2025 Annual Implementation Plan

for improving student outcomes

Meadows Primary School (5524)

Submitted for review by Figen Mustafa (School Principal) on 01 July, 2025 at 11:06 PM
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

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

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

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

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

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

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve achievements in literacy for all students.	Yes	• To increase top two bands Year 3 NAPLAN reading from 22 per cent in 32 per cent in 2025 • To increase top two bands Year 5 NAPLAN reading from11 per cent in 2021 to 21 per cent in 2025.	By 2026, increase the number of exceeding and strong students in each of reading and numeracy in Year 3 and 5 compared to the number of exceeding and strong students in 2024.To increase top two proficiencies in Year 3 NAPLAN reading from 44% in 2024 to 54% in 2025.To increase top two proficiencies in Year 5 NAPLAN reading from 22% in 2024 to 30% in 2025.
		To increase top two bands Year 5 writing from 11 per cent in 2021 to 21 per cent in 2025.	To increase top two proficiencies in Year 5 writing from 44% in 2024 to 52% in 2025.
		To increase at or above benchmark growth reading from 62 per cent in 2021 to 72 per cent in 2025.	Due to changes in NAPLAN we are unable to measure this target.
To improve numeracy achievements for all students.	Yes	By 2025, increase from 8 per cent in 2021 to 18 per cent in Year 3 numeracy top two bands.	By 2026, increase the number of exceeding and strong students in each of reading and numeracy in Year 3 and 5 compared to the number of exceeding and strong

			students in 2024.To increase the percentage of students in Year 3 Mathematics in the Strong proficiency from 39% to 45% and Exceeding from 0% to 6%.To decrease the percentage of students in the Needs Support proficiency from 21% to 15% in Year 3 Mathematics.By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
		By 2025, increase from 0 per cent in 2021 to 10 per cent in 2025 Year 5 top two bands numeracy.	To increase the percentage of students in Year 5 Exceeding and Strong proficiency from 29% to 35%.
		By 2025, to increase teacher judgements for numeracy at or above growth from 57 per cent in 2021 to 70 per cent in 2025.	To increase the percentage of students in At and Above expected levels in number and algebra from 59% in 2024 to 62% in 2025.To increase the percentage of students in Year 5 Mathematics in the Strong and Exceeding proficiency from 29% to 40%.To decrease the percentage of students in the Needs Additional Support Proficiency in Year 5 from 31% to 25%.
To enhance student engagement and wellbeing.	Yes	Increase AtoSS, Student voice and agency from 50 per cent in 2021 to 65 per cent in 2025.	To increase AToSS Student Voice and Agency from 43% positive endorsement in 2024 to 53% in 2025.
		Increase Staff Opinion Survey, Collective efficacy from 49 per cent in 2021 to 55 per cent in 2025.	To increase Staff Opinion Survey, Collective Efficacy from 64% positive endorsement to 68% in 2025.

		Increase AtoSS, Stimulating learning from 55 per cent in 2021 to 65 per cent in 2025.	To increase AToSS Stimulated Learning from 49% positive endorsement in 2024 to 55% in 2025.

