

# 2025 Annual Implementation Plan

## for improving student outcomes

Maryborough Education Centre (8845)



*Learning for Life*

Submitted for review by David Sutton (School Principal) on 24 January, 2025 at 03:36 PM

Endorsed by Kim Saddler (Senior Education Improvement Leader) on 27 January, 2025 at 05:34 PM

## Self-evaluation summary

|                 | FISO 2.0 outcomes   | Self-evaluation level |
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| <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. |                       |

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| <b>Wellbeing</b> | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. |  |
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|                   | 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 |                       |
|                   | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core                              |                       |

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| <b>Teaching and learning</b> | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |  |
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|                              | 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.   |  |
|                              | 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  |  |
|                              | 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   |  |

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|  | 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>Enter your reflective comments</b>   |  |
| <b>Considerations for 2025</b>          |  |
| <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                                   | <p>By 2026, increase the average percentage of Years 1–6 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 62 per cent (2021) to at or above 75 per cent</li> <li>• Writing from 65 per cent (2021) to at or above 75 per cent</li> <li>• Number and Algebra 57 per cent (2021) to at or above 75 per cent.</li> </ul>  | <p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of Semester One 2025, increase the average percentage of Years 1–6 students achieving at or above expected Teacher Judgement Growth in:- Reading and Viewing from 50% (2022-2023), 73% (2023-2024) to at or above 75% (2024-2025) - Writing from 50% (2022-2023), 73% (2023-2024) to at or above 75% (2024-2025) - Number and Algebra 58% (2022-2023), 70% (2023-2024) to at or above 75% (2024-2025) Panorama- Teacher Judgement Growth Time Series.</p> |
|   |                                       | <p>By 2026, increase the average percentage of Years 7–10 students (Semester 2 to Semester 2) achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 38 per cent (2021) to at or above 60 per cent</li> <li>• Writing from 44 per cent (2021) to 60 per cent at or above</li> <li>• Number and Algebra 49 per cent (2021) to at or above 60 per cent.</li> </ul> | <p>By the end of Semester One 2025, increase the average percentage of Years 7-10 students achieving at or above expected Teacher Judgement Growth in:- Reading and Viewing from 67% (2022-2023), 56% (2023-2024) to at or above 60% (2024-2025)- Writing from 67% (2022-2023), 59% (2023-2024) to at or above 65% (2024-2025) - Number and Algebra 46% (2022-2023), 53% (2023-2024)</p>  |

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|  |  |   | to at or above 60% (2024- 2025)<br>Panorama- Teacher Judgement<br>Growth Time Series.   |
|  |  | <p>By 2026, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum:</p> <ul style="list-style-type: none"> <li>• English from 29 per cent (2021) to at or above 75 per cent</li> <li>• Mathematics from 37 per cent (2021) to at or above 50 per cent</li> <li>• Personal and Social Capabilities from 34 per cent (2021) to at or above 50 per cent.</li> </ul>  | <p>By the end of 2025, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum:English from 25% (2023) to at or above 35%Mathematics from 29% (2023) to at or above 40 per centPersonal and Social Capabilities from 34% (2024) to at or above 40%.Data set generated at MEC</p>   |
|  |  | <p>By 2026, increase the percentage of students in NAPLAN Top 2 bands of:</p> <ul style="list-style-type: none"> <li>• Year 5 students in Writing from three per cent (2022) to 15 per cent and Numeracy from zero per cent (2022) to 16 per cent</li> <li>• Year 7 students in Writing from nine per cent (2022) to 16 per cent and Numeracy from eight per cent (2022) to 16 per cent</li> <li>• Year 9 students in Reading and viewing from nine per cent (2022) to 15 per cent, Writing from seven per cent (2022) to 15 per cent and Numeracy from nine per cent (2022) to 18 per cent.</li> </ul> | <p>By the end of 2025, increase the percentage of students in NAPLAN proficiency band Exceeding:Year 5 students in:- Writing from 1% (2023), 2% (2024) to 5% (2025)- Numeracy from 0 percent (2023), 5% (2024) to 8% (2025)Year 7 students in:- Writing from 2% (2023), 5% (2024) to 7% (2025)- Numeracy from 4% (2023), 1% (2024) to 5% (2025)Year 9 students in:- Reading from 0% (2023), 10% (2024) to 12% (2025)- Writing from 3% (2023), 3% (2024) to 5% (2025) - Numeracy from 0%(2023), 1% 2024 to 5% (2025)PanoramaBy 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS</p> |

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|   |     |   | <p>students in 2024.- Year 3 Reading NAS 2024 = 31%- Year 3 Numeracy NAS 2024 = 22%- Year 5 Reading NAS 2024 = 19%- Year 5 Numeracy NAS 2024 = 21%By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.- Year 7 Reading NAS 2024 = 7%- Year 7 Numeracy NAS 2024 = 13%- Year 9 Reading NAS 2024 = 31%- Year 9 Numeracy NAS 2024 = 38%</p> |
|   |     | <p>By 2026, improve the percentage of positive endorsement of Years 7–12 AtoSS factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 63 per cent (2021) to at or above 75 per cent</li> <li>• Self-regulation and goal setting from 54 per cent (2021) to at or above 65 per cent.</li> </ul>                        | <p>By the end of 2025, improve the percentage of positive endorsement of Years 7–12 AtoSS factors:- Differentiated learning challenge from 61% (2023), 51% (2024) to at or above 55% percent- Self-regulation and goal setting from 54% (2023), 44% (2024) to at or above 50%.</p>  |
|   |     | <p>By 2026, improve the positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Professional learning through peer observation from 19 per cent (2021) to at or above 60 per cent</li> <li>• Seek feedback to improve practice from 31 per cent (2021) to at or above 60 per cent.</li> </ul> | <p>By the end of 2025, improve the positive responses on the School Staff Survey for the following factors:- Professional learning through peer observation from 16% (2023), 13% (2024) to at or above 18% (2025)- Seek feedback to improve practice from 34.8% (2023), 40% (2024) to at or above 45% percent</p>   |
| Enhance student wellbeing and engagement. | Yes | <p>By 2026, decrease student absences of 20 plus days in Years F–6 from 40 per cent in (2021) to 25 per cent and Years 7–12 from 61 per cent (2021) to 35 per cent.</p>   | <p>By the end of 2025, decrease student absences of 20 plus days in:- Years F–6 from 52% (2023), 50% (2024) to</p>  |

