

2025 Annual Implementation Plan

for improving student outcomes

Yinnar Primary School (2419)



Submitted for review by Christine Hall (School Principal) on 27 November, 2024 at 07:16 AM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 10 December, 2024 at 11:09 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

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

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	<p>Overall, our progress this year is firmly on track to meet the targets outlined in our Strategic Plan for 2027. All actions related to our Key Improvement Strategies have been effectively addressed, and in every instance, we have either achieved the desired outcomes or come very close to meeting our set targets. While some percentages were just shy of the target, the overall trajectory remains highly positive.</p> <p>In 2025, we will be introducing Spelling Mastery to our students in Years 3 to 6. As a new addition to our teaching and learning, this program is designed to complement and strengthen our existing literacy initiatives. We are confident that Spelling Mastery will provide targeted support to enhance students' spelling skills, reinforcing their overall literacy development and setting them up for continued success in reading and writing.</p> <p>Our Numeracy Leaders have worked to deepen their understanding of Essential Assessment, attempting to use this tool to its fullest potential. This important work will continue to be a key focus as we move into 2025. Also, we will place a strong emphasis on enhancing our approach to worded problems in numeracy. Staff will engage in further professional development to better understand and implement effective strategies, ensuring that students are equipped to tackle these problems with confidence and skill.</p> <p>Instructional coaching will continue to be a vital part of our approach across the school, aimed at ensuring consistent, high-quality teaching and learning in every classroom. This commitment to coaching is essential in maintaining a collaborative culture of excellence throughout our school.</p> <p>The introduction of the Mental Health and Wellbeing Leader will play a key role in supporting the social and emotional needs of our students. This leader will work closely with staff to foster an inclusive and nurturing school environment, ensuring that every student feels valued and supported. By providing guidance and resources, the Mental Health and Wellbeing Leader will help staff to address challenges, promote positive mental health, and cultivate a culture of wellbeing throughout the school.</p> <p>Technology will once again be a key focus in 2025. We will continue to assess and report on students' progress in this area, ensuring that they develop essential digital skills and competencies.</p>
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Documents that support this plan	
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve student learning growth in Literacy, Numeracy and Technology	Yes	<p>By 2027, increase the percentage of Years 1 to 6 students achieving 12 months growth against the Victorian Curriculum in a school year for:</p> <ul style="list-style-type: none"> • Reading and Viewing from 78% in 2022 to 85% • Writing from 80% in 2022 to 85% • Number and Algebra from 81% in 2022 to 85% 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The percentage of Years 1 to 6 students achieving 12 months growth against the Victorian Curriculum in a school year for: Reading and Viewing 82% Writing 82% Number and Algebra 83%</p>
		<p>NAPLAN target for student achievement against proficiency standards by 2027 to be confirmed.</p> <p>NAPLAN target for student learning growth by 2027 to be confirmed.</p>	<p>The percentage of students achieving NAPLAN level Exceeding or Strong</p> <p>Year 3 Reading 85% Writing 88% Spelling 78% Numeracy 73% Year 5 Reading 90% Writing 85% Spelling 74% Numeracy 81%</p> <p>By 2026, reduce the number of 'needs additional support' students to zero in all areas.</p> <p>Year 3 Reading (0 students in 2024) Year 3 Numeracy (1 student in 2024) Year 5 Reading (1 student in 2024) Year 5 Numeracy (1 student in 2024)</p>
		<p>By 2027, maintain the percentage of positive endorsement for the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Understand Formative Assessment at 90% in 2022 	<p>Maintain the percentage of positive endorsement for School Staff Survey factors: Understand Formative</p>