Goal 1	**To improve achievements in literacy for all students.**	
12-month target 1.1	By 2026, increase the number of exceeding and strong students in each of reading and numeracy in Year 3 and 5 compared to the number of exceeding and strong students in 2024. To increase top two proficiencies in Year 3 NAPLAN reading from 44% in 2024 to 54% in 2025. To increase top two proficiencies in Year 5 NAPLAN reading from 22% in 2024 to 30% in 2025.	
12-month target 1.2	To increase top two proficiencies in Year 5 writing from 44% in 2024 to 52% in 2025.	
12-month target 1.3	Due to changes in NAPLAN we are unable to measure this target.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	To develop teacher capacity to develop embed reading and writing Victorian Curriculum into planning and delivery of literacy.	Yes
KIS 1.b Excellence in teaching and learning	To develop and embed an agreed understanding of reading and writing pedagogy.	Yes
KIS 1.c Excellence in teaching and learning	To develop and embed a whole school approach to assessment and data.	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.	Our school's self-evaluation against the FISO 2.0 Continua of Practice indicates we are placed in 'evolving' and further work will be required to improve staff's capacity in adopting the VTLM 2.0, the HITS and using inquiry cycles informed by student data. Our SSS results indicated further work was needed in school climate. Our progress against the SSP and Panorama NAPLAN data comparison to Teacher Judgement was also considered in selecting this KIS.	
Goal 2	**To improve numeracy achievements for all students.**	
12-month target 2.1	By 2026, increase the number of exceeding and strong students in each of reading and numeracy in Year 3 and 5 compared to the number of exceeding and strong students in 2024. To increase the percentage of students in Year 3 Mathematics in the Strong proficiency from 39% to 45% and Exceeding from 0% to 6%. To decrease the percentage of students in the Needs Support proficiency from 21% to 15% in Year 3 Mathematics. By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.	
12-month target 2.2	To increase the percentage of students in Year 5 Exceeding and Strong proficiency from 29% to 35%.	
12-month target 2.3	To increase the percentage of students in At and Above expected levels in number and algebra from 59% in 2024 to 62% in 2025. To increase the percentage of students in Year 5 Mathematics in the Strong and Exceeding proficiency from 29% to 40%. To decrease the percentage of students in the Needs Additional Support Proficiency in Year 5 from 31% to 25%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a	Enhance Professional Learning Community (PLC) cycle of inquiry in mathematics.	No

Professional leadership		
KIS 2.b Excellence in teaching and learning	Develop teacher capacity to embedding Victorian Curriculum, mathematics into planning and delivery of mathematics).	No
KIS 2.c Excellence in teaching and learning	Develop and embed an agreed whole school pedagogical approach to mathematics	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's mathematics instructional model will be strengthened to incorporate high quality evidence based teaching.	
Goal 3	**To enhance student engagement and wellbeing.**	
12-month target 3.1	To increase AToSS Student Voice and Agency from 43% positive endorsement in 2024 to 53% in 2025.	
12-month target 3.2	To increase Staff Opinion Survey, Collective Efficacy from 64% positive endorsement to 68% in 2025.	
12-month target 3.3	To increase AToSS Stimulated Learning from 49% positive endorsement in 2024 to 55% in 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Develop whole school knowledge and embed agreed practices of student agency.	No
KIS 3.b Positive climate for learning	Strengthen whole school wellbeing practices to support learning.	Yes
KIS 3.c	Develop and embed a whole school understanding of student engagement.	No

Excellence in teaching and learning	
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.	Attitude to School Survey results highlight that this is an area for whole school growth. We acknowledge the connection between positive teacher student relationships and engagement in learning.

Define actions, outcomes, success indicators and activities

Goal 1	To improve achievements in literacy for all students.
12-month target 1.1	By 2026, increase the number of exceeding and strong students in each of reading and numeracy in Year 3 and 5 compared to the number of exceeding and strong students in 2024. To increase top two proficiencies in Year 3 NAPLAN reading from 44% in 2024 to 54% in 2025. To increase top two proficiencies in Year 5 NAPLAN reading from 22% in 2024 to 30% in 2025.
12-month target 1.2	To increase top two proficiencies in Year 5 writing from 44% in 2024 to 52% in 2025.
12-month target 1.3	Due to changes in NAPLAN we are unable to measure this target.
KIS 1.a Curriculum planning and assessment	To develop teacher capacity to develop embed reading and writing Victorian Curriculum into planning and delivery of literacy.
Actions	Establish curriculum planning practices that meets students' needs and monitors progress and achievement using formative and summative assessment (data driven).
Outcomes	Leaders will: - Work collaboratively with middle leaders to determine agreed curriculum planning documentation and practices. - Developing practices to design school based learning progression in reading, to support team based planning. - Audit current assessment practices and review the assessment schedule. Teachers will: - Work in collaboration with middle leaders to trial implementation and provide feedback of the use of consistent planning documentation across the school. - Build their knowledge, skills and understanding of the English Victorian Curriculum 2.0. - Design levelled learning progressions in reading using school based consistent documentation. - Implement assessment practices in line with whole school assessment schedule. - Use formative assessment to inform the planning of teaching and learning sequences.