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|  |  |  | 45% (2025)- Years 7–12 from 73% (2023), 73% (2024) to 65% (2025) - Specialist from 59% (2023), 70% (2024) to 60% (2025)  |
|  |  | <p>By 2026, increase the AtoSS factors:</p> <ul style="list-style-type: none"> <li>• Sense of confidence percentage positive endorsement in Years 4–6 from 76 per cent (2021) to 80 per cent, Years 7–9 from 54 per cent (2021) to 65 per cent and Years 10–12 from 52 per cent (2021) to 65 per cent</li> <li>• Stimulated learning positive endorsement in Years 4–6 from 68 per cent (2021) to 75 per cent, Years 7–9 from 53 per cent (2021) to 65 per cent and Years 10–12 from 57 per cent (2021) to 65 per cent</li> <li>• Student voice and agency positive endorsement in Years 4–6 from 60 per cent (2021) to 70 per cent, Years 7–9 from 42 per cent (2021) to 55 per cent and Years 10–12 from 47 per cent (2021) to 55 per cent.</li> </ul> | <p>By the end of 2025, increase the AtoSS factors:</p> <p>Sense of confidence percentage positive endorsement in:- Years 4–6 from 65% (2023), 49% (2024) to 60% (2025)- Years 7–9 from 43% (2023), 38% (2024) to 43% (2025)- Years 10–12 from 53% (2023), 52% (2024) to 57% (2025)</p> <p>Stimulated learning positive endorsement in:- Years 4–6 from 74%(2023), 59% (2024) to 70% (2025)- Years 7–9 from 43% (2023), 34% (2024) to 43% (2025) - Years 10–12 from 50% (2023), 48% (2024) to 55% (2025)</p> <p>Student voice and agency positive endorsement in:- Years 4–6 from 58% (2023), 55% (2024) to 64% (2025)- Years 7–9 from 35% (2023), 27% (2024) to 35% (2025)- Years 10–12 from 43% (2023), 40% (2024) to 50% (2025).Panorama</p> |
|  |  | <p>By 2026, raise the POS percentage positive endorsement of:</p> <ul style="list-style-type: none"> <li>• Student voice and agency factor from 68 per cent (2021) to at or above 75 per cent</li> <li>• Stimulating learning environment factor from 71 per cent (2021) to at or above 75 per cent.</li> </ul>  | <p>By the end of 2024, raise the POS percentage positive endorsement of:</p> <p>Student voice and agency factor (not available) from 65% (2023), to at or above 70%</p> <p>Stimulating learning environment factor (Not available) from 57% (2023) to at or above 65%</p>  |



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| <b>Goal 1</b>              | <b>Maximise learning growth for all students</b>  |
| <b>12-month target 1.1</b> | <p>By the end of Semester One 2025, increase the average percentage of Years 1–6 students achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> <li>- Reading and Viewing from 50% (2022-2023), 73% (2023- 2024) to at or above 75% (2024- 2025)</li> <li>- Writing from 50% (2022-2023), 73% (2023- 2024) to at or above 75% (2024- 2025)</li> <li>- Number and Algebra 58% (2022-2023), 70% (2023- 2024) to at or above 75% (2024- 2025)</li> </ul> <p>Panorama- Teacher Judgement Growth Time Series.</p> |
| <b>12-month target 1.2</b> | <p>By the end of Semester One 2025, increase the average percentage of Years 7-10 students achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> <li>- Reading and Viewing from 67% (2022- 2023), 56% (2023-2024) to at or above 60% (2024-2025)</li> <li>- Writing from 67% (2022-2023), 59% (2023- 2024) to at or above 65% (2024- 2025)</li> <li>- Number and Algebra 46% (2022-2023), 53% (2023- 2024) to at or above 60% (2024- 2025)</li> </ul> <p>Panorama- Teacher Judgement Growth Time Series.</p> |
| <b>12-month target 1.3</b> | <p>By the end of 2025, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum:</p> <p>English from 25% (2023) to at or above 35%</p> <p>Mathematics from 29% (2023) to at or above 40 per cent</p> <p>Personal and Social Capabilities from 34% (2024) to at or above 40%.</p> <p>Data set generated at MEC</p>   |
| <b>12-month target 1.4</b> | <p>By the end of 2025, increase the percentage of students in NAPLAN proficiency band Exceeding:</p> <p>Year 5 students in:</p> <ul style="list-style-type: none"> <li>- Writing from 1% (2023), 2% (2024) to 5% (2025)</li> <li>- Numeracy from 0 percent (2023), 5% (2024) to 8% (2025)</li> </ul> <p>Year 7 students in:</p> <ul style="list-style-type: none"> <li>- Writing from 2% (2023), 5% (2024) to 7% (2025)</li> <li>- Numeracy from 4% (2023), 1% (2024) to 5% (2025)</li> </ul> <p>Year 9 students in:</p>                                  |

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|   | <ul style="list-style-type: none"> <li>- Reading from 0% (2023), 10% (2024) to 12% (2025)</li> <li>- Writing from 3% (2023), 3% (2024) to 5% (2025)</li> <li>- Numeracy from 0%(2023), 1% 2024 to 5% (2025)</li> </ul> <p>Panorama</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <ul style="list-style-type: none"> <li>- Year 3 Reading NAS 2024 = 31%</li> <li>- Year 3 Numeracy NAS 2024 = 22%</li> <li>- Year 5 Reading NAS 2024 = 19%</li> <li>- Year 5 Numeracy NAS 2024 = 21%</li> </ul> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.</p> <ul style="list-style-type: none"> <li>- Year 7 Reading NAS 2024 = 7%</li> <li>- Year 7 Numeracy NAS 2024 = 13%</li> <li>- Year 9 Reading NAS 2024 = 31%</li> <li>- Year 9 Numeracy NAS 2024 = 38%</li> </ul> |   |
| <b>12-month target 1.5</b>              | <p>By the end of 2025, improve the percentage of positive endorsement of Years 7–12 AtoSS factors:</p> <ul style="list-style-type: none"> <li>- Differentiated learning challenge from 61% (2023), 51% (2024) to at or above 55% percent</li> <li>- Self-regulation and goal setting from 54% (2023), 44% (2024) to at or above 50%.</li> </ul>   |   |
| <b>12-month target 1.6</b>              | <p>By the end of 2025, improve the positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> <li>- Professional learning through peer observation from 16% (2023), 13% (2024) to at or above 18% (2025)</li> <li>- Seek feedback to improve practice from 34.8% (2023), 40% (2024) to at or above 45% percent</li> </ul>  |   |
| <b>Key Improvement Strategies</b>       |   | Is this KIS selected for focus this year? |
| <b>KIS 1.a</b><br>Teaching and learning | Develop and embed a whole school approach to Writing  | No  |

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| <b>KIS 1.b</b><br>Teaching and learning   | Strengthen a consistent whole school approach to high-quality instructional practice in Mathematics  | No  |
| <b>KIS 1.c</b><br>Teaching and learning   | Build teacher capacity to differentiate learning and make reasonable adjustments to meet students at their point of need.  | Yes |
| <b>KIS 1.d</b><br>Leadership  | Enhance professional learning community processes for developing feedback, coaching and observations that lead to reflection and improvement in practice.  | 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. | <p>Reflection on the 2024 year and the complications caused by staffing shortages resulted in the need to keep the 2025 AIP simple. Leadership and the SEIL determined that the Key Improvement Strategy the most in need to focus on for Goal 1 is KIS 2C 'Build teacher capacity to differentiate learning and make reasonable adjustments to meet students at their point of need.'</p> <p>The rationale for selecting this Key Improvement Strategies is based on current data sets and DSPM report. This focus will include:</p> <p>Stage 1</p> <ul style="list-style-type: none"> <li>- getting back to basics with classroom norms and routines, classroom entry and exit routines, utilising the already exiting Classroom Practice Norms that the school has developed and working with staff to adopt the practices with fidelity (although this will be aimed at all staff, this will be supportive of the increase in new staff and staff with a permission to teach category.</li> <li>- establishing a guaranteed and viable curriculum across the school which will be located in a central, accessible place for teaching staff to access.</li> <li>- embedding VTLM 2.0 into Units and Learning Areas lessons, assessments and reporting.</li> </ul> <p>Stage 2</p> <ul style="list-style-type: none"> <li>- working with the staff around differentiation within the classroom.</li> </ul> |     |
| <b>Goal 2</b>   | <b>Enhance student wellbeing and engagement.</b>   |     |
| <b>12-month target 2.1</b>  | <p>By the end of 2025, decrease student absences of 20 plus days in:</p> <ul style="list-style-type: none"> <li>- Years F–6 from 52% (2023), 50% (2024) to 45% (2025)</li> <li>- Years 7–12 from 73% (2023), 73% (2024) to 65% (2025)</li> <li>- Specialist from 59% (2023), 70% (2024) to 60% (2025)</li> </ul>   |     |

