end of 2025, the average number of absent days per equity-funded student across the school will be 15 days or less (down from an average of 24 days in 2021)	Increase the Attendance Rate for Equity funded students to at or above 85%

Goal 1	To improve student learning outcomes for every student in literacy and numeracy.	
12-month target 1.1	Increase the percentage of students achieving Exceeding and Strong on NAPLAN: * Reading - Year 3 at or above 85% - Year 5 at or above 95% * Numeracy - Year 3 at or above 85% - Year 5 at or above 90%	
12-month target 1.2	Increase the percentage of students achieving High or Medium relative growth from Year 3 to Year 5 on NAPLAN: * Reading at or above 85% * Numeracy at or above 90%	
12-month target 1.3	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	
12-month target 1.4	Increase the percentage of students (F-6) identified as at or above expected level of achievement on teacher judgements on Victorian Curriculum 2.0 for: * English (Reading and Viewing) 2.0 at or above 90% * Mathematics 2.0 at or above 95%	
12-month target 1.5	Increase the percentage of students (Years 1-6) identified as at or above expected level of growth on teacher judgements on Victorian Curriculum for English (Reading) 2.0 and Mathematics 2.0 to at or above 85%.	
12-month target 1.6	Increase the rate of positive endorsement of Student Attitudes to School Survey for Effective Teaching Time to at or above 90%	
12-month target 1.7	Increase the rate of positive endorsement on the School Staff Survey (Principal/Teacher) for School Climate, Staff Safety and Wellbeing and Teaching and Learning Components (combined) to be at or above 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Implement evidence-based, whole-school teaching and learning practices with consistency and fidelity.	No

Excellence in teaching and learning		
KIS 1.b Professional leadership	Build the capacity of middle level leadership.	Yes
KIS 1.c Excellence in teaching and learning	Strengthen data literacy and reliable use of assessments to improve student learning growth.	No
KIS 1.d Excellence in teaching and learning	Develop a guaranteed and viable curriculum for literacy and numeracy	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.	The school has selected the key improvement strategy of building the capacity of middle leadership. The The year of 2025 will also see the Department of Education roll out its Victorian Teaching and Learning Model 2.0 along with a	
Goal 2	To improve student engagement and agency in learning.	
12-month target 2.1	Increase the rate of positive endorsement on the Student Attitudes to School Survey for Student Voice and Agency to at or above 80%	
12-month target 2.2	Increase the rate of positive endorsement on the Student Attitudes to School Survey for Stimulated Learning to at or above 90%	
12-month target 2.3	Increase the rate of positive endorsement on the Parent/Caregiver/Guardian Opinion Survey for Student Cognitive Engagement to at or above 85%	
12-month target 2.4	Increase the rate of positive endorsement on the School Staff Survey (Principal/Teacher) for School Leadership and Professional Learning to be at or above 80%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Positive climate for learning	Develop and implement consistent whole school understanding and approach to increase student agency in learning.	No
KIS 2.b Positive climate for learning	Develop teacher capacity to create positive learning environments that support student/teacher partnerships.	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.	The school has selected the key improvement strategy of developing teacher capacity to create positive learning environments that support student/teacher partnerships. The focus will include an enhanced engagement with reciprocal feedback between students and teachers to continue to develop a deeper understanding of how Student Voice and Agency and Stimulated Learning manifest themselves within the student experience at the school and implementing strategies to achieve continually improving results in measures of these areas.	
Goal 3	To improve student wellbeing.	
12-month target 3.1	Increase the rate of positive endorsement on the Student Attitudes to School Survey for Sense of Connectedness and Managing of Bullying to at or above 85% and Emotional Awareness and Regulation to at or above 80%	
12-month target 3.2	Increase the rate of positive endorsement on the Parent/Caregiver/Guardian Opinion Survey for Student Safety to at or above 90%	
12-month target 3.3	Increase the Attendance Rate of all students to at or above 92%	
12-month target 3.4	Increase the Attendance Rate for Equity funded students to at or above 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Strengthen and embed processes for supporting student wellbeing.	Yes

KIS 3.b Community engagement in learning	Strengthen partnerships and engagement with parents, carers and families.	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.	The school has selected the key improvement strategy of strengthening and embedding processes for supporting student wellbeing. In 2024, significant work was done on developing and implementing the DE Mental Health and Wellbeing initiatives in the first year of its rollout.	

