2025 Annual Implementation Plan

for improving student outcomes

Truganina P-9 College (5501)

Submitted for review by Amanda Williams (School Principal) on 14 March, 2025 at 12:39 PM
Endorsed by Sandra Eglezos (Senior Education Improvement Leader) on 05 May, 2025 at 12:01 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding

	FISO 2.0 outcomes	Self-evaluation level
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	

	FISO 2.0 Dimensions	Self-evaluation level
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	

Future planning	Learn
	In 2025, learning experiences will be differentiated to meet diverse needs, ensuring engagement and appropriate challenge for all.
	-Proficiency scales will be used to measure growth, setting clear goals and providing actionable feedback.
	-Continued focus on professional development will enhance instructional strategies and assessment methods.
	-Collaboration and resource-sharing will support ongoing refinement of practices through data analysis.
	- Teachers are to gain an understanding of the developmental zones of multiplicative thinking, and the increasingly sophisticated skills/knowledge that are present at each stage of development as well as the evidence-based targeted teaching strategies.
	- Learning Specialists will be further utilised in 2025 to build teacher capacity through coaching. More time will be dedicated for this.
	- Teaching and learning sequences and assessment will be adapted from 2024 to suit the needs of the students for the cohort in 2025 and align with the Victorian Curriculum 2.0 and essential learnings. Differentiated lessons will be collaboratively planned to support all students' needs.
	Wellbeing
	Refinement and expansion of minor/major behaviour processes beyond the year 8-9 minischool and Continued refinement of data monitoring processes to support use of behaviour data to design targeted interventions for groups of students.
	Inclusion of student feedback in the refinement of processes and interventions
	Expand and fully implement the new IEP process and templates as a replacement for previous plans and processes for student goal-setting and tiered supports.
	Enhance classroom calm spaces with resources for self-regulation, based on student feedback.
	Integrate into routines and language to build self-awareness and emotional management in the classroom
	Provide ongoing training on high-impact strategies like UPR and structured brain breaks.
	Work with wellbeing staff to monitor and refine approaches, ensuring consistent support for all students.
	-Small group Intervention e.g. small group instructions, social skill programs.
	- Pair the student in need with a peer mentor to build a trusted relationship and improved engagement at school.
	- Regular professional development and training sessions to equip teachers with strategies to support the identified vulnerable students.
	- Ensuring early identification of students needing additional support.
	- Peer observation and regular teacher conferences/meetings to share strategies.
	- Implement programs that focus on Teachers' wellbeing.

	- Student empowerment programs to promote student voice. - Invest in learning support staff to provide one on one intervention to vulnerable students. Addressing each student needs Engaging more with the families Building a safe environment for the students- embedding lessons on resilience, social and emotional skills
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the learning achievement and growth of every student	Yes	By 2028, increase the 2024 percentage of students achieving NAPLAN exceeding or strong proficiency: ● Year 3 reading from 66% to 80% ● Year 3 writing from 79% to 83% ● Year 3 numeracy from 63% to 80% ● Year 5 reading from 74% to 80% ● Year 5 writing from 81% to 85% ● Year 5 numeracy from 65% to 80% ● Year 7 reading from 72% to 76% ● Year 7 writing from 73% to 77% ● Year 7 numeracy from 68% to 72% ● Year 9 reading from 59% to 70% ● Year 9 writing from 56% to 60% ● Year 9 numeracy from 56% to 70% ● Year 7 equity funded reading from 52% to 60% ● Year 9 equity funded reading from 36% to 42%	In 2025, we will increase the percentage of students achieving NAPLAN exceeding or strong proficiency:Year 3 reading from 66% to 69%Year 3 writing from 79% to 80%Year 3 numeracy from 63% to 69%Year 5 reading from 74% to 76%Year 5 writing from 81% to 82%Year 5 numeracy from 65% to 68%Year 7 reading from 72% to 73%Year 7 writing from 73% to 74%Year 7 numeracy from 68% to 69%Year 9 reading from 59% to 61%Year 9 writing from 56% to 57%Year 9 numeracy from 56% to 58% Year 7 equity funded reading from 52% to 54%Year 9 equity funded reading from 36% to 38%By 2026, reduce the number of NAS students in reading compared to the number of NAS students in 2024.- Years 3-5: less than or equal to 12 % (20 students) - Years 5-7: less than or equal to < 9% (17 students)- Years 7-9: less than or equal to < 7% (11

