2025 Annual Implementation Plan

for improving student outcomes

Shepparton East Primary School (1713)

Submitted for review by Leslie Walsh (School Principal) on 12 December, 2024 at 12:34 PM
Endorsed by Claire Kelly (Senior Education Improvement Leader) on 13 January, 2025 at 08:05 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

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

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student learning achievement and growth in literacy	Yes	By 2026, improve the percentage of student growth in NAPLAN from Year 3 to 5 assessed as strong and exceeding in: • Reading from 69% 2024 to 82% 2026 • Writing from 78% 2024 in strong to 80% 2026 (60% strong 20% exceeding)	By 2026, improve the percentage of student growth in NAPLAN from Year 3 to 5 assessed as strong and exceeding in: Reading from 69% 2024 to 82% 2026Writing from 78% 2024 in strong to 80% 2026 (60% strong 20% exceeding)By 2026, reduce the number of NAS students in each of reading (2024 yr 3 9% & Yr 5 15%) and numeracy (2024 Yr 3 12% & Yr 5 15%) in Year 3 and 5 compared to the number of NAS students in 2024.
		By 2026, increase the percentage of students in exceeding in NAPLAN in Year 3 Writing from 0% (2024) to 20%. By 2026, reduce the percentage of students in exceeding in NAPLAN in Year 5 Writing from 0% (2024) to 20%.	By 2026, increase the percentage of students in exceeding in NAPLAN in Year 3 Writing from 0% (2024) to 20%. By 2026, reduce the percentage of students in exceeding in NAPLAN in Year 5 Writing from 0% (2024) to 20%. By 2026 decrease the number of NAS students in NAPLAN writing (2024 Yr 5 36%) to 25%.
		By 2026, increase the percentage of P - 6 students working above level against the Victorian Curriculum in:	To improve the percentage of students working above expected

		• Reading from 22% (2021) to 30% • Writing from 6% (2021) to 20%	level in reading from 14% (Sem 1 2024) to 22% (Sem 2 2025)To improve the percentage of students working above expected level in writing from 7% (Sem 1 2024) to 20% (Sem 2 2025)
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measure: • Improve teacher collaboration from 78% (2021) to 85%	To improve the percentage positive endorsement in the School Staff Survey for Improve teacher collaboration from 72% (2024) to 85% in (2025)To improve the percentage positive endorsement in the School Staff Survey for academic emphasis from 49% (2024) to 70% in (2025)
To improve student learning achievement and growth in Numeracy	No	By 2026, improve the percentage of student growth in NAPLAN from Year 3 to 5 assessed as strong and exceeding in: • Numeracy from 47% 2024 to 67% 2026	
		By 2026, increase the percentage of P - 6 students working above level against the Victorian Curriculum in Number and Algebra from 17% (2021) to 25%.	
To strengthen the connectedness, resilience and wellbeing of all students	Yes	By 2026, increase the percent positive responses score on AToSS for Years 4-6 in the factors: • Student voice and agency from 59% (2022) to 75% • Managing bullying from 69% (2022) to 80% • High level of resilience from 5% (2022) to 20%	To improve the percentage of positive endorsement in Emotional Awareness and Regulation from 66% (2024) to 75% (2025)To improve the percentage of positive endorsement in Managing Bullying from 70% (2024) to 77% (2025)To improve the percentage of positive endorsement in School Connectedness from 72%

			(2024) to 75% (2025)To maintain and improve the percentage of positive endorsement in Stimulating Learning from 81% (2024) to 85% (2025)To maintain and improve the percentage of positive endorsement in Student Voice and Agency from 76% (2024) to 80% (2025)
		By 2026, decrease the percentage of students with 20 or more absence days?from 32% (2021) to 25%.	To improve the percentage of students with 90% or higher attendance from 51% (2024 YTD) to 60% (2025)

