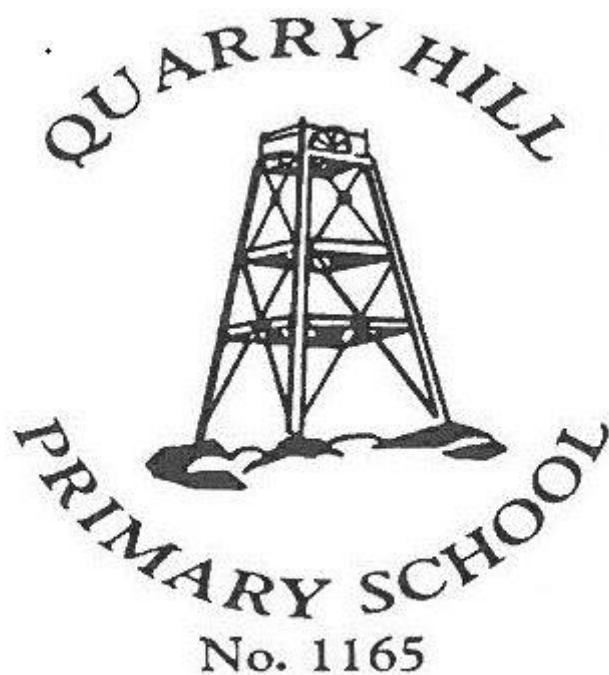


2025 Annual Implementation Plan

for improving student outcomes

Quarry Hill Primary School (1165)



Submitted for review by Anne Rochford (School Principal) on 16 December, 2024 at 01:57 PM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 26 March, 2025 at 06:29 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.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	<p>Whilst we implemented key improvement strategies for student voice, this is not reflected in our data. We believe this is because the questions with student voice are not aligned with our practices. PIVOT data and Parent Opinion Survey the data in this area indicated progress in this area. We are focusing on greater student agency in learning which will lead to enhanced student voice over time. Our approach is supported in the VTLM 2.0. and we will explore this more as we finalise our instructional model.</p> <p>We pivoted Dogs Connect this year to introduce a new dog. Staff training will recommence next year. We have worked through the CAT in 2024 and have identified that we need to redo the CUST in 2025 and continue to build our cultural community connections.</p> <p>We ran some programs for our high ability students in writing, mathematics and art as well as focus groups for maths and spelling. We were not able to follow through with staff professional learning in this area as we had to prioritise Mathematics 2.0 in our meeting schedule. Semester 2 planning for Maths will not be completed by the end of this year. We will also need to make sure our planning aligns with the state resources.</p> <p>English V2 was not touched on in 2024 so will be a body of work in 2025. We have already began developing a 3-6 Knowledge curriculum using Core Knowledge and Ochre resources. We will continue to build these resources and teacher capacity when teaching the big 6 components during these lessons.</p> <p>We have finalised the frame for our instructional model, however, will continue to build teacher knowledge and understanding around relevant components. This work will be strengthened by unpacking the VTLM 2.0 in 2025.</p>
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
Improve the health and wellbeing all students.	Yes	<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in:</p> <ul style="list-style-type: none"> the Social Engagement domain: Sense of inclusion from 87% in 2021 to 89% the Teacher-Student relations domain: Teacher concern from 74% in 2021 to 76% <p>By 2025, the percentage of Year 6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <ul style="list-style-type: none"> In the Social Engagement domain: Sense of connectedness from 72% in 2021 to 75%. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1. Maintain the school wide positive endorsement of AToSS factor sense of inclusion at or above 89% 2. Maintain the school wide positive endorsement of AToSS factor Teacher concern at or above 76% 3. Maintain the school wide positive endorsement of AToSS factor Sense of connectedness at or above 75%</p>
		<p>By 2026, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase in the Parent Community Engagement domain:</p> <ul style="list-style-type: none"> Parent participation and involvement from 55% in 2021 to 75% School communication from 79% in 2021 to 81% 	<p>Maintain the percentage of parents reporting positive endorsement to the Parent Opinion survey measure Parent participation at or above 75% Maintain the percentage of parents reporting positive endorsement to the Parent Opinion survey measure school communication at or above 81%</p>