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| <b>12-month target 2.2</b>        | <p>By the end of 2025, increase the AtoSS factors:</p> <p>Sense of confidence percentage positive endorsement in:</p> <ul style="list-style-type: none"> <li>- Years 4–6 from 65% (2023), 49% (2024) to 60% (2025)</li> <li>- Years 7–9 from 43% (2023), 38% (2024) to 43% (2025)</li> <li>- Years 10–12 from 53% (2023), 52% (2024) to 57% (2025)</li> </ul> <p>Stimulated learning positive endorsement in:</p> <ul style="list-style-type: none"> <li>- Years 4–6 from 74%(2023), 59% (2024) to 70% (2025)</li> <li>- Years 7–9 from 43% (2023), 34% (2024) to 43% (2025)</li> <li>- Years 10–12 from 50% (2023), 48% (2024) to 55% (2025)</li> </ul> <p>Student voice and agency positive endorsement in:</p> <ul style="list-style-type: none"> <li>- Years 4–6 from 58% (2023), 55% (2024) to 64% (2025)</li> <li>- Years 7–9 from 35% (2023), 27% (2024) to 35% (2025)</li> <li>- Years 10–12 from 43% (2023), 40% (2024) to 50% (2025).</li> </ul> <p>Panorama</p> |   |
| <b>12-month target 2.3</b>        | <p>By the end of 2024, raise the POS percentage positive endorsement of:</p> <p>Student voice and agency factor not available) from 65% (2023), to at or above 70%</p> <p>Stimulating learning environment factor (Not available) from 57% (2023) to at or above 65%</p>   |   |
| <b>Key Improvement Strategies</b> |  | Is this KIS selected for focus this year? |
| <b>KIS 2.a</b><br>Engagement      | Embed a whole school approach to improving student attendance  | Yes                                       |
| <b>KIS 2.b</b><br>Engagement      | Implement a whole school approach to student engagement and wellbeing  | Yes                                       |
| <b>KIS 2.c</b><br>Leadership      | Strengthen staff capability to activate student voice and agency   | No  |

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| <p>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> | <p>Reflection on the 2024 year and the complications caused by staffing shortages resulted in the need to keep the 2025 AIP simple. Leadership and the SEIL determined that the Key Improvement Strategy the most in need to focus on for Goal 2 is KIS 3A ‘Embed a whole school approach to improving student attendance’ and 3B ‘Implement a whole school approach to student engagement and wellbeing’ .</p> <p>The rationale for these Key Improvement Strategies to be chosen is based on your current data sets and DSPM report.</p> |
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## Define actions, outcomes, success indicators and activities

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| <b>Goal 1</b>              | Maximise learning growth for all students   |
| <b>12-month target 1.1</b> | <p>By the end of Semester One 2025, increase the average percentage of Years 1–6 students achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> <li>- Reading and Viewing from 50% (2022-2023), 73% (2023- 2024) to at or above 75% (2024- 2025)</li> <li>- Writing from 50% (2022-2023), 73% (2023- 2024) to at or above 75% (2024- 2025)</li> <li>- Number and Algebra 58% (2022-2023), 70% (2023- 2024) to at or above 75% (2024- 2025)</li> </ul> <p>Panorama- Teacher Judgement Growth Time Series.</p> |
| <b>12-month target 1.2</b> | <p>By the end of Semester One 2025, increase the average percentage of Years 7-10 students achieving at or above expected Teacher Judgement Growth in:</p> <ul style="list-style-type: none"> <li>- Reading and Viewing from 67% (2022- 2023), 56% (2023-2024) to at or above 60% (2024-2025)</li> <li>- Writing from 67% (2022-2023), 59% (2023- 2024) to at or above 65% (2024- 2025)</li> <li>- Number and Algebra 46% (2022-2023), 53% (2023- 2024) to at or above 60% (2024- 2025)</li> </ul> <p>Panorama- Teacher Judgement Growth Time Series.</p> |
| <b>12-month target 1.3</b> | <p>By the end of 2025, improve the percentage of students in the Specialist Setting (Semester 2 to Semester 2) achieving growth from one level to another in the Victorian Curriculum:</p> <p>English from 25% (2023) to at or above 35%</p> <p>Mathematics from 29% (2023) to at or above 40 per cent</p> <p>Personal and Social Capabilities from 34% (2024) to at or above 40%.</p> <p>Data set generated at MEC</p>   |
| <b>12-month target 1.4</b> | <p>By the end of 2025, increase the percentage of students in NAPLAN proficiency band Exceeding:</p> <p>Year 5 students in:</p> <ul style="list-style-type: none"> <li>- Writing from 1% (2023), 2% (2024) to 5% (2025)</li> <li>- Numeracy from 0 percent (2023), 5% (2024) to 8% (2025)</li> </ul> <p>Year 7 students in:</p> <ul style="list-style-type: none"> <li>- Writing from 2% (2023), 5% (2024) to 7% (2025)</li> <li>- Numeracy from 4% (2023), 1% (2024) to 5% (2025)</li> </ul>   |

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|   | <p>Year 9 students in:</p> <ul style="list-style-type: none"> <li>- Reading from 0% (2023), 10% (2024) to 12% (2025)</li> <li>- Writing from 3% (2023), 3% (2024) to 5% (2025)</li> <li>- Numeracy from 0%(2023), 1% 2024 to 5% (2025)</li> </ul> <p>Panorama</p> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <ul style="list-style-type: none"> <li>- Year 3 Reading NAS 2024 = 31%</li> <li>- Year 3 Numeracy NAS 2024 = 22%</li> <li>- Year 5 Reading NAS 2024 = 19%</li> <li>- Year 5 Numeracy NAS 2024 = 21%</li> </ul> <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.</p> <ul style="list-style-type: none"> <li>- Year 7 Reading NAS 2024 = 7%</li> <li>- Year 7 Numeracy NAS 2024 = 13%</li> <li>- Year 9 Reading NAS 2024 = 31%</li> <li>- Year 9 Numeracy NAS 2024 = 38%</li> </ul> |
| <b>12-month target 1.5</b>  | <p>By the end of 2025, improve the percentage of positive endorsement of Years 7–12 AtoSS factors:</p> <ul style="list-style-type: none"> <li>- Differentiated learning challenge from 61% (2023), 51% (2024) to at or above 55% percent</li> <li>- Self-regulation and goal setting from 54% (2023), 44% (2024) to at or above 50%.</li> </ul>  |
| <b>12-month target 1.6</b>  | <p>By the end of 2025, improve the positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> <li>- Professional learning through peer observation from 16% (2023), 13% (2024) to at or above 18% (2025)</li> <li>- Seek feedback to improve practice from 34.8% (2023), 40% (2024) to at or above 45% percent</li> </ul>   |
| <b>KIS 1.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, | Build teacher capacity to differentiate learning and make reasonable adjustments to meet students at their point of need.  |