		<ul style="list-style-type: none"> • Use Evidence to Inform Teaching Practice at 90% in 2022 	Assessment at 92%Use Evidence to Inform Teaching at 92%
		By 2027, maintain the percentage of positive endorsement for the Attitudes to School Survey (AToSS) factors: <ul style="list-style-type: none"> • Stimulated Learning at 92% in 2022 • Differentiated Learning at 95% in 2022 	The percentage of positive endorsement for the Attitudes to School Survey (AToSS) factors:Stimulated Learning at 91%Differentiated Learning at 94%
		By 2027, increase the percentage of Year 2-6 students achieving at or above level in teacher judgements for: <ul style="list-style-type: none"> • Digital Technologies from (baseline TBC) to 80% 	Percentage of years Prep-6 students achieving at or above level in teacher judgement for Digital Technologies at 70%
Improve student wellbeing outcomes	Yes	By 2027, increase the percentage of positive endorsement for the Attitudes to School Survey (AToSS) factors: <ul style="list-style-type: none"> • Student levels of Perseverance from 87% in 2022 to 90% • Emotional Awareness and Regulation from 78% in 2022 to 85% By 2027, maintain the percentage of positive endorsement for the Attitudes to School Survey (AToSS) factors: <ul style="list-style-type: none"> • Sense of Confidence at 91% in 2022 • Motivation and Interest at 90% in 2022 	The percentage of positive endorsement for the Attitudes to School Survey factors:Student levels of Perseverance 87%Emotional Awareness and Regulation at 79%Sense of Confidence at 88%Motivation and Interest at 87%
		By 2027, maintain the percentage of positive endorsement on the Parent Opinion Survey (POS) for General Satisfaction with School at 92 % in 2022.	The percentage of positive endorsement on the Parent Opinion Survey for General Satisfaction with the School at 90%
		By 2027, increase the percentage of positive endorsement on the School Staff Survey (SSS) for Build Resilience and a Resilient Supportive Environment from 83% in 2021 to 88%.	The percentage of positive endorsement on the School Staff Survey factorBuild Resilience and a

			Resilient Supportive Environment at 88%
		By 2027, increase the percentage of students with 90% attendance, from 54% in 2022 to 70%.	At least 85% of our students to achieve an attendance rate of 90% or higher.

Goal 1	Improve student learning growth in Literacy, Numeracy and Technology
12-month target 1.1	The percentage of Years 1 to 6 students achieving 12 months growth against the Victorian Curriculum in a school year for: Reading and Viewing 82% Writing 82% Number and Algebra 83%
12-month target 1.2	The percentage of students achieving NAPLAN level Exceeding or Strong Year 3 Reading 85% Writing 88% Spelling 78% Numeracy 73% Year 5 Reading 90% Writing 85% Spelling 74% Numeracy 81% By 2026, reduce the number of 'needs additional support' students to zero in all areas. Year 3 Reading (0 students in 2024) Year 3 Numeracy (1 student in 2024) Year 5 Reading (1 student in 2024) Year 5 Numeracy (1 student in 2024)

12-month target 1.3	Maintain the percentage of positive endorsement for School Staff Survey factors: Understand Formative Assessment at 92% Use Evidence to Inform Teaching at 92%
12-month target 1.4	The percentage of positive endorsement for the Attitudes to School Survey (AToSS) factors: Stimulated Learning at 91% Differentiated Learning at 94%
12-month target 1.5	Percentage of years Prep-6 students achieving at or above level in teacher judgement for Digital Technologies at 70%
Key Improvement Strategies	
	Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Embed whole school instructional approach for teaching of Mathematics No
KIS 1.b Assessment	Develop teacher capacity to effectively use assessment to inform planning to differentiate student learning Yes
KIS 1.c Leadership	Undertake school organisation re-design to maximise learning outcomes No
KIS 1.d Teaching and learning	Embed whole school approach to plan, teach and assess technology 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>In 2025, we are excited to introduce Spelling Mastery to our Year 3 to 6 students. This program is designed to complement and enhance our current literacy initiatives, providing focused support to strengthen students' spelling skills. We believe Spelling Mastery will play a key role in reinforcing overall literacy development and building a solid foundation for continued success in reading and writing.</p> <p>In 2024 the Numeracy Leaders have dedicated significant effort to deepening their understanding of Essential Assessment, aiming to leverage this tool to its fullest potential. This important work will remain a central focus as we progress into 2025. Additionally, we will emphasise strengthening our approach to worded problems in</p>