Goal 1	To improve student learning achievement and growth in literacy
12-month target 1.1	By 2026, improve the percentage of student growth in NAPLAN from Year 3 to 5 assessed as strong and exceeding in: Reading from 69% 2024 to 82% 2026 Writing from 78% 2024 in strong to 80% 2026 (60% strong 20% exceeding) By 2026, reduce the number of NAS students in each of reading (2024 yr 3 9% & Yr 5 15%) and numeracy (2024 Yr 3 12% & Yr 5 15%) in Year 3 and 5 compared to the number of NAS students in 2024.
12-month target 1.2	By 2026, increase the percentage of students in exceeding in NAPLAN in Year 3 Writing from 0% (2024) to 20%. By 2026, reduce the percentage of students in exceeding in NAPLAN in Year 5 Writing from 0% (2024) to 20%. By 2026 decrease the number of NAS students in NAPLAN writing (2024 Yr 5 36%) to 25%.
12-month target 1.3	To improve the percentage of students working above expected level in reading from 14% (Sem 1 2024) to 22% (Sem 2 2025)

	To improve the percentage of students working above expected level in writing from 7% (Sem 1 2024) to 20% (Sem 2 2025)	
12-month target 1.4	To improve the percentage positive endorsement in the School Staff Survey for Improve teacher collaboration from 72% (2024) to 85% in (2025) To improve the percentage positive endorsement in the School Staff Survey for academic emphasis from 49% (2024) to 70% in (2025)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Assessment	Develop a consistent approach to diagnostic, formative, and summative assessment in literacy.	No
KIS 1.b Teaching and learning	Develop a consistent and rigorous pedagogical approach for implementing the whole school literacy program.	Yes
KIS 1.c Teaching and learning	Build teacher capacity in the teaching of Spelling and Writing	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.	With the introduction of the VTLM 2.0 and VC 2.0 and audit of reading, writing and instructional model.	
Goal 3	To strengthen the connectedness, resilience and wellbeing of all students	
12-month target 3.1	To improve the percentage of positive endorsement in Emotional Awareness and Regulation from 66% (2024) to 75% (2025)	

	To improve the percentage of positive endorsement in Managing Bullying from 70% (2024) to 77% (2025) To improve the percentage of positive endorsement in School Connectedness from 72% (2024) to 75% (2025) To maintain and improve the percentage of positive endorsement in Stimulating Learning from 81% (2024) to 85% (2025) To maintain and improve the percentage of positive endorsement in Student Voice and Agency from 76% (2024) to 80% (2025)	
12-month target 3.2	To improve the percentage of students with 90% or higher attendance from 51% (2024 YTD) to 60% (2025)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.	Yes
KIS 3.b Assessment	Build staff and student capacity to set challenging learning goals that enable students to monitor their own growth.	No
KIS 3.c Engagement	Build the student wellbeing and their capacity to be resilient	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.	Data from atoss, NAPLAN data etc and engagement in teaching and learning.	

Define actions, outcomes, success indicators and activities

Goal 1	To improve student learning achievement and growth in literacy
12-month target 1.1	By 2026, improve the percentage of student growth in NAPLAN from Year 3 to 5 assessed as strong and exceeding in: Reading from 69% 2024 to 82% 2026 Writing from 78% 2024 in strong to 80% 2026 (60% strong 20% exceeding) By 2026, reduce the number of NAS students in each of reading (2024 yr 3 9% & Yr 5 15%) and numeracy (2024 Yr 3 12% & Yr 5 15%) in Year 3 and 5 compared to the number of NAS students in 2024.
12-month target 1.2	By 2026, increase the percentage of students in exceeding in NAPLAN in Year 3 Writing from 0% (2024) to 20%. By 2026, reduce the percentage of students in exceeding in NAPLAN in Year 5 Writing from 0% (2024) to 20%. By 2026 decrease the number of NAS students in NAPLAN writing (2024 Yr 5 36%) to 25%.
12-month target 1.3	To improve the percentage of students working above expected level in reading from 14% (Sem 1 2024) to 22% (Sem 2 2025) To improve the percentage of students working above expected level in writing from 7% (Sem 1 2024) to 20% (Sem 2 2025)
12-month target 1.4	To improve the percentage positive endorsement in the School Staff Survey for Improve teacher collaboration from 72% (2024) to 85% in (2025) To improve the percentage positive endorsement in the School Staff Survey for academic emphasis from 49% (2024) to 70% in (2025)
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Develop a consistent and rigorous pedagogical approach for implementing the whole school literacy program.