		<p>By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> the School Climate module: Trust in students and parents from 78% in 2021 to 80% 	Maintain the percentage of staff reporting positive endorsement to the Staff Survey measure 'Trust in students and parents' at or above 80%
		By 2026 the percentage of students (P-6) with 20 or more days absent will decrease from 23% in 2021 to 21%.	To decrease students (P-6) with 20 or more days absent to 21%
To optimise the learning growth of all students in Literacy and Numeracy	Yes	<p>By 2026, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase in Numeracy from 35% in 2021 to 38%</p> <p>By 2026, the percentage of Year 5 students assessed as maintaining Top Two Bands for Writing to increase from 54% in 2021 to 60%</p>	<p>Increase the percentage of Year 5 students in strong or exceeding proficiency level in numeracy to 75%</p> <p>Increase the percentage of Year 5 students in strong or exceeding proficiency level in writing to 75%</p> <p>By 2026, reduce the number of the "needs additional support" students in each of reading and numeracy in year 3 and 5 compared to the number of 'needs additional support' students in 2024 .</p>
		<p>By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase in:</p> <ul style="list-style-type: none"> Reading from 27% in 2021 to 29% Numeracy from 10% in 2021 to 20% 	NA
		<p>By 2025, the percentage of F-6 students assessed against the Victorian Curriculum (VC) levels F-10 as being at or above age expected levels will increase in:</p> <ul style="list-style-type: none"> Reading and Viewing from 78% in 2021 to 86% 	Increase the percentage of students assessed against the Victorian curriculum Levels F-10 at or above expected level in Reading and

		<ul style="list-style-type: none"> • Writing from 77% in 2021 to 81% • Number and Algebra from 78% in 2021 to 85% 	<p>viewing to 86% Increase the percentage of students assessed against the Victorian curriculum Levels F-10 at or above expected level in Writing at or above 84% Increase the percentage of students assessed as at or above expected teacher judgement growth (Time series) in Semester 1 Reading and viewing to 80%. Increase the percentage of students assessed as at or above expected teacher judgement growth Time series) in Semester 1 Writing at or above 80%.</p>
		<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in:</p> <ul style="list-style-type: none"> • the effective teaching practice for cognitive behaviour domain: Differentiated learning challenge from 81% in 2021 to 86%. • the Social Engagement domain: Student voice and agency from 63% in 2021 to 67%. 	<p>Maintain the percentage of Year 4-6 students reporting positive endorsement to AToSS measure Maintain the percentage of Year 4-6 students reporting positive endorsement to Differentiated learning challenge from 82% to 86% Maintain the percentage of Year 4-6 students reporting positive endorsement in Student voice and agency from 65% to 67%</p>
		<p>By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> • the School Climate module: Academic emphasis from 65% in 2021 to 71%. 	<p>Maintain the percentage of staff reporting positive endorsement to the school staff survey measure in Academic emphasis at 81%</p>