Define actions, outcomes, success indicators and activities

Goal 1	To improve student learning outcomes for every student in literacy and numeracy.
12-month target 1.1	Increase the percentage of students achieving Exceeding and Strong on NAPLAN: * Reading - Year 3 at or above 85% - Year 5 at or above 95% * Numeracy - Year 3 at or above 85% - Year 5 at or above 90%
12-month target 1.2	Increase the percentage of students achieving High or Medium relative growth from Year 3 to Year 5 on NAPLAN: * Reading at or above 85% * Numeracy at or above 90%
12-month target 1.3	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
12-month target 1.4	Increase the percentage of students (F-6) identified as at or above expected level of achievement on teacher judgements on Victorian Curriculum 2.0 for: * English (Reading and Viewing) 2.0 at or above 90% * Mathematics 2.0 at or above 95%
12-month target 1.5	Increase the percentage of students (Years 1-6) identified as at or above expected level of growth on teacher judgements on Victorian Curriculum for English (Reading) 2.0 and Mathematics 2.0 to at or above 85%.
12-month target 1.6	Increase the rate of positive endorsement of Student Attitudes to School Survey for Effective Teaching Time to at or above 90%
12-month target 1.7	Increase the rate of positive endorsement on the School Staff Survey (Principal/Teacher) for School Climate, Staff Safety and Wellbeing and Teaching and Learning Components (combined) to be at or above 85%
KIS 1.b	Build the capacity of middle level leadership.

Instructional and shared leadership	
Actions	* Familiarisation with VTLM 2.0, including Professional Learning on; - Elements of Learning - Elements of Teaching * Familiarisation with Victoria's Approach to Teaching Reading, including including Professional Learning on; - The essential elements of reading: Oral Language, Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension - DE supports and resources for the explicit teaching of phonics * School Improvement Team middle leaders to support professional learning and implementation at PLT level of VTLM 2.0 and Victoria's Approach to Teaching Reading
Outcomes	Teachers will be familiar with the VTLM 2.0 model, including the elements of Teaching and Learning Teachers will implement Literacy Teaching and Learning in accordance with Victoria's Approach to Teaching Reading with the essential elements of Reading (Oral Language, Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension) being identifiable
Success Indicators	* NAPLAN (Reading and Numeracy) data: - Achievement - Relative Growth * Victorian Curriculum 2.0 (Reading and Mathematics) Teacher Judgement data: - Achievement - Growth * Student Attitudes to School Survey data: - Effective Teaching Time * School Staff Survey (Principal/Teacher) data: - School Climate

	- Staff Safety and Wellbeing - Teaching and Learning Components * Professional Learning engagements and evidence of implementation (e.g. work programs) * Records of assessment, including: school data walls, teacher moderation and student reports			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leverage PLTs to introduce teaching practices linked to VTLM 2.0.	☒ Assistant principal ☒ Learning specialist(s) ☒ Principal ☒ School improvement team	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00 ☒ Other funding will be used
Leverage PLTs to analyse reading data to support implementation of Victoria's Teaching of Reading approach.	☒ Assistant principal ☒ Learning specialist(s) ☒ Principal ☒ School improvement team	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00 ☒ Other funding will be used
Leverage School Improvement Team to embed evidence based practices to build inclusive classroom environments subsequent to Inclusive Outreach coaching.	☒ Assistant principal ☒ Principal ☒ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Staff professional learning to better understand needs in relation to VTLM 2.0.	☒ Assistant principal ☒ Principal ☒ School improvement team	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00 ☒ Other funding will be used

Staff professional learning to better understand needs in relation to Victoria's approach to teaching of reading.	☒ Assistant principal ☒ Principal ☒ School leadership team	☒ PLP Priority	from: Term 2 to: Term 4	\$0.00 ☒ Other funding will be used
Staff professional learning to understand Phonics Plus resources.	☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 2	\$0.00 ☒ Other funding will be used
Review existing reading resources to support implementation of Victoria's approach to the Teaching of Reading.	☒ Assistant principal ☒ Literacy leader ☒ School improvement team ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	\$0.00 ☒ Other funding will be used
Purchase of resources to support implementation of Victoria's approach to the teaching of reading,	☒ Assistant principal ☒ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Other funding will be used
School Improvement Team work to understand the importance of 'Elements of Learning' and 'Elements of Teaching'.	☒ Assistant principal ☒ Principal ☒ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00 ☒ Other funding will be used
Identify expert others within region and network to better understand VTLM 2.0 and Victoria's approach to the teaching of reading.	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00 ☒ Other funding will be used

