2025 Annual Implementation Plan

for improving student outcomes

Pentland Primary School (5369)

Submitted for review by Andrew Harrison (School Principal) on 20 December, 2024 at 01:47 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 19 March, 2025 at 03:45 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise student learning growth in literacy, numeracy and integrated studies.	Yes	NAPLAN Proficiency – To be confirmed By 2027 increase the percentage of students achieving in Strong and exceeding for: • Year 3 reading from 68% (2023) to 72% • Year 5 reading from 78% (2023) to 80% • Year 3 writing from 75% (2023) to 79% • Year 5 writing from 73% (2023) to 77% • Year 3 numeracy from 65% (2023) to 70% • Year 5 numeracy from 78% (2023) to 80%.	Increase the percentage of students achieving in Strong and exceeding for:Year 3 reading from 65% (2024) to 69%Year 5 reading from 74% (2024) to 78.5%Year 3 writing from 78% (2024) to 79%Year 5 writing from 65% (2024) to 74%Year 3 numeracy from 61% (2024) to 66%Year 5 numeracy from 64% (2024) to 78.5%.Reduce the percentage of students in the needs additional support proficiency:Year 3 reading from 11% (2024) to 9%Year 5 reading from 11% (2024) to 9%Year 3 writing from 5% (2024) to 4%Year 5 writing from 6% (2024) to 5%Year 3 numeracy from 6% (2024) to 5%Year 5 numeracy from 8% (2024) to 7%.
		Teacher Judgement By 2027, increase the percentage of students in Foundation to Year 6 achieving at or above age expected level in: • Reading and viewing from 87% (2022) to 90% • Writing from 77% (2022) to 80% • Number and Algebra to at or above 87% (2022).	Increase the percentage of students in Foundation to Year 6 achieving at or above age expected level in:Reading and viewing from 85% (2023) to 88%Writing from 77% (2023) to 78%Maintain Number and Algebra to at or above 87% (2023).

		PAT Achievement Banding – Student Growth Through 2023 to 2027, maintain or increase the percentage of students in Years 3 to 6 that have maintained or moved up by one or more achievement bands: • For PAT-Reading at or above 80% (2021-2022) • For PAT-Maths at or above 90% (2021-2022). By 2027, the percentage of students in Years 3 to 6 achieving a minimum of 12 months growth in science will be at or above 75%.	Maintain or increase the percentage of students in Years 3 to 6 that have maintained or moved up by one or more achievement bands:For PAT-Reading at or above 80% (2021-2022)For PAT-Maths at or above 90% (2021-2022).By 2027, the percentage of students in Years 3 to 6 achieving a minimum of 12 months growth in science will be at or above 75%.
		Student Opinion – Attitude to School Survey (AtoSS) By 2027, increase the percentage of positive endorsement for the AtoSS factors: • Stimulated learning from 61% (2023) to 75% • Differentiated learning challenge from 80% (2023) to 84%.	Increase the percentage of positive endorsement for the AtoSS factors:Stimulated learning from 80% (2024) to 81% (Effective Teaching Practice)Differentiated learning challenge from 83% (2024) to 84%.
		Staff Opinion - School Staff Survey (SSS) By 2027, increase the percentage of positive endorsement for the SSS factors: • Trust in students and parents from 69% (2023) to 74% • Promote student ownership of learning goals from 79% (2023) to 84% • Use High Impact Teaching Strategies from 83% to 88%.	Increase the percentage of positive endorsement for the SSS factors:Trust in students and parents from 76% (2024) to 77% (School Climate)Promote student ownership of learning goals from 65% (2024) to 70% (Teaching & Learning Implementation)Use High Impact Teaching Strategies from 91% to 92%. (Teaching & Learning Implementation)
Strengthen the engagement and wellbeing of all students.	Yes	Student Opinion – Attitude to School Survey (AtoSS) By 2027, increase the percentage of positive endorsement for the AtoSS factors:	Increase the percentage of positive endorsement for the AtoSS factors:Student voice and agency

