

# 2025 Annual Implementation Plan

## for improving student outcomes

Whittlesea Primary School (2090)



Submitted for review by Kaylene Kubeil (School Principal) on 21 December, 2024 at 01:40 PM  
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 23 December, 2024 at 10:02 AM

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	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	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

	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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<b>Future planning</b>	<p><b>Learning:</b></p> <ul style="list-style-type: none"> <li>- Implementation of PLC inquiry cycles (professional learning and PLC leader training)</li> <li>- Implementation of Direct Explicit Instruction (i.e. Little Learners Love Literacy, Phonics Mandate, Explicit instruction in Numeracy Instructional Model)</li> <li>- Investigation of DET resources regarding lessons for VTLM 2.0</li> <li>- Authentic implementation of Mathematics 2.0</li> <li>- English 2.0 Exploration for Implementation 2026</li> <li>- TLI (F-2 will align with Phonics focus)</li> <li>- Years 3 - 6 development of scope and sequence for Vocabulary</li> <li>- Home Learning expectations reintroduced across the school</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>- Continuation of Disability Inclusion applications and profile meetings</li> <li>- Establish and maintain high-quality IEPs (IOC)</li> <li>- Adjustments transferred into Classroom practice (building teacher capacity)</li> <li>- Attendance Admin support (attendance rates and unapproved absences)</li> <li>- Unpacking student engagement data and connection to school</li> <li>- Consistency and authentic implementation of The Resilience Project (mapped against the expectations of the Respectful Relationships Initiative)</li> <li>- Partnership with Inform and Empower (Cybersafety)</li> <li>- Student Voice Team (role and responsibilities to be established)</li> </ul> <p>In addition, there will be priorities as determined by School Review Term 2, 2025</p>
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise learning growth for all students.	Yes	<b>Writing</b> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 8% (2019) to 20% (2024)</li> <li>• Increase the percentage of students in the top 2 bands in NAPLAN at Year 5 from 6% (2019) to 18 % (2024)</li> <li>• Increase the percentage of P-6 students above expected levels based on teacher judgement from 29% (2019) to 35 % (2024)</li> </ul>	NAPLAN - Needs Additional Support Reduce the number of NAS students in Writing in Year 3 by 2026 compared to 2024. (8% to 6%) Reduce the number of NAS students in Writing in Year 5 by 2026 compared to 2024. (5% to 4%)
		<b>Reading</b> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 13% (2019) to 20% (2024)</li> <li>• increase the percentage of students in the top 2 bands at Year 5 from 13% (2019) to 22 % (2024)</li> </ul>	NAPLAN - Needs Additional Support Reduce the number of NAS students in Reading in Year 3 by 2026 compared to 2024. (20% to 18%) Reduce the number of NAS students in Reading in Year 5 by 2026 compared to 2024. (11% to 9%)
		<b>Numeracy</b> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 5% (2019) to 19% (2024)</li> </ul>	NAPLAN - Needs Additional Support Reduce the number of NAS students in Numeracy in Year 3 by 2026 compared to 2024. (16% to 14%) Reduce the number of NAS

		<ul style="list-style-type: none"> <li>• Increase the percentage of students in the top 2 bands in NAPLAN at Year 5 from 5% (2019) to 20% (2024)</li> <li>• Increase the percentage of students above expected levels based on teacher judgement from 38% (2019) to 43% (2024)</li> </ul>	students in Numeracy in Year 5 by 2026 compared to 2024. (8% to 6%)
		<p><b>School Staff Survey</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of positive endorsement for the factor academic emphasis from 59% (2019) to 70% (2024).</li> <li>• Increase the percentage of positive endorsement for the factor collective efficacy from 61% (2019) to 75% (2024).</li> </ul>	Increase the percentage of positive endorsement for the factor 'academic emphasis' from 59% (2019) to 70% (2025). Increase the percentage of positive endorsement for the factor collective efficacy from 61% (2019) to 75% (2025).
		<p><b>AtoSS</b></p> <p>Increase the percentage of positive endorsement for the factor differentiated learning challenge from 83% (2019) to 88% (2024).</p>	Increase the percentage of positive endorsement for the factor differentiated learning challenge from 83% (2019) to 88% (2025).
Strengthen student agency and engagement in learning.	No	<p><b>AtoSS</b></p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• motivation and interest from 79% (2019) to 85% (2024)</li> <li>• sense of confidence from 69% (2019) to 80% (2024)</li> <li>• self regulation and goal setting from 82% (2019) to 87% (2024)</li> <li>• student voice and agency from 69% (2019) to 74% (2024)</li> </ul>	