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|--|--|
| incorporating extra-curricula programs |  |
| <b>Actions</b>                         | <p>Enhance students' confidence in learning by providing differentiated practice and fostering a supportive teacher-student interaction that sets high expectations for success.</p> <p>Introduce staff to the concept of a guaranteed and viable curriculum (i.e. 'Opportunity to Learn' and 'Time to Deliver') across the school.</p> <p>Build staff capacity to build Feedback and Assessment into curriculum plans.</p> <p>Develop consistent practice, routines and classroom norms/predictability for students.</p> <p>Embed Victorian Curriculum 2:0 across the school in curriculum plans, assessment and reporting</p> <p>Embed elements of the Victorian Teaching and Learning Model 2:0 in Curriculum plans.</p>  |
| <b>Outcomes</b>                        | <p>Leadership will:</p> <ul style="list-style-type: none"> <li>- Introduce Unit and Learning Area Leaders to the concept of Guaranteed and Viable Curriculum and commence the construction of a guaranteed curriculum that is regularly monitored and updated</li> <li>- create a new SharePoint for curriculum to be stored in a common place</li> <li>- create a structure within in the SharePoint to support the ease of access and ability for sharing, auditing and monitoring of the school wide curriculum</li> <li>- support staff to understand and implement Victorian Curriculum 2:0 in Units and KLAs.</li> <li>- support staff to understand and implement elements of VTLM in their curriculum plans.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- receive targeted professional learning through units and KLAs focused on understanding what a guaranteed and viable curriculum consists of</li> <li>- receive targeted professional learning through units and KLAs on incorporating Victorian Curriculum 2:0, including feedback/assessment and differentiation, into curriculum plans.</li> <li>- receive targeted professional learning through units and KLAs on VTLM 2:0 and have the ability to include elements of VTLM in curriculum plans.</li> <li>- be allocated time to work on curriculum documents via units and KLA meetings.</li> <li>- have a sound understanding of classroom norms and work to create consistent practice and routines for students across the school and participate in support from leadership and regional sources to implement these in their classrooms.</li> <li>- show in their weekly planning evidence of differentiation to support and extend students</li> <li>- Show an increased capacity to design and deliver differentiated instruction, tailoring content, process, and assessment to meet diverse student needs effectively.</li> </ul> |



|                           |  |                              |             |  |
|---------------------------|--|------------------------------|-------------|--|
|                           | <p>Students will:</p> <ul style="list-style-type: none"> <li>- access differentiated learning tasks at their point of need</li> <li>- have a sound understanding of the classroom norms, routines and expected behaviours.</li> </ul>  |                              |             |  |
| <b>Success Indicators</b> | <p>Early indicators:</p> <ul style="list-style-type: none"> <li>- MEC has a designated shared place for whole school curriculum to be stored and accessed.</li> <li>- Completion of a curriculum audit to check for storage and completion of curriculum documents completed at the end of Term 1</li> <li>- The concept of guaranteed and viable curriculum is communicated through KLAs and Units by the end of Term 1.</li> <li>- KLA and Unit meetings show evidence of professional learning on VTLM 2:0 and including elements in curriculum plans by the end of Semester 1.</li> <li>- KLA and Unit meetings show evidence of professional learning and planning time for the construction of curriculum that includes, FISO 2:0, classroom norms and consistent practice across Units and KLAs.</li> <li>- By the end of term 1, KLAs and Units have included and implemented Victorian Curriculum 2:0 in curriculum planners, assessments and reporting.</li> <li>- Semester 1 reports contain all Victorian Curriculum 2:0 curriculum statements and progression points.</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>- A Term 3 curriculum audit on storage and completion shows improvement from Term 1 audit.</li> <li>- KLA and Unit meetings show evidence of professional learning and planning time for the inclusion of differentiation and feedback/assessment in curriculum planners.</li> <li>- Teachers will have begun planning and delivering lessons that reflect differentiated approaches tailored to individual student learning needs.</li> <li>- Students will begin to show increased engagement and willingness to participate in learning activities, with early indications of improved confidence in their abilities.</li> <li>- ATTOS Data shows increased positive endorsement in: <ul style="list-style-type: none"> <li>- Learning Confidence</li> <li>- High Expectations for Success</li> </ul> </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> |

|   |   |  |  |   |
|---|---|--|--|---|
| <p>Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work around differentiation. Deliver Disability Inclusion Modules to Educators to support the learning and engagement for students with neuro-diverse needs.</p> <p>Julie Reiger (\$93977)</p>   | <input checked="" type="checkbox"/> Assistant principal | <input checked="" type="checkbox"/> PLP Priority | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$93,977.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> |
| <p>Increase our inclusion for students with disabilities and diverse needs by employing CRTs and providing time for teachers to</p> <ul style="list-style-type: none"> <li>-support student access and engagement</li> <li>- provide learning and social supports to suit the students' needs</li> <li>-practice skills that will help them to support students interpersonal and regulation needs</li> <li>-become familiar with students' profiles, IEPs, SSGs and support plans.</li> </ul> <p>(25 days)</p> | <input checked="" type="checkbox"/> All staff           | <input checked="" type="checkbox"/> PLP Priority | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$16,000.00</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>  |
| <p>Employ an Assistant Principal for Teaching and Learning to lead the work around Victorian Curriculum 2:0, guaranteed and viable curriculum, unpacking of VTLM 2:0 and classroom norms.</p> <p>Andrea</p>   | <input checked="" type="checkbox"/> Assistant principal | <input checked="" type="checkbox"/> PLP Priority | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$187,954.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>  |
| <p>Employ leadership staff to lead the work for guaranteed and viable curriculum, Victorian Curriculum 2:0 and the inclusion of feedback and assessment in planners.</p> <p>Chelsea<br/>Sarah<br/>Brendan</p>   | <input checked="" type="checkbox"/> Leading teacher(s)  | <input checked="" type="checkbox"/> PLP Priority | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$361,278.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>  |

|   |  |   |                                  |   |
|---|--|---|----------------------------------|---|
| Employ Leadership staff to lead the work in consistent classroom norms across the school.<br>Jono<br>Wendy<br>Bethany<br>Josie (also MYLNs)                                   | <input checked="" type="checkbox"/> Learning specialist(s)   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$422,455.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Supportive induction and mentoring processes:<br>- Graduate teaching staff to participate in The Academy's 'New to Teaching responsive PL' series facilitated by Bron Bishop. | <input checked="" type="checkbox"/> Leadership partners (DSSI)   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00  |
| <b>Goal 2</b>   | Enhance student wellbeing and engagement.  |   |                                  |   |
| <b>12-month target 2.1</b>  | By the end of 2025, decrease student absences of 20 plus days in:<br>- Years F–6 from 52% (2023), 50% (2024) to 45% (2025)<br>- Years 7–12 from 73% (2023), 73% (2024) to 65% (2025)<br>- Specialist from 59% (2023), 70% (2024) to 60% (2025)   |   |                                  |   |
| <b>12-month target 2.2</b>  | By the end of 2025, increase the AtoSS factors:<br>Sense of confidence percentage positive endorsement in:<br>- Years 4–6 from 65% (2023), 49% (2024) to 60% (2025)<br>- Years 7–9 from 43% (2023), 38% (2024) to 43% (2025)<br>- Years 10–12 from 53% (2023), 52% (2024) to 57% (2025)<br><br>Stimulated learning positive endorsement in:<br>- Years 4–6 from 74%(2023), 59% (2024) to 70% (2025)<br>- Years 7–9 from 43% (2023), 34% (2024) to 43% (2025)<br>- Years 10–12 from 50% (2023), 48% (2024) to 55% (2025)<br><br>Student voice and agency positive endorsement in:<br>- Years 4–6 from 58% (2023), 55% (2024) to 64% (2025)<br>- Years 7–9 from 35% (2023), 27% (2024) to 35% (2025)<br>- Years 10–12 from 43% (2023), 40% (2024) to 50% (2025). |   |                                  |   |