		• Student voice and agency from 59% (2023) to 68% • Not experiencing racism from 84% (2023) to 88% • Managing bullying from 67% (2023) to 76% • Sense of connectedness from 68% (2023) to 73%.	from 70% (2024) to 71% (Social Engagement)Not experiencing racism from 82% (2024) to 85% Managing bullying from 77% (2024) to 78%Sense of connectedness from 78% (2024) to 79%. (Social Engagement)
		Staff Opinion - School Staff Survey (SSS) By 2027, increase the percentage of positive endorsement for the SSS factors: • Promote student ownership of learning goals from 79% (2023) to 84% • Support growth and learning of whole student from 88% (2023) to 92%.	Increase the percentage of positive endorsement for the SSS factors:Promote student ownership of learning goals from 65% (2024) to 80%Support growth and learning of whole student from 87% (2024) to 89%
		Parent Opinion – Parent Opinion Survey (POS) By 2027, increase the percentage positive endorsement for POS factors: • Parent and community engagement from 62% (2022) to 77% • Student cognitive engagement from 67% (2022) to 79% • Student development from 74% (2022) to 81%.	Increase the percentage positive endorsement for POS factors:Parent and community engagement from 65% (2024) to 70%Student cognitive engagement from 81% (2024) to 82%Student development from 78% (2024) to 81%.
		Student Attendance By 2027, reduce the percentage of Foundation to Year 6 students absent for 20 or more days from 38% (2022) to 22%.	Reduce the percentage of Foundation to Year 6 students absent for 20 or more days from 33% (2023) to 32%.

Goal 1	Maximise student learning growth in literacy, numeracy and integrated studies.
12-month target 1.1	Increase the percentage of students achieving in Strong and exceeding for: Year 3 reading from 65% (2024) to 69% Year 5 reading from 74% (2024) to 78.5% Year 3 writing from 78% (2024) to 79% Year 5 writing from 65% (2024) to 74% Year 3 numeracy from 61% (2024) to 66% Year 5 numeracy from 64% (2024) to 78.5%. Reduce the percentage of students in the needs additional support proficiency: Year 3 reading from 11% (2024) to 9% Year 5 reading from 11% (2024) to 9% Year 3 writing from 5% (2024) to 4% Year 5 writing from 6% (2024) to 5% Year 3 numeracy from 6% (2024) to 5% Year 5 numeracy from 8% (2024) to 7%.
12-month target 1.2	Increase the percentage of students in Foundation to Year 6 achieving at or above age expected level in: Reading and viewing from 85% (2023) to 88% Writing from 77% (2023) to 78% Maintain Number and Algebra to at or above 87% (2023).
12-month target 1.3	Maintain or increase the percentage of students in Years 3 to 6 that have maintained or moved up by one or more achievement bands: For PAT-Reading at or above 80% (2021-2022) For PAT-Maths at or above 90% (2021-2022). By 2027, the percentage of students in Years 3 to 6 achieving a minimum of 12 months growth in science will be at or above 75%.

12-month target 1.4	Increase the percentage of positive endorsement for the AtoSS factors: Stimulated learning from 80% (2024) to 81% (Effective Teaching Practice) Differentiated learning challenge from 83% (2024) to 84%.	
12-month target 1.5	Increase the percentage of positive endorsement for the SSS factors: Trust in students and parents from 76% (2024) to 77% (School Climate) Promote student ownership of learning goals from 65% (2024) to 70% (Teaching & Learning Implementation) Use High Impact Teaching Strategies from 91% to 92%. (Teaching & Learning Implementation)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Streamline, document and embed a schoolwide differentiated curriculum, pedagogical approach and practice.	Yes
KIS 1.b Teaching and learning	Further develop a schoolwide approach to collaborative continuous improvement.	No
KIS 1.c Teaching and learning	Develop and embed systems and processes for teaching and learning in Science, Technology, Engineering, Art and Mathematics (STEAM).	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.	We have a strong belief that focusing on our documentation and consistency within the school will help us achieve better student outcomes. We are going to modify our workshop models to better align with the Victorian Curriculum 2.0, The Big 6, and Phonics. We are going to continue our focus and investment toward STEAM, continuing on from a positive start to the program in 2024.	
Goal 2	Strengthen the engagement and wellbeing of all students.	

12-month target 2.1	Increase the percentage of positive endorsement for the AtoSS factors: Student voice and agency from 70% (2024) to 71% (Social Engagement) Not experiencing racism from 82% (2024) to 85% Managing bullying from 77% (2024) to 78% Sense of connectedness from 78% (2024) to 79%. (Social Engagement)	
12-month target 2.2	Increase the percentage of positive endorsement for the SSS factors: Promote student ownership of learning goals from 65% (2024) to 80% Support growth and learning of whole student from 87% (2024) to 89%	
12-month target 2.3	Increase the percentage positive endorsement for POS factors: Parent and community engagement from 65% (2024) to 70% Student cognitive engagement from 81% (2024) to 82% Student development from 78% (2024) to 81%.	
12-month target 2.4	Reduce the percentage of Foundation to Year 6 students absent for 20 or more days from 33% (2023) to 32%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Develop and embed systems and processes to activate student voice and agency.	No
KIS 2.b Teaching and learning	Develop and embed multi-tiered systems of support to enhance student learning and wellbeing.	Yes
KIS 2.c Teaching and learning	Strengthen home and school partnerships to improve student learning and wellbeing.	No
KIS 2.d Assessment	Develop, document and embed a schoolwide approach to wellbeing including the SWPBS framework.	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.	We are beginning our journey with SWPBS in 2025 through a Student Well-being and Engagement SIT. 'I Can Network' and 'Seasons for Growth' will be implemented in 2025 to maintain and strengthen our current student well-being.