		<p><b>School Staff Survey</b> Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• focus learning on real life problems from 67% (2019) to 80% (2024)</li> <li>• collective focus on student learning from 83% (2019) to 88% (2024)</li> </ul>	
		<p><b>Parent Opinion Survey</b> Increase the percentage of positive endorsement for the factor: motivation and support from 75% (2019) to 81% (2024).</p>	
Maximise the resilience and confidence of all students.	Yes	<p><b>AtoSS</b> Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• sense of connectedness from 72% (2019) to 80% (2024)</li> <li>• teacher concern from 71% (2019) to 77%% (2024)</li> <li>• resilience from 74% (2019) to 80% (2024)</li> </ul>	Increase the percentage of positive endorsement for the factors: Sense of connectedness from 72% (2019) to 80% (2025)
		<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Reduce the number of average absence days from 18.1 days (2019) to 17 days (2024)</li> <li>• Reduce the percentage of students with 20+ days absence from 32% (2019) to 28% (2024).</li> </ul>	Reduce the number of average absence days from 18.1 days (2019) to 17 days (2025) Reduce the percentage of students with 20+ days of absence from 32% (2019) to 28% (2025).

<b>Goal 1</b>	<b>Maximise learning growth for all students.</b>
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<b>12-month target 1.1</b>	<p>NAPLAN - Needs Additional Support Reduce the number of NAS students in Writing in Year 3 by 2026 compared to 2024. (8% to 6%)</p> <p>Reduce the number of NAS students in Writing in Year 5 by 2026 compared to 2024. (5% to 4%)</p>	
<b>12-month target 1.2</b>	<p>NAPLAN - Needs Additional Support Reduce the number of NAS students in Reading in Year 3 by 2026 compared to 2024. (20% to 18%)</p> <p>Reduce the number of NAS students in Reading in Year 5 by 2026 compared to 2024. (11% to 9%)</p>	
<b>12-month target 1.3</b>	<p>NAPLAN - Needs Additional Support Reduce the number of NAS students in Numeracy in Year 3 by 2026 compared to 2024. (16% to 14%)</p> <p>Reduce the number of NAS students in Numeracy in Year 5 by 2026 compared to 2024. (8% to 6%)</p>	
<b>12-month target 1.4</b>	<p>Increase the percentage of positive endorsement for the factor 'academic emphasis' from 59% (2019) to 70% (2025). Increase the percentage of positive endorsement for the factor collective efficacy from 61% (2019) to 75% (2025).</p>	
<b>12-month target 1.5</b>	<p>Increase the percentage of positive endorsement for the factor differentiated learning challenge from 83% (2019) to 88% (2025).</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Professional leadership	Build teacher capability in best practice teaching and learning	Yes
<b>KIS 1.b</b> Excellence in teaching and learning	Build the consistent application of the school's instructional model	Yes