	Students will: - Engage in the learning of reading at their point of need, based on current assessment data. - Identify and cocreate learning goals to meet them at their entry level.
Success Indicators	- Collaborative work with Regional Intensive School Support and Disability Inclusion Education Improvement Leader as documented in 5 week planners. - Consistent school based planning documentation. - Documented collaborative planning cycle. - Years Foundation-two levelled learning progressions for reading. - Evidence of planning that shows differentiation of learning (small group explicit teaching, learning goals).

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
A review and recommendations of team planning documentation in reading (develop an agreed team planning document for use across the school).	☑ Assistant principal ☑ PLC leaders ☑ Teaching partners (DSSI)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Commit to two full days to support the development of the F-2 reading learning progressions (14 CRT Days).	☑ Assistant principal ☑ Principal ☑ Teacher(s) ☑ Teaching partners (DSSI)	☑ PLP Priority	from: Term 2 to: Term 3	$0.00
Audit current assessment practices across all learning areas.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 3 to: Term 3	$0.00
Review and update the assessment schedule.	☑ Assistant principal ☑ PLT leaders	☐ PLP Priority	from: Term 4	$0.00

	☑ Principal		to: Term 4	
Design a professional learning sessions with a focus on English Victorian Curriculum 2.0, including a curriculum day in Term 3.	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	$0.00

KIS 1.b Building practice excellence	To develop and embed an agreed understanding of reading and writing pedagogy.
Actions	Strengthen evidence-based instructional models to ensure high quality responsive teaching and learning practices.
Outcomes	Leaders will: - Build middle leaders' capacity in instructional practices, differentiation and facilitating coaching cycles - Design and facilitate a series of professional learning opportunities focussed on instructional practices informed by VTLM 2.0, AERO resources and HITS - Conduct learning walks in classrooms. - Review the MPS Instructional Model Teachers will: - Work in collaboration with middle leaders to ensure pedagogy is reflective of evidence based instructional models. - Build their knowledge, skills and understanding of the VTLM 2.0. and HITS. - Implement explicit teaching practices in line with evidence-based instructional models. - Engage in reflective conversations regarding teaching and learning practices. Students will: - Understand and be able to articulate the learning objectives. - Actively engage in the learning by using their prior knowledge. - Work with the teacher during guided practice (We Do).
Success Indicators	- Whole school meeting schedule reflects professional learning opportunities that are designed with clear alignment to the VTLM 2.0 and other supporting DE resources.

	- Classroom observations and evaluations show teachers are implementing strategies from the professional learning sessions. - Middle leaders demonstrate proficiency in coaching strategies, including observation, feedback, and goal setting. - Develop coaching cycles focussed on improving identified instructional practice.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Conduct Learning Walks with a focus on instructional practices aligned to the VTLM 2.0 and English curriculum 2.0.	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ PLC leaders ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Coaching for middle leaders to further develop understanding of the instructional model and weekly planning with a focus on explicit teaching and differentiation.	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ PLC leaders ☑ School improvement team ☑ Teacher(s) ☑ Timetable coordinator	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
Design professional learning sessions with a focus on VTLM 2.0, including a curriculum day in Term 3.	☑ Assistant principal ☑ Principal ☑ Teacher(s) ☑ Teaching partners (DSSI)	☑ PLP Priority	from: Term 3 to: Term 3	$0.00

Allocate time for APs, LS and Middle Leaders to continue with coaching cycles and peer observations.	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Learning specialist(s) ☑ PLC leaders ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Goal 2	To improve numeracy achievements for all students.
12-month target 2.1	By 2026, increase the number of exceeding and strong students in each of reading and numeracy in Year 3 and 5 compared to the number of exceeding and strong students in 2024. To increase the percentage of students in Year 3 Mathematics in the Strong proficiency from 39% to 45% and Exceeding from 0% to 6%. To decrease the percentage of students in the Needs Support proficiency from 21% to 15% in Year 3 Mathematics. By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.
12-month target 2.2	To increase the percentage of students in Year 5 Exceeding and Strong proficiency from 29% to 35%.
12-month target 2.3	To increase the percentage of students in At and Above expected levels in number and algebra from 59% in 2024 to 62% in 2025. To increase the percentage of students in Year 5 Mathematics in the Strong and Exceeding proficiency from 29% to 40%. To decrease the percentage of students in the Needs Additional Support Proficiency in Year 5 from 31% to 25%.
KIS 2.c	Develop and embed an agreed whole school pedagogical approach to mathematics