|  |   |
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|  | Panorama  |
| <b>12-month target 2.3</b>   | By the end of 2024, raise the POS percentage positive endorsement of:<br>Student voice and agency factor (not available) from 65% (2023), to at or above 70%<br>Stimulating learning environment factor (Not available) from 57% (2023) to at or above 65%  |
| <b>KIS 2.a</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Embed a whole school approach to improving student attendance   |
| <b>Actions</b>   | <ul style="list-style-type: none"> <li>- Review current practices and procedures that support student attendance</li> <li>- Create student focus groups to amplify their voices and gather feedback on initiatives that promote well-being, positive mental health and connectedness to school.</li> <li>- Enhance students' engagement in learning by providing engaging lessons that foster a supportive teacher-student and student-student interaction.</li> </ul>  |
| <b>Outcomes</b>  | <p>Leadership will:</p> <ul style="list-style-type: none"> <li>- integrate student feedback into decision making processes, reflecting a more responsive and inclusive approach to school governance and community building</li> <li>- access regional support to enhance the school's capacity to address the school's attendance data</li> <li>- ensure all staff induction processes include the attendance/absence procedures and follow up expectations.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- show an increased capacity to design and deliver engaging instruction, tailoring content, process, and assessment to increase student interest</li> <li>- exhibit improved awareness and responsiveness to mental health and wellbeing initiatives, creating a more inclusive and supportive school community.</li> </ul> <p>Students will:</p> |

|   | <ul style="list-style-type: none"> <li>- have the opportunity to participate in focus groups and SRC-led initiatives that will empower students to actively participate in shaping school policies and practices, enhancing their sense of belonging and ownership.</li> <li>- exhibit improved awareness and responsiveness to mental health and well-being initiatives, creating a more inclusive and supportive school community.</li> </ul>  |                                       |  |   |
|---|--|---------------------------------------|--|---|
| <b>Success Indicators</b>   | <p>Early indicators:</p> <p>Teachers will have begun planning and delivering lessons that reflect approaches tailored to increase student engagement.</p> <p>Students will begin to show increased engagement and willingness to participate in learning activities, with early indications of improved confidence in their abilities.</p> <p>Initial student focus groups will have been formed, with students providing feedback on school initiatives related to well-being and mental health.</p> <p>Students will express a growing sense of being heard as their feedback begins influencing decisions through focus groups and surveys.</p> <p>SRC leaders will have facilitated some initial Pod assembly and classroom mentor conversations, creating opportunities for students to share their perspectives and ideas.</p> <p>Executive staff will have engaged with feedback from SRC-led discussions, showing an early commitment to incorporating student voice into school decisions.</p> <p>Late indicators:</p> <p>ATTOS Data shows increased positive endorsement in:</p> <ul style="list-style-type: none"> <li>- Stimulated Learning</li> <li>- Student Voice Agency</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>  |
| <p>Employ a Positive Climate for Learning LT to implement student voice and agency actions.</p> <p>Matthew Tucker (\$73720)</p> | <input checked="" type="checkbox"/> Learning specialist(s)   | <input type="checkbox"/> PLP Priority | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$73,720.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> |

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| Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work.<br><br>Julie Reiger<br>\$46988.50   | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$46,988.50<br><br><input checked="" type="checkbox"/> Equity funding<br>will be used                            |
| Increase our inclusion for students with disabilities and diverse needs by employing CRTs and providing time for teachers to<br>-support student access and engagement<br>- provide learning and social supports to suit the students' needs<br>-practice skills that will help them to support students interpersonal and regulation needs<br>-become familiar with students' profiles, IEPs, SSGs and support plans.<br>(20 days) | <input checked="" type="checkbox"/> Assistant principal | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input checked="" type="checkbox"/> Disability<br>Inclusion Tier 2<br>Funding will be<br>used |
| Update processes for collaboration between student focus groups and the leadership, to ensure all concerns about learning confidence are recorded and addressed.<br>Matthew Tucker<br>(\$36860)   | <input checked="" type="checkbox"/> Leading teacher(s)  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$36,860.00<br><br><input checked="" type="checkbox"/> Equity funding<br>will be used                            |
| Allocation of additional time to:<br>P-6 Wellbeing Officer -primary welfare funding<br><br>Dianne Cullinan (\$79766)  | <input checked="" type="checkbox"/> Wellbeing team      | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$79,766.00<br><br><input checked="" type="checkbox"/> Equity funding<br>will be used                            |
| Continue the Real Schools Partnership and the Resilience Project initiative at a cost of \$32,500 per annum to deliver whole of school professional learning that embeds a restorative approach and increases student connection to each other and school.  | <input checked="" type="checkbox"/> Assistant principal | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$32,500.00<br><br><input checked="" type="checkbox"/> Equity funding<br>will be used                            |

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| Connect with Regional staff to address attendance data.  |  | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00 |
| <b>KIS 2.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Implement a whole school approach to student engagement and wellbeing  |   |  |                                  |        |
| <b>Actions</b>   | <p>Enhance student's confidence in learning by providing differentiated practice and increasing students' experience of success.</p> <p>Engage with the Intensive School Support team (Region) to investigate engagement and wellbeing data sets.</p>  |   |  |                                  |        |
| <b>Outcomes</b>  | <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- access regional support to enhance the school's capacity to address Health and Wellbeing data.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- show an increased capacity to design and deliver differentiated instruction, tailoring content, process, and assessment to meet diverse student needs effectively</li> <li>- show an increased understanding of the VTLM 2:0, specifically elements of 'Enabling Learning'.</li> </ul> <p>Students and teachers will:</p> <ul style="list-style-type: none"> <li>- build more supportive and collaborative relationships, fostering a classroom environment that sets high expectations and promotes mutual respect</li> <li>- exhibit improved awareness and responsiveness to mental health and well-being initiatives, creating a more inclusive and supportive school community.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- demonstrate increased confidence in their abilities, reflected in greater engagement, persistence in tasks, and positive feedback about their learning experiences.</li> </ul> |   |  |                                  |        |