<b>KIS 1.c</b> Excellence in teaching and learning	Strengthen differentiation through effective use of data by teachers.	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.	In 2024, WPS introduced new instructional Models for both Literacy and Numeracy. In addition to this, and in support of the Department of Education's updated approach to Reading (phonics) mandate in F-2, the Little Learners Love Literacy will be implemented to support phonics, phonemics and phonological awareness in 2025. This will also consider and incorporate Oral language, Fluency, Vocabulary and Comprehension. School data sets have indicated that the previous approach to reading in the early years has resulted in students having 'gaps' in their learning regarding letters, sounds and blending. Throughout 2025, Instructional models will continue to be implemented to support the 'relaunch' of PLC inquiry cycles. This will be supported by developing a deeper understanding of the VTLM 2.0. This is supported by the overall lower levels of learning outcomes from our Year 3 cohort (NAPLAN data)	
<b>Goal 3</b>	<b>Maximise the resilience and confidence of all students.</b>	
<b>12-month target 3.1</b>	Increase the percentage of positive endorsement for the factors: Sense of connectedness from 72% (2019) to 80% (2025)	
<b>12-month target 3.2</b>	Reduce the number of average absence days from 18.1 days (2019) to 17 days (2025) Reduce the percentage of students with 20+ days of absence from 32% (2019) to 28% (2025).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	Strengthen the health and wellbeing of students	Yes
<b>KIS 3.b</b> Excellence in teaching and learning	Build staff capability to teach social and emotional skills	Yes
<b>KIS 3.c</b> Positive climate for learning	Build the personal and social capabilities of each student.	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 2024, our (updated) School Performance Report indicated that our Wellbeing measure was 'Developing' as all of the relevant AToSS data sets greatly declining, by an average of 8.7%. In 2024 the school commences The Resilience Project (TRP), and due to staffing changes and the challenges associated with the program design for composite classes, its implementation was inconsistent and spasmodic. The WPS TRP Mental Health Survey, highlighted significant mental health concerns within our student population, for example 42% of the females are 'depressed' and 25% males (Yeras 3-6), and 58% females and 33% of males report symptoms of Anxiety. The school climate has changed with a new staffing profile, with many new staff members (60-70%). Due to this, it may have caused the students uncertainty which may have impacted the AToSS data. (Moving into 2025, there will be a more stable workforce, with most having existing relationships with the students). Whilst the school unapproved absence processes commenced in 2024, there is room for refinement of this process and more work with students to understand the importance of attending school consistently.

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Maximise learning growth for all students.
<b>12-month target 1.1</b>	NAPLAN - Needs Additional Support Reduce the number of NAS students in Writing in Year 3 by 2026 compared to 2024. (8% to 6%)  Reduce the number of NAS students in Writing in Year 5 by 2026 compared to 2024. (5% to 4%)
<b>12-month target 1.2</b>	NAPLAN - Needs Additional Support Reduce the number of NAS students in Reading in Year 3 by 2026 compared to 2024. (20% to 18%)  Reduce the number of NAS students in Reading in Year 5 by 2026 compared to 2024. (11% to 9%)
<b>12-month target 1.3</b>	NAPLAN - Needs Additional Support Reduce the number of NAS students in Numeracy in Year 3 by 2026 compared to 2024. (16% to 14%)  Reduce the number of NAS students in Numeracy in Year 5 by 2026 compared to 2024. (8% to 6%)
<b>12-month target 1.4</b>	Increase the percentage of positive endorsement for the factor 'academic emphasis' from 59% (2019) to 70% (2025). Increase the percentage of positive endorsement for the factor collective efficacy from 61% (2019) to 75% (2025).
<b>12-month target 1.5</b>	Increase the percentage of positive endorsement for the factor differentiated learning challenge from 83% (2019) to 88% (2025).
<b>KIS 1.a</b> Instructional and shared leadership	Build teacher capability in best practice teaching and learning