incorporating extra-curricula programs	
Actions	Build teacher capacity for utilising instructional practices that engage and motivate students to write.
Outcomes	Students will see themselves as writers and understand who they are writing for and why. Students will increase their learning stamina. Students will give and recieve feedback around their learning. Teachers will create daily opportunities to write for authentic purposes and audiences. Teachers will systematically and intentionally use formative assessment to identify where each student is as a writer and what strategies are needed to move them forward. Teachers will differentiate instruction by utilising a variety of teaching practices. Leaders will build staff capacity to use formative assessment to improve student learning outcomes. Leaders will work collaborative to establish an aligned PLD to support collaboration with an external consultant. Leaders will model, monitor and provide instructional leadership at all levels.
Success Indicators	Early Indicators: Curriculum documentation will show plans for authetic writing purposes and audiences. Formative writing assessment rubrics will show student learning growth. Classrooms observations and learning walks demonstrate student knowledge of who they are writing for and why. Late Indicators: Staff survey results show will show improved teacher collaboration and acdemic emphasis results. Semester 2 teachers judgements against writing will show an increased percentage of students working above the expected level. Student IEP's will ddemonstrate short term goals and progress achieved through adjustments and interventions implemented.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Schedule and organise professional learning with an external consultant on writing strategies to support and extend students.	☑ Leadership team	☑ PLP Priority	from: Term 1	$15,000.00

			to: Term 4	☑ Equity funding will be used
Employ a curriculum learning specialist to oversee writing data, teacher practice and the implementation of instructional practices as outlined in consultation with external consultant.	☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$49,688.09 ☑ Equity funding will be used
Local Literacy CoP	☑ Curriculum co-ordinator (s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used
Local Numeracy CoP	☑ Curriculum co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used
Essential Assessment	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,500.00 ☑ Equity funding will be used
Acquire further resources that support students with a disability or additional needs. (eg: adjustable furniture, portable equipment, software sensory resources)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Curriculum SIT Professional Learning - OzLit Teacher Mentor texts, leading writing.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Book Club for Literacy & Numeracy	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Partnerships - Cobram/Kialla West - CRT release for staff to visit schools and monitor/learn from best practice	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used
Purchase of new readers to support Phonics teaching and VTLM 2.0	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00
Purchase iPads for assessment in junior areas	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$4,000.00 ☑ Equity funding will be used
Curriculum consumibles - mentor books for development of a reading spine across the school	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$6,500.00 ☑ Equity funding will be used

Whole school targeted phonics professional development with Danny Hyndman	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ Equity funding will be used

Goal 3	To strengthen the connectedness, resilience and wellbeing of all students
12-month target 3.1	To improve the percentage of positive endorsement in Emotional Awareness and Regulation from 66% (2024) to 75% (2025) To improve the percentage of positive endorsement in Managing Bullying from 70% (2024) to 77% (2025) To improve the percentage of positive endorsement in School Connectedness from 72% (2024) to 75% (2025) To maintain and improve the percentage of positive endorsement in Stimulating Learning from 81% (2024) to 85% (2025) To maintain and improve the percentage of positive endorsement in Student Voice and Agency from 76% (2024) to 80% (2025)
12-month target 3.2	To improve the percentage of students with 90% or higher attendance from 51% (2024 YTD) to 60% (2025)
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.
Actions	Develop a plan for increasing student engagement in all curriculum areas.
Outcomes	Students will feel supported, engaged and contribute to a strong classroom culture. Students will report feeling improved emotional awareness and regulation and connectedness to school.