			students)By 2026, reduce the number of NAS students in numeracy compared to the number of NAS students in 2024.- Years 3-5: less than or equal to 26 students (16%)- Years 5-7: less than or equal to 16 students (8%)- Years 7-9: less than or equal to 14 students (9%)
		Placeholder target (TBC when 2025 data is available) By 2028 increase the 2025 percentage of students achieving at or above NAPLAN benchmark growth: ● Year 5 reading from xx% to xx% ● Year 5 numeracy from xx% to xx% ● Year 7 reading from xx% to xx% ● Year 7 numeracy from xx% to xx% ● Year 9 reading from xx% to xx% ● Year 9 numeracy from xx% to xx%	Due to not having NAPLAN benchmark growth data until late 2025, we will set targets in 2026.
		By 2028 increase the percentage of students achieving at or above expected Teacher Judgement Growth - Time Series: ● Years 1 to 6 reading and viewing from 87% (2023) to 91% ● Years 1 to 6 writing from 89% (2023) to 91% ● Years 1 to 6 mathematics from xx% (2025) to xx% (TBC when Maths 2.0 data available) ● Years 7 to 9 reading and viewing from 76% (2023) to 80% ● Years 7 to 9 writing from 81% (2023) to 85% ● Years 7 to 9 mathematics from xx% (2025) to xx% (TBC when Maths 2.0 data available)	In 2025 increase the percentage of students achieving at or above expected Teacher Judgement Growth.Reading and ViewingYear 1 - 88%Year 2 - 88%Year 3 - 88%Year 4 - 88%Year 5 - 88%Year 6 - 88%Year 7 - 77%Year 8 - 77%Year 9 - 77%WritingYear 1 - 90%Year 2 - 90%Year 3 - 90%Year 4 - 90%Year 5 - 90%Year 6 - 90%Year 7 - 82%Year 8 - 82%Year 9 - 82%As Mathematic 2.0 is shifting to 1 progression point instead of 3. We will set targets in 2026.

		By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): ● Collective efficacy from 57% to 61% ● Teacher collaboration from 57% to 61% ● Staff trust in colleagues from 61% to 65%	In 2025 we will increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):Collective efficacy from 57% to 58%Teacher collaboration from 57% to 58%Staff trust in colleagues from 61% to 62%
Improve the wellbeing of every student	Yes	By 2028, increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS): ● Years 4 to 6 Managing bullying from 75% to 80% ● Years 4 to 6 School connectedness from 81% to 85% ● Years 4 to 6 Stimulated learning from 88% to 92% ● Years 4 to 6 Student voice and agency from 75% to 79% ● Years 7 to 9 Managing bullying from 48% to 55% ● Years 7 to 9 School connectedness from 45% to 50% ● Years 7 to 9 Stimulated learning from 64% to 68% ● Years 7 to 9 Student voice and agency from 52% to 56%	In 2025 we will increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS):Years 4 to 6 Managing bullying from 75% to 76%Years 4 to 6 School connectedness from 81% to 82%Years 4 to 6 Stimulated learning from 88% to 89%Years 4 to 6 Student voice and agency from 75% to 76%Years 7 to 9 Managing bullying from 48% to 50%Years 7 to 9 School connectedness from 45% to 47%Years 7 to 9 Stimulated learning from 64% to 65%Years 7 to 9 Student voice and agency from 52% to 53%
		By 2028 increase the 2924 percentage positive endorsement on the School Staff Survey: ● Parent and community involvement from 69% to 73%	In 2025, we will increase the 2024 percentage positive endorsement on the School Staff Survey:Parent and community involvement from 69% to 70%
		By 2028, increase the 2023 average attendance rate: ● Prep to Year 6 from 88.8% to 93% ● Years 7 to 9 from 86.1% to 90%	In 2025, we will increase the 2023 average attendance rate:Prep to Year 6 from 88.8% to 90%Years 7 to 9 from 86.1% to 87%