Goal 1	To optimise the learning growth of all students in Literacy and Numeracy
12-month target 1.1	<p>Increase the percentage of Year 5 students in strong or exceeding proficiency level in numeracy to 75%</p> <p>Increase the percentage of Year 5 students in strong or exceeding proficiency level in writing to 75%</p> <p>By 2026, reduce the number of the “needs additional support” students in each of reading and numeracy in year 3 and 5 compared to the number of ‘needs additional support’ students in 2024 .</p>
12-month target 1.2	NA
12-month target 1.3	<p>Increase the percentage of students assessed against the Victorian curriculum Levels F-10 at or above expected level in Reading and viewing to 86%</p> <p>Increase the percentage of students assessed against the Victorian curriculum Levels F-10 at or above expected level in Writing at or above 84%</p> <p>Increase the percentage of students assessed as at or above expected teacher judgement growth (Time series) in Semester 1 Reading and viewing to 80%.</p> <p>Increase the percentage of students assessed as at or above expected teacher judgement growth Time series) in Semester 1 Writing at or above 80%.</p>
12-month target 1.4	<p>Maintain the percentage of Year 4-6 students reporting positive endorsement to AToSS measure</p> <p>Maintain the percentage of Year 4-6 students reporting positive endorsement to Differentiated learning challenge from 82% to 86%</p> <p>Maintain the percentage of Year 4-6 students reporting positive endorsement in Student voice and agency from 65% to 67%</p>
12-month target 1.5	Maintain the percentage of staff reporting positive endorsement to the school staff survey measure in Academic emphasis at 81%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop and embed a whole-school approach to the teaching of Numeracy	Yes
KIS 1.b Teaching and learning	Strengthen the whole-school approach to Literacy	Yes
KIS 1.c Engagement	Define and embed a whole-school approach to student voice.	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.	Introducing the Department initiatives of revised Mathematics and English curriculum as well as VTLM 2.0 will require work as we embed our whole school approaches to literacy and Numeracy. We will continue to develop our approach to goal setting through the Aspirations model but also review our whole school approach to student voice as we learn more about VTLM 2.0. the Staff opinion survey highlighted there are limited opportunities for peer observations.	
Goal 1	Improve the health and wellbeing all students.	
12-month target 1.1	1. Maintain the school wide positive endorsement of AToSS factor sense of inclusion at or above 89% 2. Maintain the school wide positive endorsement of AToSS factor Teacher concern at or above 76% 3. Maintain the school wide positive endorsement of AToSS factor Sense of connectedness at or above 75%	
12-month target 1.2	Maintain the percentage of parents reporting positive endorsement to the Parent Opinion survey measure Parent participation at or above 75% Maintain the percentage of parents reporting positive endorsement to the Parent Opinion survey measure school communication at or above 81%	
12-month target 1.3	Maintain the percentage of staff reporting positive endorsement to the Staff Survey measure 'Trust in students and parents' at or above 80%	
12-month target 1.4	To decrease students (P-6) with 20 or more days absent to 21%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Support and resources	Develop and embed a multi-tiered response to the needs of all students.	Yes
KIS 1.b Engagement	Review partnerships with parents, carers, local health care providers and the wider community.	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.	<p>KIS 2.b was not selected in 2024 as we were focussing on embedding the multi-tiered response to the needs of all students. With the MHiPS roll out partnerships with parents, carers, local health care providers and the wider community will form a focus for the MHWL.</p> <p>Embedding of a multi- tiered response to the needs of all students will continue to be a focus as we maintain responsiveness to student needs and reflect on effectiveness of programs in place.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	Improve the health and wellbeing all students.
12-month target 1.1	1. Maintain the school wide positive endorsement of AToSS factor sense of inclusion at or above 89% 2. Maintain the school wide positive endorsement of AToSS factor Teacher concern at or above 76% 3. Maintain the school wide positive endorsement of AToSS factor Sense of connectedness at or above 75%
12-month target 1.2	Maintain the percentage of parents reporting positive endorsement to the Parent Opinion survey measure Parent participation at or above 75% Maintain the percentage of parents reporting positive endorsement to the Parent Opinion survey measure school communication at or above 81%
12-month target 1.3	Maintain the percentage of staff reporting positive endorsement to the Staff Survey measure 'Trust in students and parents' at or above 80%
12-month target 1.4	To decrease students (P-6) with 20 or more days absent to 21%
KIS 1.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and embed a multi-tiered response to the needs of all students.
Actions	Use the schools Mental Health Fund and Menu initiative to support student mental health and wellbeing with a focus on resilience. Train Education Support Staff to deliver tier two interventions.
Outcomes	Leaders will: -Include health and wellbeing discussions on the School Improvement Team agenda regularly. -Meet in focus team to address attendance, wellbeing and inclusion

	<p>-Explore options to connect with community organisations</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - Support students to understand mental health literacy working alongside the mental health and wellbeing leader.. - Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others. - Build their cultural competency (e.g., through professional learning). - Will ensure planning reflects cultural diversity <p>Students will:</p> <ul style="list-style-type: none"> - Understand the meaning of resilience and recognise it in themselves. - Feel safe and valued, and know that their culture, ethnicity, religion and identity are respected. - Respect diverse perspectives and backgrounds <p>Community will...</p> <ul style="list-style-type: none"> - Feel safe and valued, and know that their culture, ethnicity, religion and identity are respected. - Respect diverse perspectives and backgrounds 			
Success Indicators	<p>Improved outcomes reflected in student data sets</p> <p>School wide revised COLE planners</p> <p>Increased numbers of staff trained in Tier 1 and 2 wellbeing programs</p> <p>Improved cultural representation in student leadership groups</p> <p>Embed a strong school culture to support cultural safety</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
School appointed Mental Health and Wellbeing Leader (MHWL) to monitor the rigour of the implementation of the school's current Tier 1 and 2 student wellbeing programs and oversee the building of the mental health literacy across the school community	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$18,000.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Westmead intervention to continue to be resourced	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,263.84 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Train additional staff in Berry Street Educational model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,400.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Facilitate the 'I Can Network' to deliver their program to year 5 and 6 neuro diverse students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a professional learning plan to train additional staff in the Dogs Connect Program	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,525.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Release staff to work with Disability Inclusion Leader to support Disability Inclusion Profiles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Resource Tier 2 reading intervention (MiniLit and MacqLit).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,760.86 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employ staff and purchase resources to support inclusion, with a focus on transitions to and within school for students with additional needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$41,600.58 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students'	Review partnerships with parents, carers, local health care providers and the wider community.			