Building practice excellence	
Actions	Staff engage in professional development to increase consistency and clarity in the instructional model. Collaboratively create a whole school sequence of skills to be taught and assessed.
Outcomes	Leaders will: - Collaborate with network colleagues in a leadership CoP - Liaise with Leading Teachers from ISS to create and deliver a whole staff professional learning schedule - Provide additional time for Learning Walks Teachers will: - Engage in whole school PL on the instructional model and the HITs - Create purposeful learning tasks referencing Maths 2.0 - Teachers will differentiate learning for students based on assessment data collaboratively create an assessment schedule and provide students with timely and meaningful feedback Students will: - Engage in meaningful learning tasks that address their point of need [whole school sequence of skills] - Be able to identify different elements of the instructional model - Students will engage in meaningful assessment tasks with timely and meaningful feedback
Success Indicators	- A professional learning schedule that has been adhered to - The completion of a whole school scope and sequence document - Improved consistency in delivering the instructional model [pre and post data from learning walks] - A concise assessment schedule that informs teacher planning and identifies student needs and growth

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Meet with regional staff from ISS to develop a professional learning schedule	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$0.00

Purchase PAT Early Years Test	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 2	$250.00 ☑ Equity funding will be used
Learning Walks organised and release of Learning Specialists	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Goal 3	To enhance student engagement and wellbeing.
12-month target 3.1	To increase AToSS Student Voice and Agency from 43% positive endorsement in 2024 to 53% in 2025.
12-month target 3.2	To increase Staff Opinion Survey, Collective Efficacy from 64% positive endorsement to 68% in 2025.
12-month target 3.3	To increase AToSS Stimulated Learning from 49% positive endorsement in 2024 to 55% in 2025.
KIS 3.b Health and wellbeing	Strengthen whole school wellbeing practices to support learning.
Actions	Strengthen focus on inclusive practices to support diverse learners presenting with complex behaviours. To engage with professional learning to upskill staff proficiency in selecting, documenting and implementing individualised adjustments to support learning and wellbeing.
Outcomes	Leaders will: - Visit another school who are an exemplary school in the implementation of the DI model. - Complete all the eLearning DI modules on Learn Ed. - Provide PL for staff on recording adjustments and the six domains. - Support staff through SSG meetings and the writing of IEPs and smart goals.

	Staff will: - Complete the eLearning DI modules on Learn Ed. - Engage in professional learning regarding how best to use a data driven approach to providing intensive supports. - Knowing which adjustments and modifications to use for identified students and implement these effectively. - Implement individualised adjustments and modifications to meet students' point of need, evidenced by data. - Record individualised adjustments and modifications in weekly planners and other documentations as evidenced by data. - ES staff will demonstrate a deeper knowledge of the differentiated levels of adjustments to effectively support students. - Teachers and ES staff will collaborate to plan, implement, monitor and record the adjustments and modifications for individual students. Students will: - Talk to teachers about how they learn best. - Cocreate smart goals for their IEPs, other support plans, and at SSG/Care Team Meetings. - Provide feedback on how well the adjustments support their learning/wellbeing.
Success Indicators	- Documentation evidencing consideration of Instructional practices and adjustments to support students with a range of abilities, backgrounds and behavioural needs. - Lesson plans will include differentiation and varied instructional strategies. - IEPs and other support plans will include smart goals and data driven. - Clear school structures and processes including multi-tiered system of support e.g. tier 2 and 3 strategies for learning and wellbeing. - School Staff Survey indicates increased confidence in differentiating teaching and learning and using planning documents to evidence the adjustments implemented for identified students. - Successful DI profile meeting outcomes as we transition from PSD to DI model. - DI profile meeting outcomes indicate the school is adequately documenting adjustments - Consistent documentation of an ES adjustment implication guide.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning with a focus on specific learning disorders and use of appropriate adjustments and modifications to meet the needs of students.	☑ Allied health ☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 3	$0.00