<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop Professional Learning Communities (PLC) inquiry cycles related to Teaching and Learning (Build teacher capability to maximise learning growth for all students)</li> <li>- Embed teacher/peer observations with a focus on pedagogical practice in a consistent manner with tracking documentation</li> <li>- Provide professional learning opportunities to build teacher practice regarding evidence-based practice (VTLM 2.0)</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- have improved learning confidence and growth</li> <li>- actively engage in learning</li> <li>- be explicitly taught based on learning data (point of need / differentiated instruction)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- actively participate in PLC teams and inquiry cycles</li> <li>- be open to teacher/peer observations with a focus on pedagogical practice</li> <li>- engage with various professional learning opportunities and resources (VTLM 2.0)</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide structures to enable teachers to participate in PLCs</li> <li>- facilitate a consistent teacher/peer observation process that is tracked and monitored</li> <li>- provide Professional Learning relating to VTLM 2.0</li> </ul>
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Professional Learning Schedule</li> <li>- Teachers using formative and summative assessment in PLCs to inform planning</li> <li>- Teachers participating in teacher/peer observations (coaching schedule and evidence of feedback documented)</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- NAPLAN data</li> <li>- School Staff Survey (i.e. Academic Emphasis, Collective Teacher Efficacy etc.)</li> <li>- Improved Teacher Judgement data</li> </ul>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning Sessions - PLC	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
Development of teacher/peer observations/coaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 1.b</b> Building practice excellence	Build the consistent application of the school's instructional model			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Refine and embed the WPS Instructional models</li> <li>- Embed Explicit Instruction (i.e. Little Learners Love Literacy, Phonics Mandate, Explicit instruction in Numeracy Instructional Model)</li> <li>- Re-establish Home Learning expectations across the school (linking to school instructional Practices / Teaching &amp; Learning expectations)</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- experience consistent lesson structures and expectations informed by the WPS instructional models</li> <li>- receive planned explicit instruction from their teachers in all areas of teaching and learning</li> <li>- provided with opportunities to engage with home learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- plan and implement lessons in accordance with the WPS instructional models</li> <li>- provide explicit instruction in all lessons as per the VTLM 2.0 (and provide regular, ongoing feedback to leaders)</li> <li>- enable and encourage home learning amongst students</li> </ul> <p>Leaders will:</p>			

	<ul style="list-style-type: none"> <li>- develop and refine the WPS instructional models and associated artifacts and resources</li> <li>- provide professional learning and support our PLC leaders to embed explicit instructional in planners</li> <li>- create and communicate home learning expectations with students, staff and the community</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Evidenced in weekly planners</li> <li>- Learning walks to observe explicit instruction and/or observations during coach/peer observations</li> <li>- Teaching tracking and monitoring home reading journal</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- NAPLAN data</li> <li>- School Staff Survey (i.e. Academic Emphasis, Guaranteed and Viable Curriculum, Teacher Collaboration etc.)</li> <li>- AToSS (i.e. Effective Teaching Practice for Cognitive Engagement)</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Professional Learning Sessions - Instructional Models	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input checked="" type="checkbox"/> Other funding will be used
Development of teacher/peer observations/coaching	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>Goal 3</b>	Maximise the resilience and confidence of all students.			
<b>12-month target 3.1</b>	Increase the percentage of positive endorsement for the factors: Sense of connectedness from 72% (2019) to 80% (2025)			

<b>12-month target 3.2</b>	Reduce the number of average absence days from 18.1 days (2019) to 17 days (2025) Reduce the percentage of students with 20+ days of absence from 32% (2019) to 28% (2025).
<b>KIS 3.a</b> Health and wellbeing	Strengthen the health and wellbeing of students
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Prioritise the implementation of TRP across all year levels and the wider school community (Communication/Lessons)</li> <li>- Embed high-quality IEPs that are evidenced in planners, as well as through inclusive classroom instructional practice</li> <li>- Develop and embed a whole school approach to improving student attendance</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Actively engage and participate in TRP lessons to help supporting building self confidence and resilience</li> <li>- Be actively involved in identifying and creating IEP goals</li> <li>- Understand the importance of attending school everyday</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Plan and implement the TRP as evidenced in weekly planners</li> <li>- Create high quality IEPs using knowledge and resources from IOC (for example, prompt hierarchy and the IEP Quality Checklist)</li> <li>- Adhering to the school's attendance policy</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Oversee the authentic implementation of TRP with a focus on the emotional responses, behaviours and self-regulation</li> <li>- Audit IEPs to ensure high quality, targeted goals that align with the learning and wellbeing needs of students</li> <li>- Monitor effective implementation and impact of the school's attendance policy</li> </ul>
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Seeing and hearing the artifacts and language in every day practice</li> <li>- High quality IEPs referenced in weekly planners and shared with families at SSGs</li> <li>- Shifts in Compass attendance data (decrease in unapproved absences and increased student attendance)</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- School Performance Report</li> <li>- TRP Mental Health in School Survey</li> </ul>