	numeracy. Staff will engage in further professional development to enhance their understanding and application of effective strategies, ensuring that students are well-prepared to approach these problems with confidence and skill.	
Goal 2	Improve student wellbeing outcomes	
12-month target 2.1	<p>The percentage of positive endorsement for the Attitudes to School Survey factors:</p> <p>Student levels of Perseverance 87% Emotional Awareness and Regulation at 79% Sense of Confidence at 88% Motivation and Interest at 87%</p>	
12-month target 2.2	The percentage of positive endorsement on the Parent Opinion Survey for General Satisfaction with the School at 90%	
12-month target 2.3	The percentage of positive endorsement on the School Staff Survey factor Build Resilience and a Resilient Supportive Environment at 88%	
12-month target 2.4	At least 85% of our students to achieve an attendance rate of 90% or higher.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Continue to develop student resilience through embedding of whole school practices	No
KIS 2.b Teaching and learning	Build school processes and practices to maximise inclusion and respect for diversity	No
KIS 2.c	Improve staff capacity to cater for individual student needs	Yes

Teaching and learning		
KIS 2.d Engagement	Embed whole school processes to maximise attendance	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>The school has developed sound practices in student engagement and leadership, recognising the importance of resilience and committing to further strengthen and integrate this quality. With shifting school demographics, there is an increased focus on promoting inclusion and diversity, which involves enhancing staff awareness and understanding to better support the needs of both students and the broader community. Adjustments associated with the Disability and Inclusion model will require substantial professional learning and capacity building to meet these evolving expectations.</p> <p>Additionally, maintaining a strong emphasis on the positive impact of regular school attendance remains a key priority.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	Improve student learning growth in Literacy, Numeracy and Technology
12-month target 1.1	The percentage of Years 1 to 6 students achieving 12 months growth against the Victorian Curriculum in a school year for: Reading and Viewing 82% Writing 82% Number and Algebra 83%
12-month target 1.2	The percentage of students achieving NAPLAN level Exceeding or Strong Year 3 Reading 85% Writing 88% Spelling 78% Numeracy 73% Year 5 Reading 90% Writing 85% Spelling 74% Numeracy 81% By 2026, reduce the number of 'needs additional support' students to zero in all areas. Year 3 Reading (0 students in 2024) Year 3 Numeracy (1 student in 2024) Year 5 Reading (1 student in 2024) Year 5 Numeracy (1 student in 2024)
12-month target 1.3	Maintain the percentage of positive endorsement for School Staff Survey factors: Understand Formative Assessment at 92% Use Evidence to Inform Teaching at 92%
12-month target 1.4	The percentage of positive endorsement for the Attitudes to School Survey (AToSS) factors: Stimulated Learning at 91% Differentiated Learning at 94%

12-month target 1.5	Percentage of years Prep-6 students achieving at or above level in teacher judgement for Digital Technologies at 70%
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teacher capacity to effectively use assessment to inform planning to differentiate student learning
Actions	Build and enhance staff understanding of Spelling Mastery, and capacity to deliver a consistent, high-quality, evidence-based spelling program. Deepening staff understanding of Essential Assessments, aiming to leverage this tool to its fullest potential. Strengthen students' problem-solving skills to solve worded problems in numeracy.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Improve confidence and competence as spellers • be able to independently access Essential Assessment in Numeracy • at each year level will be able to explain/demonstrate their strategies to solve worded problems in Numeracy <p>Teachers will:</p> <ul style="list-style-type: none"> • gain a high level of understanding of the Spelling Mastery and Essential Assessments • have actively participated in professional learning forums • provide students with the opportunity to learn at their level using Spelling Mastery and Essential Assessment resources <p>Leaders will:</p> <ul style="list-style-type: none"> • facilitate professional learning for staff- Spelling Mastery and Essential Assessments • engage in reflective practice, evaluate and assist with planning, assessments and lessons • support teaching staff to build assessment and differentiation practices through professional learning • liaise with teachers and meet regularly to track learning growth of students in Spelling and Numeracy
Success Indicators	<p>Student feedback on differentiation and individual learning growth using Spelling Mastery and Essential Assessments</p> <p>Teachers' formative assessment data and summative judgements against the curriculum</p> <p>Teachers' records and observations of student progress in Spelling Numeracy</p>