| <b>Success Indicators</b>  | <p>Early indicators:</p> <p>Teachers will have begun planning and delivering lessons that reflect differentiated approaches tailored to individual student learning needs, building learning confidence.</p> <p>Students will begin to show increased engagement and willingness to participate in learning activities, with early indications of improved confidence in their abilities.</p> <p>Initial student focus groups will have been formed, with students providing feedback on school initiatives related to well-being and mental health.</p> <p>Students will express a growing sense of being heard as their feedback begins influencing decisions through focus groups and surveys.</p> <p>SRC leaders will have facilitated some initial classroom mentor conversations, creating opportunities for students to share their perspectives and ideas.</p> <p>Executive staff will have engaged with feedback from SRC-led discussions, showing an early commitment to incorporating student voice into school decisions.</p> <p>Late indicators:</p> <p>ATTOS Data shows increased positive endorsement in:</p> <ul style="list-style-type: none"> <li>- Learning Confidence</li> <li>- Student Voice Agency</li> </ul> |                                       |                                  |  |
|--|--|---------------------------------------|----------------------------------|--|
| Activities   | People responsible   | Is this a PL priority                 | When                             | Activity cost and funding streams  |
| Additional time allocation for leadership and KLA staff to write planners that incorporate neurodiverse friendly approaches tailored to individual student learning needs. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work.  | <input checked="" type="checkbox"/> Assistant principal  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$46,998.50<br><br><input checked="" type="checkbox"/> Equity funding will be used |



|   |   |   |                                  |   |
|---|---|---|----------------------------------|---|
| Employ at Positive Climate for Learning LT to implement student voice and agency actions.   | <input checked="" type="checkbox"/> Leadership team     | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$36,860.00<br><br><input checked="" type="checkbox"/> Equity funding<br>will be used                             |
| Employ extra teacher assistants to assist with the implementation of learning adjustments.<br>Leah Jardine  | <input checked="" type="checkbox"/> Education support   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$41,436.00<br><br><input checked="" type="checkbox"/> Disability<br>Inclusion Tier 2<br>Funding will be<br>used  |
| Increase our inclusion for students with disabilities and diverse needs by employing extra ES staff and Teachers to support inclusive student activities and professional learning opportunities for staff members. | <input checked="" type="checkbox"/> All staff           | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$250,084.00<br><br><input checked="" type="checkbox"/> Disability<br>Inclusion Tier 2<br>Funding will be<br>used |
| Undertake Alignment Review and, if required, adjust the AP activities for Semester 2.   | <input checked="" type="checkbox"/> Assistant principal | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 3<br>to:<br>Term 4 | \$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                      | \$1,930,736.57              | \$1,930,689.26                       | \$47.31                   |
| Disability Inclusion Tier 2 Funding | \$450,224.38                | \$450,223.50                         | \$0.88                    |
| Schools Mental Health Fund and Menu | \$103,810.24                | \$103,810.24                         | \$0.00                    |
| <b>Total</b>                        | <b>\$2,484,771.19</b>       | <b>\$2,484,723.00</b>                | <b>\$48.19</b>            |

### Activities and milestones – Total Budget

| Activities and milestones   | Budget      |
|---|-------------|
| <p>Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work around differentiation.</p> <p>Deliver Disability Inclusion Modules to Educators to support the learning and engagement for students with neuro-diverse needs.</p> <p>Julie Reiger (\$93977)</p>  | \$93,977.00 |
| <p>Increase our inclusion for students with disabilities and diverse needs by employing CRTs and providing time for teachers to</p> <ul style="list-style-type: none"> <li>-support student access and engagement</li> <li>- provide learning and social supports to suit the students' needs</li> <li>-practice skills that will help them to support students interpersonal and regulation needs</li> <li>-become familiar with students' profiles, IEPs, SSGs</li> </ul> | \$16,000.00 |

|  |              |
|--|--------------|
| and support plans.<br>(25 days)  |              |
| Employ an Assistant Principal for Teaching and Learning to lead the work around Victorian Curriculum 2:0, guaranteed and viable curriculum, unpacking of VTLM 2:0 and classroom norms.<br>Andrea | \$187,954.00 |
| Employ leadership staff to lead the work for guaranteed and viable curriculum, Victorian Curriculum 2:0 and the inclusion of feedback and assessment in planners.<br>Chelsea<br>Sarah<br>Brendan | \$361,278.00 |
| Employ Leadership staff to lead the work in consistent classroom norms across the school.<br>Jono<br>Wendy<br>Bethany<br>Josie (also MYLNs)  | \$422,455.00 |
| Employ a Positive Climate for Learning LT to implement student voice and agency actions.<br><br>Matthew Tucker (\$73720)   | \$73,720.00  |
| Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work.<br><br>Julie Reiger<br>\$46988.50  | \$46,988.50  |
| Increase our inclusion for students with disabilities and diverse needs by employing CRTs and providing time for teachers to   | \$10,000.00  |

|  |             |
|--|-------------|
| <ul style="list-style-type: none"> <li>-support student access and engagement</li> <li>- provide learning and social supports to suit the students' needs</li> <li>-practice skills that will help them to support students interpersonal and regulation needs</li> <li>-become familiar with students' profiles, IEPs, SSGs and support plans.</li> </ul> (20 days) |             |
| Update processes for collaboration between student focus groups and the leadership, to ensure all concerns about learning confidence are recorded and addressed.<br>Matthew Tucker<br>(\$36860)  | \$36,860.00 |
| Allocation of additional time to:<br>P-6 Wellbeing Officer -primary welfare funding<br><br>Dianne Cullinan (\$79766)   | \$79,766.00 |
| Continue the Real Schools Partnership and the Resilience Project initiative at a cost of \$32,500 per annum to deliver whole of school professional learning that embeds a restorative approach and increases student connection to each other and school.   | \$32,500.00 |
| Additional time allocation for leadership and KLA staff to write planners that incorporate neurodiverse friendly approaches tailored to individual student learning needs.   | \$10,000.00 |
| Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work.  | \$46,998.50 |

|   |                       |
|---|-----------------------|
| Employ at Positive Climate for Learning LT to implement student voice and agency actions.   | \$36,860.00           |
| Employ extra teacher assistants to assist with the implementation of learning adjustments.<br>Leah Jardine  | \$41,436.00           |
| Increase our inclusion for students with disabilities and diverse needs by employing extra ES staff and Teachers to support inclusive student activities and professional learning opportunities for staff members. | \$250,084.00          |
| <b>Totals</b>   | <b>\$1,746,877.00</b> |

### Activities and milestones - Equity Funding

| Activities and milestones   | When                             | Funding allocated (\$) | Category                |
|---|----------------------------------|------------------------|-------------------------|
| Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work around differentiation.<br>Deliver Disability Inclusion Modules to Educators to support the learning and engagement for students with neuro-diverse needs.<br><br>Julie Reiger (\$93977) | from:<br>Term 1<br>to:<br>Term 4 | \$46,988.50            | ☑ School-based staffing |
| Employ an Assistant Principal for Teaching and Learning to  | from:<br>Term 1                  | \$187,954.00           | ☑ School-based staffing |

|  |                                  |              |                         |
|--|----------------------------------|--------------|-------------------------|
| lead the work around Victorian Curriculum 2:0, guaranteed and viable curriculum, unpacking of VTLM 2:0 and classroom norms.<br>Andrea  | to:<br>Term 4                    |              |                         |
| Employ leadership staff to lead the work for guaranteed and viable curriculum, Victorian Curriculum 2:0 and the inclusion of feedback and assessment in planners.<br>Chelsea<br>Sarah<br>Brendan | from:<br>Term 1<br>to:<br>Term 4 | \$361,278.00 | ☑ School-based staffing |
| Employ Leadership staff to lead the work in consistent classroom norms across the school.<br>Jono<br>Wendy<br>Bethany<br>Josie (also MYLNs)  | from:<br>Term 1<br>to:<br>Term 4 | \$422,455.00 | ☑ School-based staffing |
| Employ a Positive Climate for Learning LT to implement student voice and agency actions.<br><br>Matthew Tucker (\$73720)   | from:<br>Term 1<br>to:<br>Term 4 | \$73,720.00  | ☑ School-based staffing |
| Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work.  | from:<br>Term 1<br>to:<br>Term 4 | \$46,988.50  | ☑ School-based staffing |