	- AToSS - Parent Caregiver Guardian Opinion Survey (e.g. Connection and Progression / School Connectedness)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Reinforcing and maintaining the importance of school attendance data and clarifying the role all staff play (school policy and teacher expectations)	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
TRP lessons planned, documented and re-visited throughout the week	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Communicate the monitoring and scheduling the implementation of IEPs in preparation for SSGs	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 3.b</b> Building practice excellence	Build staff capability to teach social and emotional skills			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Prioritise the teaching and implementation of TRP across all year levels and the wider school community (Professional Learning)</li> <li>- Create opportunities for staff to engage in professional learning with a focus on trauma-informed practice</li> <li>- Create opportunities for staff to engage with students in and beyond classroom settings</li> </ul>			



<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Actively engage and participate in TRP lessons to help supporting building self confidence and resilience</li> <li>- Benefit from teachers who are trauma-informed and that can better cater for their wellbeing needs</li> <li>- Build stronger relationships with all teachers across the school</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Plan and implement the TRP as evidenced in weekly planners</li> <li>- Engage in professional learning with a focus on trauma-informed practice</li> <li>- Actively participate in whole school events, camps, clubs and community events</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Oversee the authentic implementation of TRP with a focus on the emotional responses, behaviours and self-regulation</li> <li>- Provide opportunities for staff to engage in professional learning with a focus on trauma-informed practice</li> <li>- Provide opportunities for whole school events, camps, clubs and community events</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Seeing and hearing the artifacts and language in every day practice</li> <li>- Teachers own capacity to self manage behaviours within their class and teams</li> <li>- Ability for students to self regulate</li> <li>- Reduced 'Leadership On Call' requests</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- School Performance Report</li> <li>- TRP Mental Health in School Survey</li> <li>- AToSS</li> <li>- Parent Caregiver Guardian Opinion Survey (e.g. Connection and Progression / School Connectedness)</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
TRP lessons planned, documented and re-visited throughout the week	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)			
Professional learning opportunities that focus on trauma informed practice	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$201,385.34	\$201,385.34	\$0.00
Disability Inclusion Tier 2 Funding	\$246,596.96	\$246,596.96	\$0.00
Schools Mental Health Fund and Menu	\$43,881.35	\$43,881.35	\$0.00
<b>Total</b>	<b>\$491,863.65</b>	<b>\$491,863.65</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Professional learning opportunities that focus on trauma informed practice	\$10,000.00
<b>Totals</b>	<b>\$10,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning opportunities that focus on trauma informed practice	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<b>Totals</b>		<b>\$10,000.00</b>	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
School Learning Program - to support new approach to Reading F-2	\$20,000.00
Home Learning Resources and subscriptions to support all students accessing support.	\$15,000.00
Professional Learning for Teachers - Instructional Models and associated research	\$30,000.00
Leadership Roles: Learning Specialist - DI and Education Support Leaders (special payments)	\$105,000.00

Education Support for additional non funded students	
Digital Technology Equipment (School owned laptops & leasing)	\$30,000.00
Home Learning F-6	
Specialsied Equipment	
The Resilience Project Implemenation with MHinPS Leaders	
Additional Curriculum Resources to support learning (including devices & technology)	
<b>Totals</b>	<b>\$200,000.00</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
School Learning Program - to support new approach to Reading F-2	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Home Learning Resources and subscriptions to support all students acessing support.	from: Term 1 to: Term 3	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Online Learning Programs
Professional Learning for Teachers - Instructional Models and associted research	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Leadership Roles: Learning Specialist - DI and Education Support Leaders (special payments)	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources
Education Support for additional non funded students	from: Term 1 to: Term 4		
Digital Technology Equipment (School owned laptops & leasing)	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Home Learning F-6	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Specialsied Equipment	from: Term 1 to: Term 4		
The Resilience Project Implemenation with MHinPS Leaders	from: Term 1 to: Term 4		
Additional Curriculum Resources to support learning (including devices & technology)	from: Term 1 to: Term 4	\$91,385.34	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

<b>Totals</b>		\$191,385.34	
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### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
School Learning Program - to support new approach to Reading F-2	from: Term 1 to: Term 4		
Home Learning Resources and subscriptions to support all students accessing support.	from: Term 1 to: Term 3		
Professional Learning for Teachers - Instructional Models and associated research	from: Term 1 to: Term 4		
Leadership Roles:  Learning Specialist - DI and Education Support Leaders (special payments)	from: Term 1 to: Term 4	\$105,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning specialist</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>•</li> </ul>
Education Support for additional non funded students	from: Term 1 to: Term 4	\$101,596.96	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>

			<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
Digital Technology Equipment (School owned laptops & leasing)	from: Term 1 to: Term 4		
Home Learning F-6	from: Term 1 to: Term 4		
Specialsied Equipment	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Inclusive recreation equipment and resources</li> <li>• Customised or adjustable furniture</li> </ul>
The Resilience Project Implemenation with MHinPS Leaders	from: Term 1 to: Term 4		
Additional Curriculum Resources to support learning (including devices & technology)	from: Term 1 to: Term 4		
<b>Totals</b>		\$246,596.96	

## Additional funding planner – Schools Mental Health Fund and Menu



Activities and milestones	When	Funding allocated (\$)	Category
School Learning Program - to support new approach to Reading F-2	from: Term 1 to: Term 4		
Home Learning Resources and subscriptions to support all students accessing support.	from: Term 1 to: Term 3		
Professional Learning for Teachers - Instructional Models and associated research	from: Term 1 to: Term 4		
Leadership Roles:  Learning Specialist - DI and Education Support Leaders (special payments)	from: Term 1 to: Term 4		
Education Support for additional non funded students	from: Term 1 to: Term 4		
Digital Technology Equipment (School owned laptops & leasing)	from: Term 1 to: Term 4		
Home Learning F-6	from: Term 1		

	to: Term 4		
Specialsied Equipment	from: Term 1 to: Term 4		
The Resilience Project Implemenation with MHinPS Leaders	from: Term 1 to: Term 4	\$43,881.35	<input checked="" type="checkbox"/> The Resilience Project
Additional Curriculum Resources to support learning (including devices & technology)	from: Term 1 to: Term 4		
<b>Totals</b>		\$43,881.35	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning Sessions - PLC	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> PLC/link school	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
Development of teacher/peer observations/coaching	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> PLC leaders</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Individualised reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> AITSL Professional Practice Notes Peer Obs. DET	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
Professional Learning Sessions - Instructional Models	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

					<input checked="" type="checkbox"/> Numeracy leader	
Reinforcing and maintaining the importance of school attendance data and clarifying the role all staff play (school policy and teacher expectations)	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Health Wellbeing Support officer DE templates	<input checked="" type="checkbox"/> On-site
Professional learning opportunities that focus on trauma informed practice	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Trauma Informed Practice <input checked="" type="checkbox"/> Departmental resources Trauma Informed Practice	<input checked="" type="checkbox"/> On-site