	Teachers will plan for and implement social and emotional learning within their curriculum areas. Teachers will provide a framework for students to contribute to a strong classroom culture. Leaders will build staff capacity in building a strong classroom culture. Leaders will communicate high expections of student attendance.
Success Indicators	Early indicators: Curriculum documentation will show plans for student voice and engagement? Notes from learning walks and peer observation will show how staff are engaging students in lessons Student support resources displayed around the school will show how students can seek support Late indicators: SSS factors: academic emphasis, plan differentiated learning activities, professional learning through peer observation AtoSS factors: sense of connectedness, stimulating learning, student voice and agency Attendance data: F-6 Attendance data

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Ongoing Resilience Project Funding	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$8,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Educational Support Staff members to support DI - DI support in administration and 2 DI support staff members to engage small groups of students to prevent any ongoing learning and behaviour challenges.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Continue to engage an Occupational Therapist for screening of new preps, delivery of professional development to staff and to work in small groups with students.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
CRT release for classroom teachers for coaching conversations for the VTLM and to build capacity of staff in teaching social and emotional wellbeing to students . Some carry over funds from 2024 used.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$28,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to engage a speech therapist for screening of new preps, delivery of professional development to staff and to work in small groups with students.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Ongoing maintenance and servicing of specialised equipment for students	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Disability Inclusion Tier 2

				Funding will be used
Review lesson observation protocols to include observation of Positive Classroom Management Strategies	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs (CRT or consultant fees)	☑ Leadership team ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used
CRT Release for teachers to attend Disability Inclusion Meetings	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$9,318.43 ☑ Disability Inclusion Tier 2 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	$95,188.09	$95,188.09	$0.00
Disability Inclusion Tier 2 Funding	$148,512.43	$148,512.43	$0.00
Schools Mental Health Fund and Menu	$31,305.21	$31,305.21	$0.00
Total	$275,005.73	$275,005.73	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule and organise professional learning with an external consultant on writing strategies to support and extend students.	$15,000.00
Employ a curriculum learning specialist to oversee writing data, teacher practice and the implementation of instructional practices as outlined in consultation with external consultant.	$49,688.09
Local Literacy CoP	$2,500.00
Local Numeracy CoP	$2,500.00
Essential Assessment	$3,500.00
Acquire further resources that support students with a disability or additional needs. (eg: adjustable furniture, portable equipment, software sensory resources)	$20,000.00

Curriculum SIT Professional Learning - OzLit Teacher Mentor texts, leading writing.	$1,000.00
Partnerships - Cobram/Kialla West - CRT release for staff to visit schools and monitor/learn from best practice	$3,000.00
Purchase iPads for assessment in junior areas	$4,000.00
Curriculum consumibles - mentor books for development of a reading spine across the school	$6,500.00
Whole school targeted phonics professional development with Danny Hyndman	$2,500.00
Ongoing Resilience Project Funding	$8,500.00
Educational Support Staff members to support DI - DI support in administration and 2 DI support staff members to engage small groups of students to prevent any ongoing learning and behaviour challenges.	$100,000.00
Continue to engage an Occupational Therapist for screening of new preps, delivery of professional development to staff and to work in small groups with students.	$10,000.00
CRT release for classroom teachers for coaching conversations for the VTLM and to build capacity of staff in teaching social and emotional wellbeing to students . Some carry over funds from 2024 used.	$28,000.00
Continue to engage a speech therapist for screening of new preps, delivery of professional development to staff and to work in small groups with students.	$10,000.00
Ongoing maintenance and servicing of specialised equipment for students	$2,000.00

Identify and schedule appropriate professional learning for teachers implementing wellbeing programs (CRT or consultant fees)	$5,000.00
CRT Release for teachers to attend Disability Inclusion Meetings	$9,318.43
Totals	$283,006.52

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Schedule and organise professional learning with an external consultant on writing strategies to support and extend students.	from: Term 1 to: Term 4	$15,000.00	☑ Professional development (excluding CRT costs and new FTE)
Employ a curriculum learning specialist to oversee writing data, teacher practice and the implementation of instructional practices as outlined in consultation with external consultant.	from: Term 1 to: Term 4	$49,688.09	☑ School-based staffing
Local Literacy CoP	from: Term 1 to: Term 4	$2,500.00	☑ CRT