participation and engagement in school				
Actions	Employ a Mental Health and Wellbeing Leader (MHWL) in line with the Mental Health in Primary School (MHiPS) roll out. MHWL will develop an action plan following their induction.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Support MWHL to run training through timetabling considerations. - MWHL will have links to local health providers. <p>Teachers will:</p> <ul style="list-style-type: none"> - Embed the use of consistent mental health vocabulary. - Understand and use a tiered referral system to support student <p>Students will:</p> <ul style="list-style-type: none"> - Develop consistent mental health vocabulary. 			
Success Indicators	- staff will have improved mental health knowledge			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The Mental Health and Wellbeing Leader, Principal and Student Engagement Leader will attend MHiPS training	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
The MHWL will participate in a community of practice	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Connect with Kids Helpline to deliver a tailored program to each class, ie resilience, bullying, online safety etc.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 1	To optimise the learning growth of all students in Literacy and Numeracy			
12-month target 1.1	Increase the percentage of Year 5 students in strong or exceeding proficiency level in numeracy to 75% Increase the percentage of Year 5 students in strong or exceeding proficiency level in writing to 75% By 2026, reduce the number of the “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 1.2	NA			
12-month target 1.3	Increase the percentage of students assessed against the Victorian curriculum Levels F-10 at or above expected level in Reading and viewing to 86% Increase the percentage of students assessed against the Victorian curriculum Levels F-10 at or above expected level in Writing at or above 84% Increase the percentage of students assessed as at or above expected teacher judgement growth (Time series) in Semester 1 Reading and viewing to 80%. Increase the percentage of students assessed as at or above expected teacher judgement growth Time series) in Semester 1 Writing at or above 80%.			

12-month target 1.4	<p>Maintain the percentage of Year 4-6 students reporting positive endorsement to AToSS measure</p> <p>Maintain the percentage of Year 4-6 students reporting positive endorsement to Differentiated learning challenge from 82% to 86%</p> <p>Maintain the percentage of Year 4-6 students reporting positive endorsement in Student voice and agency from 65% to 67%</p>
12-month target 1.5	<p>Maintain the percentage of staff reporting positive endorsement to the school staff survey measure in Academic emphasis at 81%</p>
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Develop and embed a whole-school approach to the teaching of Numeracy</p>
Actions	<p>Develop staff capacity to implement and report on Maths 2.0.</p> <p>Embed the instructional model and practices based on evidence and HITS.</p> <p>Introduce a cycle of Peer Observations focusing on teaching practices.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Support teaching staff to implement the Mathematics Victorian Curriculum 2.0. - Support teaching staff to explore strategies for adaptive and responsive teaching. - Support teaching staff to implement and access peer observations. <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement and report on Maths Curriculum V2.0. - Embed high quality planning documentation. - Embed QHPS instructional model in all lessons. - Explore adaptive and responsive teaching strategies at a Tier 1 level. - Embed the use of clear, consistent language, for example, 'clear it, cap it, park it' when using Show Me Boards and

	addressing and discussing the point of error. - Engage in peer observations. Students will: - Receive adaptive and responsive teaching to support or extend their learning needs in Mathematics. - If applicable, be involved in the opportunities provided to support high ability learning. - Be exposed to and understand clear, consistent language used by all teachers.			
Success Indicators	- Meeting time to be scheduled to ensure the implementation and reporting on the Mathematics curriculum 2.0 is consistent. - Professional learning provided to teachers regarding strategies for responsive teaching. - All mathematics planning documents from Grade Prep - 6 will be completed by the end of 2025. - The QHPS handbook will be updated to identify language used in mathematics lessons. - Student data will demonstrate the effectiveness of the mathematics program.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Timetabled Professional Learning for all staff * Check for Listening Professional Development *Responsive Teaching *Revisit the learning of: -Walkthrus -Components of the Maths Instructional Model -consistent language in Maths instruction	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Key staff to attend professional learning with Bron Rylie-Jones on Responsive Teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used