Goal 1	Maximise the learning achievement and growth of every student
12-month target 1.1	In 2025, we will increase the percentage of students achieving NAPLAN exceeding or strong proficiency: Year 3 reading from 66% to 69% Year 3 writing from 79% to 80% Year 3 numeracy from 63% to 69% Year 5 reading from 74% to 76% Year 5 writing from 81% to 82% Year 5 numeracy from 65% to 68% Year 7 reading from 72% to 73% Year 7 writing from 73% to 74% Year 7 numeracy from 68% to 69% Year 9 reading from 59% to 61% Year 9 writing from 56% to 57% Year 9 numeracy from 56% to 58% Year 7 equity funded reading from 52% to 54% Year 9 equity funded reading from 36% to 38% By 2026, reduce the number of NAS students in reading compared to the number of NAS students in 2024. - Years 3-5: less than or equal to 12 % (20 students) - Years 5-7: less than or equal to < 9% (17 students) - Years 7-9: less than or equal to < 7% (11 students) By 2026, reduce the number of NAS students in numeracy compared to the number of NAS students in 2024. - Years 3-5: less than or equal to 26 students (16%) - Years 5-7: less than or equal to 16 students (8%) - Years 7-9: less than or equal to 14 students (9%)
12-month target 1.2	Due to not having NAPLAN benchmark growth data until late 2025, we will set targets in 2026.
12-month target 1.3	In 2025 increase the percentage of students achieving at or above expected Teacher Judgement Growth. Reading and Viewing

	Year 1 - 88%
	Year 2 - 88%
	Year 3 - 88%
	Year 4 - 88%
	Year 5 - 88%
	Year 6 - 88%
	Year 7 - 77%
	Year 8 - 77%
	Year 9 - 77%
	Writing
	Year 1 - 90%
	Year 2 - 90%
	Year 3 - 90%
	Year 4 - 90%
	Year 5 - 90%
	Year 6 - 90%
	Year 7 - 82%
	Year 8 - 82%
	Year 9 - 82%
	As Mathematic 2.0 is shifting to 1 progression point instead of 3. We will set targets in 2026.
12-month target 1.4	In 2025 we will increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): Collective efficacy from 57% to 58% Teacher collaboration from 57% to 58% Staff trust in colleagues from 61% to 62%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Strengthen professional learning communities to embed a culture of collaborative curriculum planning that assesses the impact of teaching and adjusts to meet individual student needs	Yes

KIS 1.b Teaching and learning	Strengthen staff capability to utilise data, evaluate the impact on student learning and evidence to drive responsive teaching	No
KIS 1.c Teaching and learning	Build staff and student capability to activate students' agency in learning	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As a result of the panel feedback from School Review, outcomes for all cohorts of students, particularly disadvantaged students, were not equitable however, and the panel agreed that a continuing focus on building high quality instructional practices and activating student agency in learning would further improve outcomes for all students. Victorian Curriculum 2.0 is also mandated to be implemented in 2025.	
Goal 2	**Improve the wellbeing of every student**	
12-month target 2.1	In 2025 we will increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS): Years 4 to 6 Managing bullying from 75% to 76% Years 4 to 6 School connectedness from 81% to 82% Years 4 to 6 Stimulated learning from 88% to 89% Years 4 to 6 Student voice and agency from 75% to 76% Years 7 to 9 Managing bullying from 48% to 50% Years 7 to 9 School connectedness from 45% to 47% Years 7 to 9 Stimulated learning from 64% to 65% Years 7 to 9 Student voice and agency from 52% to 53%	
12-month target 2.2	In 2025, we will increase the 2024 percentage positive endorsement on the School Staff Survey: Parent and community involvement from 69% to 70%	
12-month target 2.3	In 2025, we will increase the 2023 average attendance rate:	

	Prep to Year 6 from 88.8% to 90% Years 7 to 9 from 86.1% to 87%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Embed whole-school multi-tiered approaches to wellbeing and inclusion	Yes
KIS 2.b Teaching and learning	Refine and enhance the processes to support mental health, wellbeing and connectedness to school	No
KIS 2.c Leadership	Strengthen connections with parents, carers and community	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	As a result of the panel feedback from School Review, strengthening family and community connection to consistently implement positive behaviour approaches and multi-tiered systems of support be a priority. Positive Classroom Management Strategies is also a priority from the Department.	