Promote new resources that support understanding of the elements of VTLM 2.0	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00 ☒ Other funding will be used
Goal 2	To improve student engagement and agency in learning.			
12-month target 2.1	Increase the rate of positive endorsement on the Student Attitudes to School Survey for Student Voice and Agency to at or above 80%			
12-month target 2.2	Increase the rate of positive endorsement on the Student Attitudes to School Survey for Stimulated Learning to at or above 90%			
12-month target 2.3	Increase the rate of positive endorsement on the Parent/Caregiver/Guardian Opinion Survey for Student Cognitive Engagement to at or above 85%			
12-month target 2.4	Increase the rate of positive endorsement on the School Staff Survey (Principal/Teacher) for School Leadership and Professional Learning to be at or above 80%			
KIS 2.b Health and wellbeing	Develop teacher capacity to create positive learning environments that support student/teacher partnerships.			
Actions	* Implement strategies to gain increased student feedback on key indicators of student engagement, voice and agency, stimulated learning, positive learning environments and student/teacher partnerships and opportunities for students to participate in strategies to enhance these aspects of their experiences at school			
Outcomes	Students and teachers will have an enhanced collective understanding of Voice and Agency and Stimulated Learning both in terms of the Department of Education's ATOSS measure and their experiences and priorities within the context of Strathmore Primary School Students and teachers will contribute to building Voice and Agency and Stimulated Learning through reciprocal feedback			

Success Indicators	* Student Attitudes to School Survey data: - Student Voice and Agency - Stimulated Learning * Parent/Caregiver/Guardian Opinion Survey data: - Student Cognitive Engagement * School Staff Survey (Principal/Teacher) data: - School Leadership - Professional Learning * Feedback from students to teachers including actions taken			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement Student Excellence and Engagement Co-Ordinator role.	☒ Assistant principal ☒ Principal ☒ Student leadership coordinator	☐ PLP Priority	from: Term 1 to: Term 4	\$9,125.00 ☒ Other funding will be used
Implement Voice and Agency Student Team (VAST) with representation from each class in the school as part of school student leadership program.	☒ Student leadership coordinator	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Implement PAT Critical Reasoning and STEM Contexts in Year 5/6	☒ Assistant principal ☒ Data leader ☒ PLT leaders ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	\$500.00 ☒ Other funding will be used
Goal 3	To improve student wellbeing.			

12-month target 3.1	Increase the rate of positive endorsement on the Student Attitudes to School Survey for Sense of Connectedness and Managing of Bullying to at or above 85% and Emotional Awareness and Regulation to at or above 80%
12-month target 3.2	Increase the rate of positive endorsement on the Parent/Caregiver/Guardian Opinion Survey for Student Safety to at or above 90%
12-month target 3.3	Increase the Attendance Rate of all students to at or above 92%
12-month target 3.4	Increase the Attendance Rate for Equity funded students to at or above 85%
KIS 3.a Health and wellbeing	Strengthen and embed processes for supporting student wellbeing.
Actions	* Embed the role and work of MHWL, MHIPS and DI co-ordination across the school * Implement strategies to gain increased student feedback on key indicators of student wellbeing, sense of connectedness, managing bullying and emotional awareness and regulation and opportunities for students to participate in strategies to enhance these aspects of their experiences at school
Outcomes	School leaders will have an increased capacity to implement highly effective practices to identify and respond to student wellbeing and mental health needs Students and teachers will have an enhanced collective understanding of Sense of Connectedness, Managing Bullying and Emotional Awareness and Regulation both in terms of the Department of Education's ATOSS measure and their experiences and priorities within the context of Strathmore Primary School Students and teachers will contribute to building Sense of Connectedness through reciprocal feedback Students and teachers will engage in restorative practices in cases of Managing Bullying
Success Indicators	* Student Attitudes to School Survey data: - Sense of Connectedness - Managing of Bullying - Emotional Awareness and Regulation * Parent/Caregiver/Guardian Opinion Survey data:

	- Student Safety * Attendance data * Feedback from students to teachers including actions taken			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement Wellbeing Data Wall aligned to multi-tiered systems of support model focused around meeting the needs of students in relation to the level of intervention required for disability inclusion and mental health and wellbeing.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Implement Mental Health and Wellbeing Leader and Disability Inclusion Co-Ordinator role.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$33,171.58 ☒ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Education Support Staff to support specific Tier 2 student needs.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Education support ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$138,128.46 ☒ Disability Inclusion Tier 2 Funding will be used