<p>Tutor Learning Initiative (TLI): The tutor will provide Tier 2 and Tier 3 intervention for students identified as Needs Additional Support.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$57,876.74</p> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Supporting teaching staff to implement Peer Observations in 2025. -Professional Development for teaching staff (protocols and processes) -Timetabling to privilege time for peer observations each term -Principal and Acting Assistant Principal to support as required (release, attendance, feedback)</p>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$134,675.01</p> <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen the whole-school approach to Literacy</p>			
<p>Actions</p>	<p>Build staff knowledge and capacity to implement the English Curriculum 2.0.</p> <p>Embed the QHPS instructional model and practices based on evidence and HITS.</p> <p>Build the structure for Grade 3-6 English (Knowledge & Curiosity) Instructional Model.</p> <p>Introduce a cycle of Peer Observations focusing on teaching practices.</p>			

Outcomes	Leaders will ... *Support teachers to unpack and implement English Curriculum 2.0. *Support teachers to build the 3-6 English Instructional Model. *Develop I Can statements to align with English Curriculum 2.0 *Support teaching staff explore strategies for adaptive and responsive teaching. *Support teaching staff to implement and access peer observations. Teachers will ... *Unpack the English Curriculum 2.0. *Implement components of the instructional model as it is developed. *Review the I Can statements that align with English Curriculum 2.0 *Explore adaptive and responsive teaching strategies at a Tier 1 level. *Engage in peer observations. Students will ... *Receive explicit instruction in Literacy *Build knowledge, vocabulary and comprehension *Participate in P-2 InitialLit program daily *Involvement in the TLI (where applicable) *Receive adaptive and responsive teaching to support or extend their learning needs in English.				
Success Indicators	- Meeting time to be scheduled to ensure the implementation and reporting on the English curriculum 2.0 is consistent. - Professional learning provided to teachers regarding strategies for responsive teaching. - All English planning documents from Grade Prep - 6 will be aligned to the new curriculum by the end of 2025. - Student data (InitialLit, MiniLit, MacqLit, NAPLAN, reporting) will demonstrate the effectiveness of the English program.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Supporting teaching staff to implement Peer Observations in 2025. -Professional Development for teaching staff (protocols and processes) -Timetabling to privilege time for peer observations each	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00	

term -Principal and Acting Assistant Principal to support as required (release, attendance, feedback)				
Timetabled Professional Learning for all staff * Check for Listening Professional Development *Responsive Teaching *Revisit the learning of: -Walkthrus -Components of the English Instructional Model -consistent language in English instruction	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Tutor Learning Initiative (TLI): The tutor will provide Tier 2 and Tier 3 intervention for students identified as Needs Additional Support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Literacy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Leading Teacher will work with staff to develop an understand of the English Curriculum 2.0.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leading teacher will oversee the development of the Grade 3-6 Knowledge and Curiosity Instructional Model through PLC Sprints, aligning the Curriculum and VTLM 2.0. -timetable to privilege time for Leading Teacher to be released to complete this work.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Train new staff into P-2 team who require InitialLit training. -release for 2 days of training	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 1	<input checked="" type="checkbox"/> Other funding will be used
KIS 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Define and embed a whole-school approach to student voice.			
Actions	<p>Continue the implementation of the agreed action plan for Student Voice, including investigation of the VTLM 2.0 (cultural responsiveness)</p> <p>Use the aspirations framework to support student agency.</p> <p>Use PIVOT and ATOSS surveys to gather and respond to student voice in the classroom.</p>			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Support teaching staff to implement the VTLM 2.0 through alignment of current practices and opportunities for professional learning. <p>Teachers will:</p> <ul style="list-style-type: none"> - Explore Universal Supports: Positive Classroom Management Strategies (PCMS) - use whole school routines to support management techniques and create a learning focused environment. (Attention, Focus & Regulation, Enabling Learning) *(PCMS - Classroom Expectations, Classroom Procedures & Routines) - use the elements of learning (VTLM 2.0) to support and empower students to be active learners through the Aspirations Profile. - support students to optimise and maximise learning opportunities by mastery through spaced recall and opportunities to apply knowledge in varied learning activities and context. (Supported Application) *(PCMS - Opportunities to Respond) <p>Students will:</p> <ul style="list-style-type: none"> - consistently use and follow whole school and year level expected routines - recognise when there are barriers to their learning and know how to address them using the aspirations framework. 			