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning achievement and growth of every student
12-month target 1.1	In 2025, we will increase the percentage of students achieving NAPLAN exceeding or strong proficiency: Year 3 reading from 66% to 69% Year 3 writing from 79% to 80% Year 3 numeracy from 63% to 69% Year 5 reading from 74% to 76% Year 5 writing from 81% to 82% Year 5 numeracy from 65% to 68% Year 7 reading from 72% to 73% Year 7 writing from 73% to 74% Year 7 numeracy from 68% to 69% Year 9 reading from 59% to 61% Year 9 writing from 56% to 57% Year 9 numeracy from 56% to 58% Year 7 equity funded reading from 52% to 54% Year 9 equity funded reading from 36% to 38% By 2026, reduce the number of NAS students in reading compared to the number of NAS students in 2024. - Years 3-5: less than or equal to 12 % (20 students) - Years 5-7: less than or equal to < 9% (17 students) - Years 7-9: less than or equal to < 7% (11 students) By 2026, reduce the number of NAS students in numeracy compared to the number of NAS students in 2024. - Years 3-5: less than or equal to 26 students (16%) - Years 5-7: less than or equal to 16 students (8%) - Years 7-9: less than or equal to 14 students (9%)
12-month target 1.2	Due to not having NAPLAN benchmark growth data until late 2025, we will set targets in 2026.

12-month target 1.3	In 2025 increase the percentage of students achieving at or above expected Teacher Judgement Growth.
	Reading and Viewing
	Year 1 - 88%
	Year 2 - 88%
	Year 3 - 88%
	Year 4 - 88%
	Year 5 - 88%
	Year 6 - 88%
	Year 7 - 77%
	Year 8 - 77%
	Year 9 - 77%
	Writing
	Year 1 - 90%
	Year 2 - 90%
	Year 3 - 90%
	Year 4 - 90%
	Year 5 - 90%
	Year 6 - 90%
	Year 7 - 82%
	Year 8 - 82%
	Year 9 - 82%
	As Mathematic 2.0 is shifting to 1 progression point instead of 3. We will set targets in 2026.
12-month target 1.4	In 2025 we will increase the 2024 percentage positive endorsement on the School Staff Survey (SSS):
	Collective efficacy from 57% to 58%
	Teacher collaboration from 57% to 58%
	Staff trust in colleagues from 61% to 62%
KIS 1.a The strategic direction and deployment of resources to	Strengthen professional learning communities to embed a culture of collaborative curriculum planning that assesses the impact of teaching and adjusts to meet individual student needs

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Build PLC capacity in collaborative curriculum planning to meet individual student learning needs. Establish a whole school approach to the elements of learning from the VTLM 2.0. Review and refine the daily explicit teaching of phonics and phonemic awareness using a systematic synthetic phonics approach.
Outcomes	Students can articulate their current learning and explain their next steps Students can articulate new knowledge and understanding and know how to apply learning effectively. Staff will meet in PLCs to engage in reflective practice, evaluate and plan curriculum, assessments, lessons and student voice Staff will embed the elements of learning in their planning. Staff will adjust their small group instruction practice to refine their explicit teaching of phonics and phonemic awareness. Leaders will engage in and deliver differentiated professional learning to model norms and protocols that support collaboration and strengthen teaching practice Leaders will engage in and deliver explicit professional learning on the elements of learning with the VTLM 2.0. Leaders will coach staff to refine their daily explicit teaching of phonics and phonemic awareness.
Success Indicators	Early indicators: Student work samples Curriculum documentation will show plans for differentiation, small group instruction and identifiable elements of learning Use of yearly, termly overviews and essential learnings and developing scope and sequences Late Indicators Increase in School Staff Survey targets: Collective efficacy, teacher collaboration and staff trust in colleagues Teacher Judgement and Equity fund target growth

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
AM 1 Build teachers' capacity to plan collaboratively in PLCs to create a GVC that all students can access.	☐ Assistant principal ☐ Learning specialist(s) ☐ PLC leaders ☐ Principal ☐ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$548,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Other funding will be used
AM 2 Develop a consistent understanding of the elements of learning from the VTLM 2.0.	☐ Leadership team ☐ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
AM 3 Teachers will engage in coaching to embed small group instruction in their practice.	☐ Learning specialist(s) ☐ Literacy leader ☐ Literacy support ☐ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff and student capability to activate students' agency in learning			

Actions	Establish a shared understanding of the components of student voice, agency and leadership in learning.
Outcomes	Students will actively participate in conversations and decisions about their education. Staff will have a consistent understanding of voice, agency and leadership in learning (and will document in curriculum planning) Leaders will actively look for, share and celebrate examples and outcomes of student voice, agency and leadership.
Success Indicators	Early Indicators: Curriculum planning documentation – unit reflection, planning for voice, agency and leadership opportunities Positive Chronicles for learning; meeting learning goals; resilience, responsibility Late Indicators: AtoSS •　　　Student Voice and Agency •　　　Stimulated learning •　　　School connectedness Staff Opinion Survey •　　　Students in this school want to learn….