Local Numeracy CoP	from: Term 1 to: Term 4	$2,500.00	☑ CRT
Essential Assessment	from: Term 1 to: Term 4	$3,500.00	☑ Teaching and learning programs and resources
Curriculum SIT Professional Learning - OzLit Teacher Mentor texts, leading writing.	from: Term 1 to: Term 4	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)
Partnerships - Cobram/Kialla West - CRT release for staff to visit schools and monitor/learn from best practice	from: Term 1 to: Term 4	$3,000.00	☑ CRT
Purchase iPads for assessment in junior areas	from: Term 1 to: Term 1	$4,000.00	☑ Assets
Curriculum consumibles - mentor books for development of a reading spine across the school	from: Term 1 to: Term 2	$6,500.00	☑ Teaching and learning programs and resources
Whole school targeted phonics professional development with Danny Hyndman	from: Term 1 to: Term 4	$2,500.00	☑ Professional development (excluding CRT costs and new FTE)

Identify and schedule appropriate professional learning for teachers implementing wellbeing programs (CRT or consultant fees)	from: Term 1 to: Term 2	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Totals		$95,188.09	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Acquire further resources that support students with a disability or additional needs. (eg: adjustable furniture, portable equipment, software sensory resources)	from: Term 1 to: Term 4	$20,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Customised or adjustable furniture • Sensory resources • Literacy aids
Educational Support Staff members to support DI - DI support in administration and 2 DI support staff members to engage small groups of students to prevent any ongoing learning and behaviour challenges.	from: Term 1 to: Term 4	$100,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Continue to engage an Occupational Therapist for screening of new preps, delivery of professional development to	from: Term 1	$6,000.00	☑ Other workforces to support students with disability • Occupational therapy

staff and to work in small groups with students.	to: Term 4		
CRT release for classroom teachers for coaching conversations for the VTLM and to build capacity of staff in teaching social and emotional wellbeing to students . Some carry over funds from 2024 used.	from: Term 1 to: Term 4	$5,194.00	☑ CRT • CRT (to attend staff PL)
Continue to engage a speech therapist for screening of new preps, delivery of professional development to staff and to work in small groups with students.	from: Term 1 to: Term 4	$6,000.00	☑ Other workforces to support students with disability • Speech pathologists
Ongoing maintenance and servicing of specialised equipment for students	from: Term 1 to: Term 4	$2,000.00	☑ Other • Other Servicing and refitting of specialised chairs, lifts, hoists
CRT Release for teachers to attend Disability Inclusion Meetings	from: Term 1 to: Term 4	$9,318.43	☑ CRT • CRT (to attend Profile meetings)
Totals		$148,512.43	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Ongoing Resilience Project Funding	from: Term 1 to: Term 4	$8,500.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** ○ Build staff capacity (conference, course, seminar) ○ Program delivered in school by external service provider
CRT release for classroom teachers for coaching conversations for the VTLM and to build capacity of staff in teaching social and emotional wellbeing to students . Some carry over funds from 2024 used.	from: Term 1 to: Term 4	$22,805.21	☑ Employ staff to support Tier 1 activities **This activity will use Mental Health Menu staffing** ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
Totals		$31,305.21	

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
Schedule and organise professional learning with an external consultant on writing strategies to support and extend students.	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Individualised reflection	☑ Whole school pupil free day	☑ Literacy expertise ☑ Learning specialist ☑ External consultants Danny Hyndman ☑ Pedagogical Model	☑ On-site
Local Literacy CoP	☑ Curriculum co-ordinator (s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Communities of practice	☑ Literacy leaders	☑ Off-site Victorian Academy of Teaching
Local Numeracy CoP	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Communities of practice	☑ Numeracy leader	☑ Off-site Victorian Academy of Teaching
Whole school targeted phonics professional development with Danny Hyndman	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Danny Hyndman	☑ On-site

			☑ Curriculum development			