	Classroom observations and learning walks demonstrating use of strategies from professional learning Coaching notes Semester 2 teacher judgements			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Research best practices in teaching spelling to enhance teaching strategies and student learning outcomes.</p> <p>Leaders to visit an expert school to observe and learn from their success.</p> <p>A school closure day scheduled to provide dedicated time for staff training and collaboration. During this day, staff will also practice effective teaching gestures and techniques on Spelling Mastery program.</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$800.00 <input checked="" type="checkbox"/> Other funding will be used
<p>All students in Grades 2-5 will undergo pre-assessments. Spelling Mastery books to be ordered to support both teaching and student learning resources.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$900.00 <input checked="" type="checkbox"/> Other funding will be used
<p>Careful timetabling to ensure that the implementation of the Spelling Mastery program is effective. This will involve scheduling classes strategically to accommodate the program across various grade levels.</p> <p>Secure staff who are trained and capable of delivering the program at different levels, ensuring that all students receive the appropriate level of instruction.</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
<p>Instructional coaching to provide feedback to teachers to ensure the consistency, continuous improvement and the effective delivery of the Spelling Mastery program.</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$32,000.00

	<input checked="" type="checkbox"/> School leadership team		to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Ongoing Spelling Mastery professional learning opportunities for staff, developed and delivered by school leaders to support continuous growth and development.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Utilise Essential Assessment data to guide a school-wide audit of Curriculum 2.0 outcomes, with a focus on assessing and enhancing numeracy outcomes.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Update Teaching and Learning Folder with new documents: Effective Word-Problem Instruction Instructional Model and Lesson Structure Connections Spelling Mastery English Unit Lesson Structure Syllabication Scope and Sequence documents for Literacy Numeracy Assessment Schedule Basic Facts	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$800.00 <input checked="" type="checkbox"/> Other funding will be used
Align Essential Assessment data with the Shaping Minds goals using assessment data to guide instruction, set targeted learning objectives, and monitor whole school progress in Number.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
The integration of My Numeracy as a tool for measuring and supporting goal setting across the school to foster a consistent and data-driven approach to improving student numeracy outcomes.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input checked="" type="checkbox"/> Other funding will be used
To effectively integrate Essential Assessment data into the PLC (Professional Learning Community) cycle to use data to inform teaching practices, monitor progress, and set measurable learning targets.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Provide whole school professional learning on effective word problem instruction through a) attack strategies and b) schema instruction.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 2	Improve student wellbeing outcomes			
12-month target 2.1	The percentage of positive endorsement for the Attitudes to School Survey factors: Student levels of Perseverance 87% Emotional Awareness and Regulation at 79% Sense of Confidence at 88% Motivation and Interest at 87%			
12-month target 2.2	The percentage of positive endorsement on the Parent Opinion Survey for General Satisfaction with the School at 90%			
12-month target 2.3	The percentage of positive endorsement on the School Staff Survey factor Build Resilience and a Resilient Supportive Environment at 88%			
12-month target 2.4	At least 85% of our students to achieve an attendance rate of 90% or higher.			
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and	Improve staff capacity to cater for individual student needs			

senior secondary pathways, incorporating extra-curricula programs	
Actions	<p>To enhance our whole-school professional learning plan focused on strengthening a school-wide approach to student well-being and positive mental health.</p> <p>To build staff capacity to manage emotional/physical and social well-being of students.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • have strong relationships with peers/staff • articulate their emotions and explain how they are feeling through a shared language • demonstrate their resilience both inside and outside of the classroom • be clear on behavioural expectations and consequences • use positive coping strategies to bounce back from setbacks • be motivated and engage when learning is challenging • at-risk will be identified and receive targeted support in a timely manner <p>Teachers will:</p> <ul style="list-style-type: none"> • provide an inclusive learning environment • plan and implement social and emotional learning with their class • purposely use the learning power language and learning dispositions • implement and model consistent inclusive routines • integrate physical, social, emotional, cultural and civic wellbeing learning into lessons <p>Leaders will:</p> <ul style="list-style-type: none"> • support teaching staff to build knowledge and understanding of inclusive practices through professional readings/learning • share and promote a common understanding of the whole school approach to supporting to physical, social and emotional wellbeing
Success Indicators	<p>Attitudes to School Survey data</p> <p>Youth Resilience Survey data</p> <p>Play support data- issues in the play ground</p> <p>Compass chronicle entries</p> <p>MHWL notes to show evidence of students improved emotional literacy and increasing use of positive coping strategies</p> <p>Student survey data to show evidence of growth in resilience and perseverance</p>