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
AM 4 Establish an understanding of the difference of Student Agency and Voice through professional learning and embedding in collaborative planners.	☐ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 2	Improve the wellbeing of every student
12-month target 2.1	In 2025 we will increase the 2024 percentage positive endorsement on the student Attitudes to School Survey (AtoSS): Years 4 to 6 Managing bullying from 75% to 76% Years 4 to 6 School connectedness from 81% to 82% Years 4 to 6 Stimulated learning from 88% to 89% Years 4 to 6 Student voice and agency from 75% to 76%

	Years 7 to 9 Managing bullying from 48% to 50% Years 7 to 9 School connectedness from 45% to 47% Years 7 to 9 Stimulated learning from 64% to 65% Years 7 to 9 Student voice and agency from 52% to 53%
12-month target 2.2	In 2025, we will increase the 2024 percentage positive endorsement on the School Staff Survey: Parent and community involvement from 69% to 70%
12-month target 2.3	In 2025, we will increase the 2023 average attendance rate: Prep to Year 6 from 88.8% to 90% Years 7 to 9 from 86.1% to 87%
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed whole-school multi-tiered approaches to wellbeing and inclusion
Actions	Establish a whole school tier one approach to wellbeing and inclusion using the Positive Classroom Managament Strategies.
Outcomes	Students will feel supported and engaged in the classroom and contribute to a strong classroom culture that enables PCMS. Students will have strong relationships with peers/staff Staff will employ Positive Classroom Management Strategies Staff will implement and model consistent routines across the college Leaders will model, coach and support the implementation of PCMS Leaders will communicate high expectations about PCMS The school community will share a common understanding of the whole school approach to PCMS

Success Indicators	AtoSS - School Connectedness, Student Voice, Teacher connectedness Positive Chronicles Learning Walks Surveys Coaching documents Collection of data around major/minor behaviours and looking for trends				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
AM 5 Embed Tier 1 approaches across the college (PCMS, Resilience Project, RRRR)	☐ Assistant principal ☐ Learning specialist(s) ☐ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 2	$645,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
AM 6 Collect and analyse data in order to embed multi-tiered approaches to student wellbeing and inclusion.	☐ Assistant principal ☐ Learning specialist(s) ☐ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$645,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2

					Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
AM 7 Develop a student led policy that responds to and creates preventative actions and processes to combat discrimination such as racism.	☐ Education support ☐ Leadership team ☐ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	

KIS 2.c 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	Strengthen connections with parents, carers and community
Actions	To showcase our students learning and wellbeing to strengthen connections with community.
Outcomes	Students will encourage their families to connect with our college. Staff will develop positive connections with the community. Leaders will create a sustainable community engagement program that routinely promotes student achievement. Leaders will ensure that policies, programs and practices are developed and implemented to build mutual respect and trust between the college and community.
Success Indicators	Early indicators: Positive chronicles

	Positive phone calls through entries on Compass Attendance at events Late indicator: Staff opinion survey - Parent and community involvement				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**	
AM 8 Promote positive community engagement through events, website, newsletter, forums, etc.	☐ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	
AM 9 Implement African Cultural Competency Resources supplied through the Victorian African Community Action Plan	☐ Education support ☐ Leadership team	☐ PLP Priority	from: Term 2 to: 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	$1,235,386.82	$1,236,000.00	-$613.18
Disability Inclusion Tier 2 Funding	$407,185.76	$408,000.00	-$814.24
Schools Mental Health Fund and Menu	$193,162.30	$194,000.00	-$837.70
Total	**$1,835,734.88**	**$1,838,000.00**	**-$2,265.12**