	☑ Leadership partners (DSSI) ☑ Principal			
Professional learning for staff focussed on creating consistent planning documents with consideration to evidencing differentiation and writing effective IEPs.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership partners (DSSI) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$0.00
Berry Street Education Model Training for new staff and refresher PL for trained staff.	☑ Assistant principal ☑ Learning specialist(s) ☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 2	$10,427.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a highly structured and data driven approach to provide increasingly intensive support to identified students presenting with complex needs and challenging behaviours, including deep engagement with the DI EIL.	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Learning specialist(s) ☑ Principal ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

School Visit to exemplary DI school.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 3 to: Term 4	$2,500.00 ☑ Disability Inclusion Tier 2 Funding will be used
Engage in coaching practices with a focus on adjustments and modifications aligned to the professional learning.	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ PLC leaders ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Increase knowledge of school inclusive practices by accessing the Diverse Learner Hub.	☑ All staff	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Review school structures and processes of MTSS and wellbeing.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership partners (DSSI) ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00

Partner with DL EIL to offer coaching and feedback on DI adjustments (5x 5 CRT Days).	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership partners (DSSI) ☑ Learning specialist(s) ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 4	$2,500.00 ☑ Disability Inclusion Tier 2 Funding will be used
Develop resources to support DI adjustments.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 4	$15,000.00 ☑ 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	$786,691.80	$547,976.00	$238,715.80
Disability Inclusion Tier 2 Funding	$199,425.38	$186,239.00	$13,186.38
Schools Mental Health Fund and Menu	$29,808.71	$29,808.71	$0.00
Total	**$1,015,925.89**	**$764,023.71**	**$251,902.18**

Activities and milestones – Total Budget

Activities and milestones	Budget
Purchase PAT Early Years Test	$250.00
Berry Street Education Model Training for new staff and refresher PL for trained staff.	$10,427.00
School Visit to exemplary DI school.	$2,500.00
Partner with DL EIL to offer coaching and feedback on DI adjustments (5x 5 CRT Days).	$2,500.00
Develop resources to support DI adjustments.	$15,000.00
Totals	**$30,677.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Purchase PAT Early Years Test	from: Term 1 to: Term 2	$250.00	☑ Teaching and learning programs and resources
Totals		**$250.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
School Visit to exemplary DI school.	from: Term 3 to: Term 4	$2,500.00	☑ CRT •
Partner with DL EIL to offer coaching and feedback on DI adjustments (5x 5 CRT Days).	from: Term 2 to: Term 4	$2,500.00	☑ CRT •
Develop resources to support DI adjustments.	from: Term 2 to: Term 4	$15,000.00	☑ Teaching and learning programs and resources •
Totals		**$20,000.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Berry Street Education Model Training for new staff and refresher PL for trained staff.	from: Term 2 to: Term 2	$10,427.00	☑ Berry Street Education Model (BSEM)
Totals		$10,427.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Mental Health Wellbeing Leader	$18,354.00
Workforce - Assistant Principal	$143,677.00
Workforce – Disability Inclusions Coordinator	
Workforce – Multicultural Education Aides	$74,032.00
Workforce – Learning Specialist	
Workforce – Allied Health Team	$20,280.00
Totals	$256,343.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Mental Health Wellbeing Leader	from: Term 1		☑ Teaching and learning programs and resources

	to: Term 4		
Workforce - Assistant Principal	from: Term 1 to: Term 4		
Workforce – Disability Inclusions Coordinator	from: Term 1 to: Term 4		
Workforce – Multicultural Education Aides	from: Term 1 to: Term 4	$164,095.00	☑ School-based staffing
Workforce – Learning Specialist	from: Term 1 to: Term 4	$186,367.00	☑ School-based staffing
Workforce – Allied Health Team	from: Term 1 to: Term 4	$197,264.00	☑ Other Social Workers and Chaplain
Totals		$547,726.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