	<ul style="list-style-type: none"> - have informed discussions with their teachers about their learning. - be able to identify when they have successfully developed new knowledge (assessment data, exit pass data) 			
Success Indicators	<ul style="list-style-type: none"> - scope & sequence for student voice - whole school and year level routines and positive classroom management strategies developed and documented - staged response to teaching goal setting recognising students need foundational cognitive, social and emotional skills so students can apply agency to their learning. - students will be able to set a goal, reflect and act responsibly to effect change 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Meeting time scheduled to enable professional learning for staff on the VTLM 2.0, Universal Supports: Positive Classroom Management Strategies and student agency.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Evaluate student voice action plan.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Embed the role of our First Nations Leadership Team as a voice in Junior School Council and the Kids Voice Action Team.	<input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal setting to have a staged implementation across year levels and a different focus each semester. Grade P-2: Whole class Grade 3-4: Learning Behaviours Grade 5-6: Semester 1 will be learning behaviours as	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

reported on and Semester 2 related to growth points in a curriculum area.				
PLCs to induct new staff in the use of the Aspirations Framework.	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$72,452.00	\$72,452.00	\$0.00
Disability Inclusion Tier 2 Funding	\$173,365.41	\$173,365.41	\$0.00
Schools Mental Health Fund and Menu	\$37,784.62	\$37,784.62	\$0.00
Total	\$283,602.03	\$283,602.03	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
School appointed Mental Health and Wellbeing Leader (MHWL) to monitor the rigour of the implementation of the school's current Tier 1 and 2 student wellbeing programs and oversee the building of the mental health literacy across the school community	\$18,000.00
Westmead intervention to continue to be resourced	\$2,263.84
Tutor Learning Initiative (TLI): The tutor will provide Tier 2 and Tier 3 intervention for students identified as Needs Additional Support.	\$57,876.74
Train additional staff in Berry Street Educational model	\$5,400.00
Supporting teaching staff to implement Peer Observations in 2025. -Professional Development for teaching staff	\$134,675.01

(protocols and processes) -Timetabling to privilege time for peer observations each term -Principal and Acting Assistant Principal to support as required (release, attendance, feedback)	
Facilitate the 'I Can Network' to deliver their program to year 5 and 6 neuro diverse students	\$3,500.00
Implement a professional learning plan to train additional staff in the Dogs Connect Program	\$2,525.00
Resource Tier 2 reading intervention (MiniLit and MacqLit).	\$17,760.86
Employ staff and purchase resources to support inclusion, with a focus on transitions to and within school for students with additional needs.	\$41,600.58
Totals	\$283,602.03

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative (TLI): The tutor will provide Tier 2 and Tier 3 intervention for students identified as Needs Additional Support.	from: Term 1 to: Term 4	\$36,947.20	☑ School-based staffing
Employ staff and purchase resources to support inclusion, with a focus on transitions to and within school for students with additional needs.	from: Term 1 to: Term 4	\$35,504.80	☑ School-based staffing

Totals		\$72,452.00	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative (TLI): The tutor will provide Tier 2 and Tier 3 intervention for students identified as Needs Additional Support.	from: Term 1 to: Term 4	\$20,929.54	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none">
Supporting teaching staff to implement Peer Observations in 2025. -Professional Development for teaching staff (protocols and processes) -Timetabling to privilege time for peer observations each term -Principal and Acting Assistant Principal to support as required (release, attendance, feedback)	from: Term 1 to: Term 4	\$134,675.01	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Resource Tier 2 reading intervention (MiniLit and MacqLit).	from: Term 1 to: Term 4	\$17,760.86	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none">
Totals		\$173,365.41	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
School appointed Mental Health and Wellbeing Leader (MHWL) to monitor the rigour of the implementation of the school's current Tier 1 and 2 student wellbeing programs and oversee the building of the mental health literacy across the school community	from: Term 1 to: Term 4	\$18,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Westmead intervention to continue to be resourced	from: Term 1 to: Term 4	\$2,263.84	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Train additional staff in Berry Street Educational model	from: Term 2 to: Term 3	\$5,400.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Facilitate the 'I Can Network' to deliver their program to year 5 and 6 neuro diverse students	from: Term 4 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd) This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Activity-based non-consumables (equipment hire, etc)
Implement a professional learning plan to train additional staff in the Dogs Connect Program	from: Term 2 to: Term 3	\$2,525.00	<input checked="" type="checkbox"/> Dogs Connect Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Employ staff and purchase resources to support inclusion,	from: Term 1	\$6,095.78	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students

with a focus on transitions to and within school for students with additional needs.	to: Term 4		
Totals		\$37,784.62	

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
Timetabled Professional Learning for all staff * Check for Listening Professional Development *Responsive Teaching *Revisit the learning of: -Walkthrus -Components of the Maths Instructional Model -consistent language in Maths instruction	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Key staff to attend professional learning with Bron Ryrie-Jones on Responsive Teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> External consultants Bron Ryrie Jones	<input checked="" type="checkbox"/> Off-site Melbourne