Activities and milestones – Total Budget

Activities and milestones	Budget
AM 1 Build teachers' capacity to plan collaboratively in PLCs to create a GVC that all students can access.	$548,000.00
AM 5 Embed Tier 1 approaches across the college (PCMS, Resilience Project, RRRR)	$645,000.00
AM 6 Collect and analyse data in order to embed multi-tiered approaches to student wellbeing and inclusion.	$645,000.00
Totals	**$1,838,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
AM 1 Build teachers' capacity to plan collaboratively in PLCs to	from: Term 1	$412,000.00	☐ School-based staffing

create a GVC that all students can access.	to: Term 4		☐ Teaching and learning programs and resources ☐ Professional development (excluding CRT costs and new FTE) ☐ CRT ☐ Support services
AM 5 Embed Tier 1 approaches across the college (PCMS, Resilience Project, RRRR)	from: Term 1 to: Term 2	$412,000.00	☐ School-based staffing ☐ Teaching and learning programs and resources ☐ CRT ☐ Support services
AM 6 Collect and analyse data in order to embed multi-tiered approaches to student wellbeing and inclusion.	from: Term 1 to: Term 4	$412,000.00	☐ School-based staffing ☐ Teaching and learning programs and resources ☐ Professional development (excluding CRT costs and new FTE) ☐ Support services
Totals		$1,236,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
AM 1 Build teachers' capacity to plan collaboratively in PLCs to create a GVC that all students can access.	from: Term 1 to: Term 4	$136,000.00	☐ Education workforces and/or assigning existing school staff to inclusive education duties ● Education support staff ☐ Other workforces to support students with disability

			● Speech pathologists ☐ Equipment, adaptive technology, devices, or materials to support learning ● Sensory resources ● Communication equipment/software ● Literacy aids
AM 5 Embed Tier 1 approaches across the college (PCMS, Resilience Project, RRRR)	from: Term 1 to: Term 2	$136,000.00	☐ Professional learning for school-based staff ● Whole school ☐ Other workforces to support students with disability ● Speech pathologists
AM 6 Collect and analyse data in order to embed multi-tiered approaches to student wellbeing and inclusion.	from: Term 1 to: Term 4	$136,000.00	☐ Education workforces and/or assigning existing school staff to inclusive education duties ● Inclusion leader ☐ Professional learning for school-based staff ● Whole school
Totals		**$408,000.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

AM 5 Embed Tier 1 approaches across the college (PCMS, Resilience Project, RRRR)	from: Term 1 to: Term 2	$97,000.00	☐ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
			
			This activity will use Mental Health Menu staffing
			  o Assign existing staff member to initiative (eduPay)
			  o Build staff capacity (conference, course, seminar)
			  o Employ CRT to release staff member

AM 6 Collect and analyse data in order to embed multi-tiered approaches to student wellbeing and inclusion.	from: Term 1 to: Term 4	$97,000.00	☐ The Resilience Project
			
			This activity will use Mental Health Menu staffing
			  o Build staff capacity (conference, course, seminar)
			  o Employ CRT to release staff member

Totals		$194,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
AM 1 Build teachers' capacity to plan collaboratively in PLCs to create a GVC that all students can access.	☐ Assistant principal ☐ Learning specialist(s) ☐ PLC leaders ☐ Principal ☐ Teacher(s)	from: Term 1 to: Term 4	☐ Planning ☐ Curriculum development ☐ Formalised PLC/PLTs	☐ Formal school meeting / internal professional learning sessions ☐ PLC/PLT meeting	☐ Primary Mathematics and Science specialists ☐ Literacy expertise ☐ Leadership partners ☐ School improvement partnerships ☐ Learning specialist ☐ External consultants Kathy Palmer, Narrisa Leong	☐ On-site
AM 5 Embed Tier 1 approaches across the college (PCMS, Resilience Project, RRRR)	☐ Assistant principal ☐ Learning specialist(s) ☐ SWPBS leader/team	from: Term 1 to: Term 2	☐ Peer observation including feedback and reflection ☐ Formalised PLC/PLTs ☐ Demonstration lessons	☐ Whole school pupil free day ☐ Formal school meeting / internal professional learning sessions ☐ PLC/PLT meeting	☐ Leadership partners ☐ School improvement partnerships ☐ Internal staff ☐ Learning specialist	☐ On-site

| AM 6 Collect and analyse data in order to embed multi-tiered approaches to student wellbeing and inclusion. | ☐ Assistant principal
☐ Learning specialist(s)

☐ SWPBS leader/team | from: Term 1
to: Term 4 | ☐ Design of formative assessments
☐ Collaborative inquiry/action research team

☐ Formalised PLC/PLTs | ☐ Formal school meeting / internal professional learning sessions
☐ PLC/PLT meeting | ☐ Teaching partners
☐ Leadership partners

☐ School improvement partnerships

☐ Learning specialist | ☐ On-site |