|  |                                  |             |  |
|--|----------------------------------|-------------|--|
| Julie Reiger<br>\$46988.50   |                                  |             |  |
| Update processes for collaboration between student focus groups and the leadership, to ensure all concerns about learning confidence are recorded and addressed.<br>Matthew Tucker (\$36860)   | from:<br>Term 1<br>to:<br>Term 4 | \$36,860.00 | <input checked="" type="checkbox"/> School-based staffing  |
| Allocation of additional time to:<br>P-6 Wellbeing Officer -primary welfare funding<br><br>Dianne Cullinan (\$79766)   | from:<br>Term 1<br>to:<br>Term 4 | \$79,766.00 | <input checked="" type="checkbox"/> School-based staffing  |
| Continue the Real Schools Partnership and the Resilience Project initiative at a cost of \$32,500 per annum to deliver whole of school professional learning that embeds a restorative approach and increases student connection to each other and school. | from:<br>Term 1<br>to:<br>Term 4 | \$32,500.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Additional time allocation for leadership and KLA staff to write planners that incorporate neurodiverse friendly approaches tailored to individual student learning needs.   | from:<br>Term 1<br>to:<br>Term 4 | \$8,000.00  | <input checked="" type="checkbox"/> CRT  |

|   |                                  |                       |                         |
|---|----------------------------------|-----------------------|-------------------------|
| Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work.   | from:<br>Term 1<br>to:<br>Term 4 | \$46,988.50           | ☑ School-based staffing |
| Employ at Positive Climate for Learning LT to implement student voice and agency actions. | from:<br>Term 1<br>to:<br>Term 4 | \$36,860.00           | ☑ School-based staffing |
| <b>Totals</b>   |                                  | <b>\$1,380,358.50</b> |                         |

### Activities and milestones - Disability Inclusion Funding

| Activities and milestones  | When                             | Funding allocated (\$) | Category   |
|--|----------------------------------|------------------------|--|
| Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work around differentiation. Deliver Disability Inclusion Modules to Educators to support the learning and engagement for students with neuro-diverse needs.<br><br>Julie Reiger (\$93977) | from:<br>Term 1<br>to:<br>Term 4 | \$46,988.50            | ☑ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Inclusion leader</li> </ul> |
| Increase our inclusion for students with disabilities and diverse needs by employing CRTs and providing time for teachers to -support student access and   | from:<br>Term 1<br>to:<br>Term 4 | \$16,000.00            | ☑ CRT <ul style="list-style-type: none"> <li>CRT (to attend school planning)</li> <li>CRT (to attend Profile meetings)</li> </ul>                              |



|   |  |             |  |
|---|--|-------------|--|
| <p>engagement</p> <ul style="list-style-type: none"> <li>- provide learning and social supports to suit the students' needs</li> <li>-practice skills that will help them to support students interpersonal and regulation needs</li> <li>-become familiar with students' profiles, IEPs, SSGs and support plans.</li> </ul> <p>(25 days)</p>   |  |             |  |
| <p>Increase our inclusion for students with disabilities and diverse needs by employing CRTs and providing time for teachers to</p> <ul style="list-style-type: none"> <li>-support student access and engagement</li> <li>- provide learning and social supports to suit the students' needs</li> <li>-practice skills that will help them to support students interpersonal and regulation needs</li> <li>-become familiar with students' profiles, IEPs, SSGs and support plans.</li> </ul> <p>(20 days)</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | \$10,000.00 | <p><input checked="" type="checkbox"/> CRT</p> <ul style="list-style-type: none"> <li>• CRT (to attend school planning)</li> </ul>   |
| <p>Employ extra teacher assistants to assist with the implementation of learning</p>  | <p>from:<br/>Term 1</p>                    | \$41,436.00 | <p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> |

|   |                                  |              |   |
|---|----------------------------------|--------------|---|
| adjustments.<br>Leah Jardine  | to:<br>Term 4                    |              | <ul style="list-style-type: none"> <li>Education support staff</li> </ul>   |
| Increase our inclusion for students with disabilities and diverse needs by employing extra ES staff and Teachers to support inclusive student activities and professional learning opportunities for staff members. | from:<br>Term 1<br>to:<br>Term 4 | \$250,084.00 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Classroom teacher</li> <li>Education support staff</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Teachers</li> <li>Education support</li> </ul> |
| <b>Totals</b>   |                                  | \$364,508.50 |   |

### 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 |
|---------------------------|--------|
|---------------------------|--------|

|  |                     |
|--|---------------------|
| Employment of a mental health practitioner<br>Craig- \$103,810.24- Mental Health Fund  | \$128,441.00        |
| Employment of a literacy intervention support ES staff member.   | \$77,934.00         |
| Employ wellbeing staff<br>Allegra<br>Coby  | \$160,060.00        |
| Employ staff to run Nurture program and an additional ES staff member for 7-12<br>Penny<br>Graeme<br>Extra for 7-12                    | \$159,391.00        |
| Employ an ES staff member to deliver the SPAIDES program<br>Alison<br>\$48,114   | \$48,114.00         |
| Employment of services for student therapy and speech sessions<br>- Bendigo Speech Works<br>- Pinarc<br>- Melbourne Uni Speech Program | \$95,916.00         |
| <b>Totals</b>  | <b>\$669,856.00</b> |

### Additional funding planner – Equity Funding

| Activities and milestones   | When            | Funding allocated (\$) | Category  |
|---|-----------------|------------------------|---|
| Employment of a mental health practitioner<br>Craig- \$103,810.24- Mental | from:<br>Term 1 | \$24,630.76            | <input checked="" type="checkbox"/> School-based staffing |

|  |                                  |              |                         |
|--|----------------------------------|--------------|-------------------------|
| Health Fund  | to:<br>Term 4                    |              |                         |
| Employment of a literacy intervention support ES staff member.   | from:<br>Term 1<br>to:<br>Term 4 | \$77,934.00  | ☑ School-based staffing |
| Employ wellbeing staff<br>Allegra<br>Coby  | from:<br>Term 1<br>to:<br>Term 4 | \$160,060.00 | ☑ School-based staffing |
| Employ staff to run Nurture program and an additional ES staff member for 7-12<br>Penny<br>Graeme<br>Extra for 7-12                    | from:<br>Term 1<br>to:<br>Term 4 | \$229,391.00 | ☑ School-based staffing |
| Employ an ES staff member to deliver the SPAIDES program<br>Alison<br>\$48,114   | from:<br>Term 1<br>to:<br>Term 4 | \$48,114.00  | ☑ School-based staffing |
| Employment of services for student therapy and speech sessions<br>- Bendigo Speech Works<br>- Pinarc<br>- Melbourne Uni Speech Program | from:<br>Term 1<br>to:<br>Term 4 | \$10,201.00  | ☑ Support services      |
| <b>Totals</b>  |                                  | \$550,330.76 |                         |