Mental Health Wellbeing Leader	from: Term 1 to: Term 4		
Workforce - Assistant Principal	from: Term 1 to: Term 4	$143,677.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Workforce – Disability Inclusions Coordinator	from: Term 1 to: Term 4	$22,562.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Learning specialist
Workforce – Multicultural Education Aides	from: Term 1 to: Term 4		
Workforce – Learning Specialist	from: Term 1 to: Term 4		
Workforce – Allied Health Team	from: Term 1 to: Term 4		
Totals		**$166,239.00**	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Mental Health Wellbeing Leader	from: Term 1 to: Term 4	$19,381.71	☑ Employ staff to support Tier 1 activities
Workforce - Assistant Principal	from: Term 1 to: Term 4		
Workforce – Disability Inclusions Coordinator	from: Term 1 to: Term 4		
Workforce – Multicultural Education Aides	from: Term 1 to: Term 4		
Workforce – Learning Specialist	from: Term 1 to: Term 4		
Workforce – Allied Health Team	from: Term 1 to: Term 4		
Totals		$19,381.71	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Commit to two full days to support the development of the F-2 reading learning progressions (14 CRT Days).	☑ Assistant principal ☑ Principal ☑ Teacher(s) ☑ Teaching partners (DSSI)	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Timetabled planning day	☑ SEIL ☑ School improvement partnerships ☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Departmental resources English Victorian Curriculum 2.0 ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Design a professional learning sessions with a focus on English Victorian Curriculum 2.0, including a curriculum day in Term 3.	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Teacher(s)	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ School improvement partnerships ☑ Internal staff ☑ Learning specialist ☑ Literacy leaders	☑ On-site

				☑ PLC/PLT meeting	☑ Departmental resources Victorian English Curriculum 2.0 ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
Design professional learning sessions with a focus on VTLM 2.0, including a curriculum day in Term 3.	☑ Assistant principal ☑ Principal ☑ Teacher(s) ☑ Teaching partners (DSSI)	from: Term 3 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ SEIL ☑ School improvement partnerships ☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Meet with regional staff from ISS to develop a professional learning schedule	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Principal	from: Term 1 to: Term 1	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ SEIL ☑ School improvement partnerships	☑ On-site

Professional Learning with a focus on specific learning disorders and use of appropriate adjustments and modifications to meet the needs of students.	☑ Allied health ☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Principal	from: Term 1 to: Term 3	☑ Preparation ☑ Curriculum development ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ External consultants SSSO	☑ On-site
Professional learning for staff focussed on creating consistent planning documents with consideration to evidencing differentiation and writing effective IEPs.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership partners (DSSI) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Moderated assessment of student learning ☑ Student voice, including input and feedback	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Literacy expertise ☑ School improvement partnerships ☑ Internal staff	☑ On-site
Berry Street Education Model Training for new staff and refresher PL for trained staff.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 2	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Banksia Gardens	☑ Off-site At a venue organised by

	☑ Wellbeing team			☑ Timetabled planning day		Banksia Gardens
School Visit to exemplary DI school.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Learning specialist(s) ☑ Principal	from: Term 3 to: Term 4	☑ Preparation ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Network professional learning	☑ Teaching partners ☑ Internal staff ☑ Departmental resources Disability Inclusion resources	☑ Off-site Chosen school within our network.
Partner with DL EIL to offer coaching and feedback on DI adjustments (5x 5 CRT Days).	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership partners (DSSI) ☑ Learning specialist(s) ☑ Mental health and wellbeing leader ☑ Principal	from: Term 2 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ SEIL ☑ Leadership partners ☑ Internal staff ☑ Learning specialist ☑ Departmental resources PCMS IEP SMART GOAL PRACTICE LAB - ARC	☑ On-site

	☑ Wellbeing team					
Develop resources to support DI adjustments.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Mental health and wellbeing leader ☑ Principal ☑ Wellbeing team	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice ☑ PLC/PLT meeting	☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Learning specialist ☑ Departmental resources DI Implementation	☑ On-site