Mental Health and Wellbeing Leader to complete Enhanced Learning Communities professional learning to support the implementation of Mental Health in Primary Schools initiative.	☒ Assistant principal ☒ Mental health and wellbeing leader	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Mental Health and Wellbeing Leader to deliver professional learning to build the capacity of staff to support student mental health and wellbeing needs as part of the Mental Health in Primary Schools initiative.	☒ Assistant principal ☒ Mental health and wellbeing leader	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Implement lunchtime student engagement groups (including CONNECT Play, CONNECT Sport, CONNECT Perform and CONNECT Games) to support student mental and physical health and wellbeing and promote inclusion.	☒ Assistant principal ☒ Mental health and wellbeing leader ☒ Principal ☒ Student leadership coordinator	☐ PLP Priority	from: Term 1 to: Term 4	\$18,547.80 ☒ Equity funding will be used
Develop and implement improved physical visibility of promotion of school values (Character, Inspiration, Connection and Endeavour) and PBS areas (Safety, Respect and Learning) in visual displays around the school.	☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Promote and build understanding of Tier 1 positive classroom management strategies.	☒ All staff	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used
Professional learning on the department's attendance and engagement policy and guidelines.	☒ Administration team ☒ Assistant principal	☐ PLP Priority	from: Term 1	\$0.00

	☒ Mental health and wellbeing leader		to: Term 1	☒ Other funding will be used
Implement focused interventions at Tier 2 and Tier 3 level around identified cases of problematic non-attendance.	☒ Assistant principal ☒ Mental health and wellbeing leader ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00 ☒ Other funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$18,547.80	\$18,547.80	\$0.00
Disability Inclusion Tier 2 Funding	\$138,128.46	\$138,128.46	\$0.00
Schools Mental Health Fund and Menu	\$33,171.58	\$33,171.58	\$0.00
Total	\$189,847.84	\$189,847.84	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement Mental Health and Wellbeing Leader and Disability Inclusion Co-Ordinator role.	\$33,171.58
Implement Education Support Staff to support specific Tier 2 student needs.	\$138,128.46
Implement lunchtime student engagement groups (including CONNECT Play, CONNECT Sport, CONNECT Perform and CONNECT Games) to support student mental and physical health and wellbeing and promote inclusion.	\$18,547.80
Totals	\$189,847.84

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement lunchtime student engagement groups (including CONNECT Play, CONNECT Sport, CONNECT Perform and CONNECT Games) to support student mental and physical health and wellbeing and promote inclusion.	from: Term 1 to: Term 4	\$18,547.80	☒ School-based staffing ☒ Teaching and learning programs and resources ☒ Assets
Totals		\$18,547.80	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement Education Support Staff to support specific Tier 2 student needs.	from: Term 1 to: Term 4	\$138,128.46	☒ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$138,128.46	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Implement Mental Health and Wellbeing Leader and Disability Inclusion Co-Ordinator role.	from: Term 1	\$33,171.58	☒ Employ staff to support Tier 1 activities

	to: Term 4		
Totals		\$33,171.58	

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
Leverage PLTs to introduce teaching practices linked to VTLM 2.0.	☒ Assistant principal ☒ Learning specialist(s) ☒ Principal ☒ School improvement team	from: Term 2 to: Term 4	☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ PLC Initiative ☒ Internal staff ☒ Departmental resources VTLM 2.0	☒ On-site
Leverage PLTs to analyse reading data to support implementation of Victoria's Teaching of Reading approach.	☒ Assistant principal ☒ Learning specialist(s) ☒ Principal ☒ School improvement team	from: Term 2 to: Term 4	☒ Moderated assessment of student learning ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ Academy program/course	☒ On-site
Staff professional learning to better understand needs in relation to VTLM 2.0.	☒ Assistant principal ☒ Principal	from: Term 2 to: Term 4	☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ Departmental resources VTLM 2.0	☒ On-site

	☒ School improvement team					
Staff professional learning to better understand needs in relation to Victoria's approach to teaching of reading.	☒ Assistant principal ☒ Principal ☒ School leadership team	from: Term 2 to: Term 4	☒ Moderated assessment of student learning ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ Academy program/course	☒ On-site
Mental Health and Wellbeing Leader to complete Enhanced Learning Communities professional learning to support the implementation of Mental Health in Primary Schools initiative.	☒ Assistant principal ☒ Mental health and wellbeing leader	from: Term 1 to: Term 4	☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff	☒ On-site
Mental Health and Wellbeing Leader to deliver professional learning to build the capacity of staff to support student mental health and wellbeing needs as part of the Mental Health in Primary Schools initiative.	☒ Assistant principal ☒ Mental health and wellbeing leader	from: Term 1 to: Term 4	☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff	☒ On-site