## Additional funding planner – Disability Inclusion Funding

| Activities and milestones   | When                             | Funding allocated (\$) | Category   |
|---|----------------------------------|------------------------|--|
| Employment of a mental health practitioner<br>Craig- \$103,810.24- Mental Health Fund                               | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |  |
| Employment of a literacy intervention support ES staff member.  | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |  |
| Employ wellbeing staff<br>Allegra<br>Coby   | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |  |
| Employ staff to run Nurture program and an additional ES staff member for 7-12<br>Penny<br>Graeme<br>Extra for 7-12 | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |  |
| Employ an ES staff member to deliver the SPAIDES program<br>Alison<br>\$48,114                                      | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |  |
| Employment of services for student therapy and speech sessions<br>- Bendigo Speech Works<br>- Pinarc                | from:<br>Term 1<br>to:<br>Term 4 | \$85,715.00            | <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• Speech pathologists</li> <li>• Occupational therapy</li> </ul> |

|                                |  |             |  |
|--------------------------------|--|-------------|--|
| - Melbourne Uni Speech Program |  |             |  |
| <b>Totals</b>                  |  | \$85,715.00 |  |

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

| Activities and milestones   | When                             | Funding allocated (\$) | Category  |
|---|----------------------------------|------------------------|---|
| Employment of a mental health practitioner<br>Craig- \$103,810.24- Mental Health Fund                               | from:<br>Term 1<br>to:<br>Term 4 | \$103,810.24           | <input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students<br><br><b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>Employ Mental Health Staff in school (eduPay or non-teaching staff)<br/>Mental health practitioner</li> </ul> |
| Employment of a literacy intervention support ES staff member.  | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |   |
| Employ wellbeing staff<br>Allegra<br>Coby   | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |   |
| Employ staff to run Nurture program and an additional ES staff member for 7-12<br>Penny<br>Graeme<br>Extra for 7-12 | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |   |
| Employ an ES staff member to deliver the SPAIDES program  | from:<br>Term 1                  | \$0.00                 |   |

|   |                                  |              |  |
|---|----------------------------------|--------------|--|
| Alison<br>\$48,114  | to:<br>Term 4                    |              |  |
| Employment of services for<br>student therapy and speech<br>sessions<br>- Bendigo Speech Works<br>- Pinarc<br>- Melbourne Uni Speech<br>Program | from:<br>Term 1<br>to:<br>Term 4 | \$0.00       |  |
| <b>Totals</b>   |                                  | \$103,810.24 |  |

## Professional learning plan

| Professional learning priority   | Who   | When                               | Key professional learning strategies  | Organisational structure  | Expertise accessed  | Where                                       |
|--|---|------------------------------------|---|---|---|---|
| <p>Employ an Assistant Principal for Wellbeing, Engagement and Inclusion to lead the work around differentiation.</p> <p>Deliver Disability Inclusion Modules to Educators to support the learning and engagement for students with neuro-diverse needs.</p> <p>Julie Reiger (\$93977)</p>   | <input checked="" type="checkbox"/> Assistant principal | <p>from: Term 1<br/>to: Term 4</p> | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |
| <p>Increase our inclusion for students with disabilities and diverse needs by employing CRTs and providing time for teachers to</p> <ul style="list-style-type: none"> <li>-support student access and engagement</li> <li>- provide learning and social supports to suit the students' needs</li> <li>-practice skills that will help them to support students interpersonal and regulation needs</li> <li>-become familiar with students' profiles, IEPs,</li> </ul> | <input checked="" type="checkbox"/> All staff           | <p>from: Term 1<br/>to: Term 4</p> | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning specialist | <input checked="" type="checkbox"/> On-site |



|  |                          |                                  |   |   |   |           |
|--|--------------------------|----------------------------------|---|---|---|-----------|
| SSGs and support plans.<br>(25 days)   |                          |                                  |   |   |   |           |
| Employ an Assistant Principal for Teaching and Learning to lead the work around Victorian Curriculum 2:0, guaranteed and viable curriculum, unpacking of VTLM 2:0 and classroom norms.<br>Andrea | ✔ Assistant principal    | from:<br>Term 1<br>to:<br>Term 4 | ✔ Planning<br>✔ Preparation<br>✔ Curriculum development                             | ✔ Formal school meeting / internal professional learning sessions | ✔ Internal staff<br>✔ Learning specialist | ✔ On-site |
| Employ leadership staff to lead the work for guaranteed and viable curriculum, Victorian Curriculum 2:0 and the inclusion of feedback and assessment in planners.<br>Chelsea<br>Sarah<br>Brendan | ✔ Leading teacher(s)     | from:<br>Term 1<br>to:<br>Term 4 | ✔ Planning<br>✔ Preparation<br>✔ Curriculum development                             | ✔ Formal school meeting / internal professional learning sessions | ✔ Internal staff                          | ✔ On-site |
| Employ Leadership staff to lead the work in consistent classroom norms across the school.<br>Jono<br>Wendy<br>Bethany<br>Josie (also MYLNs)  | ✔ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | ✔ Planning<br>✔ Preparation<br>✔ Peer observation including feedback and reflection | ✔ Formal school meeting / internal professional learning sessions | ✔ SEIL<br>✔ Internal staff                | ✔ On-site |

|  |                              |                                  |   |   |                                   |           |
|--|------------------------------|----------------------------------|---|---|-----------------------------------|-----------|
| Supportive induction and mentoring processes:<br>- Graduate teaching staff to participate in The Academy's 'New to Teaching responsive PL' series facilitated by Bron Bishop.  | ✓ Leadership partners (DSSI) | from:<br>Term 1<br>to:<br>Term 4 | ✓ Planning<br>✓ Preparation<br>✓ Peer observation including feedback and reflection | ✓ Formal school meeting / internal professional learning sessions | ✓ School improvement partnerships | ✓ On-site |
| Increase our inclusion for students with disabilities and diverse needs by employing CRTs and providing time for teachers to<br>-support student access and engagement<br>- provide learning and social supports to suit the students' needs<br>-practice skills that will help them to support students interpersonal and regulation needs<br>-become familiar with students' profiles, IEPs, SSGs and support plans. (20 days) | ✓ Assistant principal        | from:<br>Term 1<br>to:<br>Term 4 | ✓ Planning<br>✓ Preparation   | ✓ Formal school meeting / internal professional learning sessions | ✓ Internal staff                  | ✓ On-site |
| Update processes for collaboration between student focus groups and the leadership, to ensure all concerns about learning confidence are recorded  | ✓ Leading teacher(s)         | from:<br>Term 1<br>to:<br>Term 4 | ✓ Planning<br>✓ Preparation   | ✓ Formal school meeting / internal professional learning sessions | ✓ Internal staff                  | ✓ On-site |

|  |   |                                  |  |  |  |   |
|--|---|----------------------------------|--|--|--|---|
| and addressed.<br>Matthew Tucker<br>(\$36860)  |   |                                  | <input checked="" type="checkbox"/> Student voice,<br>including input and<br>feedback  |  |  |   |
| Continue the Real Schools Partnership and the Resilience Project initiative at a cost of \$32,500 per annum to deliver whole of school professional learning that embeds a restorative approach and increases student connection to each other and school. | <input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Student voice,<br>including input and<br>feedback | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions  | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Increase our inclusion for students with disabilities and diverse needs by employing extra ES staff and Teachers to support inclusive student activities and professional learning opportunities for staff members.  | <input checked="" type="checkbox"/> All staff           | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation  | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions<br><input checked="" type="checkbox"/> Timetabled planning day | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |