

2025 Annual Implementation Plan

for improving student outcomes

Woodend Primary School (0647)



Submitted for review by Elissa Campbell (School Principal) on 18 August, 2025 at 03:37 PM
Endorsed by Stephen Brain (Senior Education Improvement Leader) on 25 August, 2025 at 12:05 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	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
To improve learning outcomes and growth for all students.	Yes	<p>By 2029, increase the combined percentage of students achieving Exceeding and Strong NAPLAN proficiency levels for:</p> <ul style="list-style-type: none"> • Year 3 reading from 71% in 2024 to 79% • Year 5 reading from 74% in 2024 to 82% • Year 3 writing from 80% in 2024 to 88% • Year 5 writing from 69% in 2024 to 77% • Year 3 numeracy from 64% in 2024 to 75% • Year 5 numeracy from 69% in 2024 to 75% 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2026, increase the combined percentage of students achieving Exceeding and Strong NAPLAN proficiency levels for: Year 3 reading from 71% in 2024 to 73% Year 5 reading from 74% in 2024 to 76% Year 3 writing from 80% in 2024 to 82% Year 5 writing from 69% in 2024 to 71% Year 3 numeracy from 64% in 2024 to 67% Year 5 numeracy from 69% in 2024 to 71%</p>
		<p>By 2029, increase the proportion of all students achieving at and above expected growth, according to Teacher Judgments, against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • Reading and viewing from 79% in 2024 (Timeline Growth 2023-2024) to 85% (Timeline Growth 2028-2029) • Writing from 72% in 2024 (Timeline Growth 2023-2024) to 80% (Timeline Growth 2028-2029) • Mathematics 2.0 from xx% (Timeline Growth 202x-202x) to xx% (Timeline Growth 2028-2029)* <p><i>*Placeholder target - to be confirmed when further data is available</i></p>	<p>By 2026, increase the proportion of all students achieving at and above expected growth, according to Teacher Judgments, against the Victorian Curriculum for: Reading and viewing from 79% in 2024 (Timeline Growth 2023-2024) to 81% (Timeline Growth 2024-2025) Writing from 72% in 2024 (Timeline Growth 2023-2024) to 74% (Timeline Growth 2024-2025)</p>

		<p>By 2029, increase the percentage of Years 4-6 positive responses to the Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 74% in 2024 to 78% • Effective teaching time from 78% in 2024 to 84% • Motivation and interest from 64% in 2024 to 75% • Perseverance from 76% in 2024 to 80%. 	<p>By 2026, increase the percentage of Years 4-6 positive responses to the Attitudes to School Survey (AtoSS) factors: Stimulated learning from 74% in 2024 to 75% Effective teaching time from 78% in 2024 to 79% Motivation and interest from 64% in 2024 to 66% Perseverance from 76% in 2024 to 77%.</p>
		<p>By 2029, increase/maintain the percentage of positive responses to the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • Academic Emphasis from 74% in 2024 to 80% • Moderation of student assessment from 83% in 2024 to 87% • Use student feedback to improve teaching practice maintained at 83% in 2024 (Note: the mean score for this factor 2022-2024 was 74%) • Understand formative assessment from 79% in 2024 to 85%. 	<p>By 2026, increase/maintain the percentage of positive responses to the School Staff Survey (SSS) factors: Academic Emphasis from 74% in 2024 to 75% Moderation of student assessment from 83% in 2024 to 84% Use student feedback to improve teaching practice maintained at 83% in 2024 Understand formative assessment from 79% in 2024 to 80%.</p>
To strengthen student wellbeing outcomes.	Yes	<p>By 2029, increase the percentage of Years 4-6 positive responses to the AtoSS factors:</p> <ul style="list-style-type: none"> • Sense of confidence from 75% in 2024 to 78% • Self-regulation and goal setting from 77% in 2024 to 84% • Student voice and agency from 51% in 2024 to 68% • Sense of connectedness from 75% in 2024 to 80% • Sense of inclusion from 85% in 2024 to 88% • Managing bullying from 71% in 2024 to 78%. 	<p>By 2026, increase the percentage of Years 4-6 positive responses to the AtoSS factors: Sense of confidence from 75% in 2024 to 76% Self-regulation and goal setting from 77% in 2024 to 79% Student voice and agency from 51% in 2024 to 53% Sense of connectedness from 75% in 2024 to 76% Sense of inclusion from 85% in 2024 to 86% Managing bullying from 71% in 2024 to 73%.</p>