	Student focus groups Parent Surveys Teaching planning documents			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Mental Health and Well-being Leaders (MHWL), provided with professional development for MHWLs, and inform the school community of the school's commitment to prioritising mental health to create a unified understanding of its importance.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Mental Health and Well-being Leaders (MHWLs) share their professional learning with school staff targeting the implementation of recommended practices to enhance student and staff well-being.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Deepen the school's collaboration with Be You and The Resilience Project to strengthen and enrich the school's approach to social and emotional wellbeing, creating a more supportive environment for students and staff.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$32,768.40	\$6,000.00	\$26,768.40
Disability Inclusion Tier 2 Funding	\$140,889.57	\$0.00	\$140,889.57
Schools Mental Health Fund and Menu	\$34,957.24	\$34,000.00	\$957.24
Total	\$208,615.21	\$40,000.00	\$168,615.21

Activities and milestones – Total Budget

Activities and milestones	Budget
Mental Health and Well-being Leaders (MHWL), provided with professional development for MHWLs, and inform the school community of the school's commitment to prioritising mental health to create a unified understanding of its importance.	\$1,000.00
Mental Health and Well-being Leaders (MHWLs) share their professional learning with school staff targeting the implementation of recommended practices to enhance student and staff well-being.	\$5,000.00
Deepen the school's collaboration with Be You and The Resilience Project to strengthen and enrich the school's approach to social and emotional wellbeing, creating a more supportive environment for students and staff.	\$10,000.00

Totals	\$16,000.00
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Mental Health and Well-being Leaders (MHWL), provided with professional development for MHWLs, and inform the school community of the school's commitment to prioritising mental health to create a unified understanding of its importance.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Mental Health and Well-being Leaders (MHWLs) share their professional learning with school staff targeting the implementation of recommended practices to enhance student and staff well-being.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$6,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Deepen the school's collaboration with Be You and The Resilience Project to strengthen and enrich the school's approach to social and emotional wellbeing, creating a more supportive environment for students and staff.	from: Term 1 to: Term 4	\$10,000.00	✓ The Resilience Project
Totals		\$10,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Child and Family Therapist	\$25,000.00
Totals	\$25,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Child and Family Therapist	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Child and Family Therapist	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Child and Family Therapist	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Totals		\$24,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Research best practices in teaching spelling to enhance teaching strategies and student learning outcomes.</p> <p>Leaders to visit an expert school to observe and learn from their success.</p> <p>A school closure day scheduled to provide dedicated time for staff training and collaboration. During this day, staff will also practice effective teaching gestures and techniques on Spelling Mastery program.</p>	<ul style="list-style-type: none"> ✓ Learning specialist(s) ✓ Literacy leader ✓ School leadership team 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Collaborative inquiry/action research team ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning specialist ✓ Literacy leaders 	<ul style="list-style-type: none"> ✓ On-site
<p>Instructional coaching to provide feedback to teachers to ensure the consistency, continuous improvement and the effective delivery of the Spelling Mastery program.</p>	<ul style="list-style-type: none"> ✓ Learning specialist(s) ✓ Literacy leader ✓ School leadership team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ Timetabled planning day ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Learning specialist ✓ Literacy leaders ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site

Ongoing Spelling Mastery professional learning opportunities for staff, developed and delivered by school leaders to support continuous growth and development.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Provide whole school professional learning on effective word problem instruction through a) attack strategies and b) schema instruction.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Mental Health and Well-being Leaders (MHWLs) share their professional learning with school staff targeting the implementation of recommended practices to enhance student and staff well-being.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Student Support Services MHWL	<input checked="" type="checkbox"/> On-site
Deepen the school's collaboration with Be You and The Resilience Project to strengthen and enrich the school's approach to	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

social and emotional wellbeing, creating a more supportive environment for students and staff.	wellbeing leader <input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	The Resilience Project partners and Be You partners	
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