		By 2029 reduce the percentage of students with 20+ days of absence from 31% in 2024 to 25%.	By 2026 reduce the percentage of students with 20+ days of absence from 31% in 2024 to 30%.
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Goal 1	To improve learning outcomes and growth for all students.
12-month target 1.1	<p>By 2026, increase the combined percentage of students achieving Exceeding and Strong NAPLAN proficiency levels for:</p> <p>Year 3 reading from 71% in 2024 to 73%</p> <p>Year 5 reading from 74% in 2024 to 76%</p> <p>Year 3 writing from 80% in 2024 to 82%</p> <p>Year 5 writing from 69% in 2024 to 71%</p> <p>Year 3 numeracy from 64% in 2024 to 67%</p> <p>Year 5 numeracy from 69% in 2024 to 71%</p>
12-month target 1.2	<p>By 2026, increase the proportion of all students achieving at and above expected growth, according to Teacher Judgments, against the Victorian Curriculum for:</p> <p>Reading and viewing from 79% in 2024 (Timeline Growth 2023-2024) to 81% (Timeline Growth 2024-2025)</p> <p>Writing from 72% in 2024 (Timeline Growth 2023-2024) to 74% (Timeline Growth 2024-2025)</p>
12-month target 1.3	<p>By 2026, increase the percentage of Years 4-6 positive responses to the Attitudes to School Survey (AtoSS) factors:</p> <p>Stimulated learning from 74% in 2024 to 75%</p> <p>Effective teaching time from 78% in 2024 to 79%</p> <p>Motivation and interest from 64% in 2024 to 66%</p> <p>Perseverance from 76% in 2024 to 77%.</p>
12-month target 1.4	<p>By 2026, increase/maintain the percentage of positive responses to the School Staff Survey (SSS) factors:</p> <p>Academic Emphasis from 74% in 2024 to 75%</p> <p>Moderation of student assessment from 83% in 2024 to 84%</p>

	Use student feedback to improve teaching practice maintained at 83% in 2024 Understand formative assessment from 79% in 2024 to 80%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Deepen the capacity of all teaching staff to use evidence-based practice and to draw on research to inform their practice.	Yes
KIS 1.b Teaching and learning	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes across the curriculum.	Yes
KIS 1.c Assessment	Embed a consistent approach to diagnostic, formative, and summative assessment.	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.	Professional Learning Communities have been embedded as an approach to improving student outcomes over the last 5 years, the school will continue to utilise this approach to continue to deepen teacher capacity to use evidence based research to improve their practice, including developing their understanding of approaches to activate student voice and agency. PLC knowledge development will be supported via professional learning opportunities on curriculum days and weekly after school PL. While we haven't selected KIS 1c we will spend this year exploring current assessment practices in preparation for adjustments in 2026.	
Goal 2	To strengthen student wellbeing outcomes.	
12-month target 2.1	By 2026, increase the percentage of Years 4-6 positive responses to the AtoSS factors: Sense of confidence from 75% in 2024 to 76% Self-regulation and goal setting from 77% in 2024 to 79% Student voice and agency from 51% in 2024 to 53% Sense of connectedness from 75% in 2024 to 76% Sense of inclusion from 85% in 2024 to 86% Managing bullying from 71% in 2024 to 73%.	

12-month target 2.2	By 2026 reduce the percentage of students with 20+ days of absence from 31% in 2024 to 30%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.	Yes
KIS 2.b Leadership	Continue to build staff capability to respond to the learning and wellbeing needs of all students, including those at risk of disengagement or with specific learning/wellbeing needs.	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.	Over the previous 5 years the school has worked to develop staff understanding of inclusive classroom practices and have been part of a Macedon Ranges Mental Health pilot program for Primary School students. In 2025 we have been able to employ a Mental Health and Wellbeing Leader as part of a DE initiative. The introduction of this role increases the capacity of our wellbeing team, allowing us to further clarify roles and responsibilities and work to further develop staff understanding of student wellbeing needs and the supports that are available. Staff capacity building will occur via Curriculum Days, weekly staff PL, 1:1 support and coaching and PLC inquiries.	

Define actions, outcomes, success indicators and activities

Goal 1	To improve learning outcomes and growth for all students.
12-month target 1.1	By 2026, increase the combined percentage of students achieving Exceeding and Strong NAPLAN proficiency levels for: Year 3 reading from 71% in 2024 to 73% Year 5 reading from 74% in 2024 to 76% Year 3 writing from 80% in 2024 to 82% Year 5 writing from 69% in 2024 to 71% Year 3 numeracy from 64% in 2024 to 67% Year 5 numeracy from 69% in 2024 to 71%
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KIS 1.a Documented teaching and learning program based on	Deepen the capacity of all teaching staff to use evidence-based practice and to draw on research to inform their practice.

the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	<ul style="list-style-type: none"> - Maintain PLC structures to support teacher collaboration and strengthen teaching practice - Continue to provide professional learning opportunities to support the development of teacher practice across the curriculum.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - experience success and celebrate their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - provide students with the opportunity to work at their level - provide regular feedback and monitor student progress using data tracking. <p>Leaders will:</p> <ul style="list-style-type: none"> - provide a professional learning plan that supports staff development via curriculum days, after school PL and external PL opportunities - prioritise time for teachers to collaborate and develop their understanding of effective teaching and learning strategies.
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Teacher formative/summative assessment - Teacher record and observations of student progress - student feedback - classroom observation/learning walks - data tracking indicating student progress - differentiated curriculum planning documents - progress against IEP/ILP goals - Data utilised to identify students in need of intervention/extension -TLI notes from student sessions <p>Late Indicators:</p> <ul style="list-style-type: none"> - NAPLAN - results growth between Year 3 and Year 5 - PAT - Semester 2 teacher judgements will show learning growth

	<ul style="list-style-type: none"> - Staff Survey: Academic Emphasis, Moderation of student assessment, Use student feedback to improve teaching practice and Understand formative assessment. - Pivot survey results - POS (general) - Digital Assessment Library summative assessment results 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff to continue the Professional Learning commenced in 2024 - Foray into Phonics and the Big 6 of reading. With the intention of reviewing Reading practices from F-6.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	\$2,636.00 ☑ Other funding will be used
4 staff from F-6 to attend external Mathematics PL facilitated by Dianne Siemon and share their knowledge with staff at a follow up internal PL.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 3 to: Term 3	\$1,350.00
Middle Leaders participation in Network Community of Practice - VTLM 2.0, share their learning with staff via coaching and PL.	☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	\$1,439.00
Curriculum day - developing multiplicative thinking across F-6	☑ Learning specialist(s)	☑ PLP Priority	from: Term 3 to: Term 3	\$0.00
Continue to provide weekly time for Year level teams to meet as PLCs to work through inquiries around problems of practice, spend time reviewing student data and planning for student learning	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00

Implement Victorian Curriculum 2.0 - English		<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes across the curriculum.				
Actions	<ul style="list-style-type: none"> - Use PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the learning needs of students - Build students self awareness and metacognitive strategies - Provide ongoing professional learning to develop staff understanding of strategies to increase student voice and agency 				
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - meet regularly with their PLC to evaluate and plan curriculum, assessments and lessons utilising student data and evidence of student learning to support - confidently and accurately identify student learning needs for all of their students <p>Students will:</p> <ul style="list-style-type: none"> - be supported to learn at point of need - know what their next steps are to progress their learning <p>Leaders will:</p> <ul style="list-style-type: none"> - continue to develop intervention/tutoring and extension programs. - prioritise time for teachers to collaborate and develop their understanding of effective teaching and learning strategies. 				
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Teacher formative/summative assessment - Teacher record and observations of student progress - student feedback - classroom observation/learning walks 				

	<ul style="list-style-type: none"> - data tracking indicating student progress - differentiated curriculum planning documents - progress against IEP/ILP goals - Data utilised to identify students in need of intervention/extension - TLI notes from student sessions <p>Late Indicators:</p> <ul style="list-style-type: none"> - NAPLAN - results growth between Year 3 and Year 5 - PAT - Semester 2 teacher judgements will show learning growth - Staff Survey: Academic Emphasis, Moderation of student assessment, Use student feedback to improve teaching practice and Understand formative assessment. - Pivot survey results - POS (general) - Digital assessment library post assessment results 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Ongoing whole staff professional learning and coaching - utilising teaching strategies to improve student engagement in learning, supported by teaching Walk Thrus guide.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Employment of Education Support staff to support the implementation of intervention programs and learning support in Reading, Writing and Maths.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,674.15 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Utilise tutor learning initiative to continue to support students in Year 4-6 with gaps in their knowledge in both Maths and Reading.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Conduct PIVOT Survey with students from F-6 and provide PLC time to review team results.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Goal 2	To strengthen student wellbeing outcomes.			
12-month target 2.1	By 2026, increase the percentage of Years 4-6 positive responses to the AtoSS factors: Sense of confidence from 75% in 2024 to 76% Self-regulation and goal setting from 77% in 2024 to 79% Student voice and agency from 51% in 2024 to 53% Sense of connectedness from 75% in 2024 to 76% Sense of inclusion from 85% in 2024 to 86% Managing bullying from 71% in 2024 to 73%.			
12-month target 2.2	By 2026 reduce the percentage of students with 20+ days of absence from 31% in 2024 to 30%.			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.			
Actions	<ul style="list-style-type: none"> - Implement Mental Health in Primary Schools initiative - Build staff capacity to use the positive classroom management strategies and the High Impact Wellbeing Strategies 			

	(HIWS)			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - employ the HIWS and positive classroom management strategies and create consistent routines in their classrooms - identify at risk students and follow school monitoring process to ensure timely support for students. <p>Students will:</p> <ul style="list-style-type: none"> - be connected to allied health and mental health services when required - feel supported and engaged in classrooms and contribute to a strong classroom culture. <p>Leaders will:</p> <ul style="list-style-type: none"> - establish an agreed monitoring process and ensure these are visible for staff use - continue to develop a common understanding within the school community about the whole school approach to supporting physical, social, emotional and cultural wellbeing. 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - classroom/peer observations - attendance at internal/external professional learning - documentation of curriculum for social and emotional learning program. - wellbeing data from Compass <p>Late indicators:</p> <ul style="list-style-type: none"> - student/staff/ parent survey results - Student pivot survey results - attendance data - improvement in wellbeing data collected on Compass 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Ongoing whole staff professional learning on HIWS and positive classroom management strategies	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Whole staff Professional Learning - curriculum day MHiPS and the Mental Health continuum.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Mental health and wellbeing leader		to: Term 2	
Mental Health in Primary School Initiative induction and training for MHWL, Principal and Inclusion and Engagement Leader.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,158.32
Employment of Mental Health and Wellbeing leader	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$49,280.00 <input checked="" type="checkbox"/> Other funding will be used
Employment of Inclusion and Engagement leader	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$126,474.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Ongoing purchase of resources to support student learning inclusion and engagement.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$24,859.60

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review lesson observation protocols to include observation of Positive Classroom Management Strategies.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Continue to implement School Wide Positive Behaviour Support, including the introduction of whole school rewards based on Houses and Housemates program.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.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	Continue to build staff capability to respond to the learning and wellbeing needs of all students, including those at risk of disengagement or with specific learning/wellbeing needs.			
Actions	<ul style="list-style-type: none"> - Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional learning. - Build staff capacity to collect, analyse and respond to student wellbeing data. 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers - communicate regularly with families of at risk students <p>Students will:</p> <ul style="list-style-type: none"> - remain connected to school and their peers and continue to experience learning success - will have strong connections with peers and staff 			

	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide ongoing professional learning to support staff to continue to develop their understanding of mental health and wellbeing initiatives. - develop and share student wellbeing data with staff 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - classroom/peer observations - attendance at internal/external professional learning - documentation of curriculum for social and emotional learning program. - wellbeing data from Compass <p>Late indicators:</p> <ul style="list-style-type: none"> - student/staff/ parent survey results - Student Pivot survey results - attendance data - improvement in Compass wellbeing data 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Five staff from across F-6 to attend Berry Street training	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,919.00
Ongoing internal professional learning to support teachers in the classroom.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
ES to support implementation of SEL program and lunchtime clubs to support social engagement and positive relationships	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,822.65 <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Further develop tools used to collect student wellbeing data, including Compass Chronicle and Pulse, ensure staff are provided with training to support the use of these tools.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue with participation in the Macedon Ranges Branch Out Mental Health initiative for students in Year 2-4, to support the promotion of positive mental health.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Reintroduce whole school expectations utilising Berry Street Morning Circle for all classrooms.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Review staff role statements to provide clarity of responsibility of wellbeing team members to support staff to know who to seek support from.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Allocate regular meeting time for Wellbeing team to meet and discuss at-risk students and assign team member responsibilities.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review staff referral systems for at-risk students/students of concern	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal		to: Term 4	
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$35,072.00	\$35,072.00	\$0.00
Disability Inclusion Tier 2 Funding	\$156,346.75	\$156,346.75	\$0.00
Schools Mental Health Fund and Menu	\$44,499.65	\$44,499.65	\$0.00
Total	\$235,918.40	\$235,918.40	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Employment of Education Support staff to support the implementation of intervention programs and learning support in Reading, Writing and Maths.	\$90,674.15
Employment of Inclusion and Engagement leader	\$126,474.00
Ongoing purchase of resources to support student learning inclusion and engagement.	\$24,859.60
ES to support implementation of SEL program and lunchtime clubs to support social engagement and positive relationships	\$7,822.65
Totals	\$249,830.40

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Education Support staff to support the implementation of intervention programs and learning support in Reading, Writing and Maths.	from: Term 1 to: Term 4	\$35,072.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$35,072.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Education Support staff to support the implementation of intervention programs and learning support in Reading, Writing and Maths.	from: Term 1 to: Term 4	\$55,602.15	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff
Employment of Inclusion and Engagement leader	from: Term 1 to: Term 4	\$75,885.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Leading teacher
Ongoing purchase of resources to support student learning inclusion and engagement.	from: Term 1 to: Term 4	\$24,859.60	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Sensory resources Subscription to online resources Customised or adjustable furniture Literacy aids Communication equipment/software Inclusive recreation equipment and resources

Totals		\$156,346.75	
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Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Inclusion and Engagement leader	from: Term 1 to: Term 4	\$36,677.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
ES to support implementation of SEL program and lunchtime clubs to support social engagement and positive relationships	from: Term 1 to: Term 4	\$7,822.65	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Totals		\$44,499.65	

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
Staff to continue the Professional Learning commenced in 2024 - Foray into Phonics and the Big 6 of reading. With the intention of reviewing Reading practices from F-6.	✓ Assistant principal	from: Term 1 to: Term 4	✓ Design of formative assessments ✓ Curriculum development	✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ Literacy expertise ✓ Internal staff ✓ External consultants Narissa Leung OzLit teacher	✓ On-site
4 staff from F-6 to attend external Mathematics PL facilitated by Dianne Siemon and share their knowledge with staff at a follow up internal PL.	✓ Learning specialist(s)	from: Term 3 to: Term 3	✓ Collaborative inquiry/action research team ✓ Curriculum development	✓ Network professional learning	✓ External consultants Dianne Siemon	✓ Off-site Kyneton High School
Middle Leaders participation in Network Community of Practice - VTLM 2.0, share their learning with staff via coaching and PL.	✓ Leading teacher(s) ✓ Learning specialist(s)	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Communities of practice	✓ Departmental resources Network CoP	✓ Off-site Kyneton High School
Curriculum day - developing multiplicative thinking across F-6	✓ Learning specialist(s)	from: Term 3 to: Term 3	✓ Planning ✓ Curriculum development	✓ Whole school pupil free day	✓ Learning specialist	✓ On-site

Ongoing whole staff professional learning and coaching - utilising teaching strategies to improve student engagement in learning, supported by teaching Walk Thrus guide.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Ongoing whole staff professional learning on HIWS and positive classroom management strategies	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole staff Professional Learning - curriculum day MHIPS and the Mental Health continuum.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources MHIPS	<input checked="" type="checkbox"/> On-site
Ongoing internal professional learning to support teachers in the classroom.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> On-site