Define actions, outcomes, success indicators and activities

Goal 1	Maximise student learning growth in literacy, numeracy and integrated studies.
12-month target 1.1	Increase the percentage of students achieving in Strong and exceeding for: Year 3 reading from 65% (2024) to 69% Year 5 reading from 74% (2024) to 78.5% Year 3 writing from 78% (2024) to 79% Year 5 writing from 65% (2024) to 74% Year 3 numeracy from 61% (2024) to 66% Year 5 numeracy from 64% (2024) to 78.5%. Reduce the percentage of students in the needs additional support proficiency: Year 3 reading from 11% (2024) to 9% Year 5 reading from 11% (2024) to 9% Year 3 writing from 5% (2024) to 4% Year 5 writing from 6% (2024) to 5% Year 3 numeracy from 6% (2024) to 5% Year 5 numeracy from 8% (2024) to 7%.
12-month target 1.2	Increase the percentage of students in Foundation to Year 6 achieving at or above age expected level in: Reading and viewing from 85% (2023) to 88% Writing from 77% (2023) to 78% Maintain Number and Algebra to at or above 87% (2023).
12-month target 1.3	Maintain or increase the percentage of students in Years 3 to 6 that have maintained or moved up by one or more achievement bands: For PAT-Reading at or above 80% (2021-2022) For PAT-Maths at or above 90% (2021-2022). By 2027, the percentage of students in Years 3 to 6 achieving a minimum of 12 months growth in science will be at or above 75%.

12-month target 1.4	Increase the percentage of positive endorsement for the AtoSS factors: Stimulated learning from 80% (2024) to 81% (Effective Teaching Practice) Differentiated learning challenge from 83% (2024) to 84%.
12-month target 1.5	Increase the percentage of positive endorsement for the SSS factors: Trust in students and parents from 76% (2024) to 77% (School Climate) Promote student ownership of learning goals from 65% (2024) to 70% (Teaching & Learning Implementation) Use High Impact Teaching Strategies from 91% to 92%. (Teaching & Learning Implementation)
KIS 1.a 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	Streamline, document and embed a schoolwide differentiated curriculum, pedagogical approach and practice.
Actions	Teachers and Leaders Will; Continue to run Advanced Maths programs and participate in the Australian Maths competition. Provide in class intervention for students below level. Continue to run the Getting Ready in Numeracy program (GRIN). Continue to use the Koorie funding to support Koorie students in numeracy. Be able to triangulate data sets to inform teacher judgements using SPA. Work collaboratively with colleagues to moderate learning tasks to develop consistent teacher judgements. Analyse student data to reflect and review the impact of their practice on learning outcomes. Apply differentiated pedagogical practices that meet the learning needs of their students informed by data in number. Use three sources of data to diagnose and evaluate progress and achievement in number. Engage in coaching with the numeracy coaches. Improve in confidence and capacity in order to differentiate for all learners. Facilitate greater than 12 months growth for students in intervention programs. Actively engage with our Inclusion Coach, Sharon Cartledge, and Inclusion Coaching program. Focus on Phonics through F-2, including the use of decodable readers.

	Focus on The Big 6 through F-6. Implementation of the Victorian Curriculum 2.0. Ensured staff are following PPS guidelines for the teaching of Mathematics supported by the PPS Numeracy Approach Manual. Professional Development around changes to the PPS Instructional Models for English. Investment in consistent reading documentation in F-6.
Outcomes	Teachers Will; Be able to triangulate data sets to inform teacher judgement using SPA. Work collaboratively with tutors, intervention & extension colleagues to improve student learning for students who are either below or at the required level in numeracy. Analyse student data to reflect and review the impact of their practice on learning outcomes. Apply differentiated pedagogical practices that meet the learning needs of their students informed by data in number. Use three sources of data to diagnose and evaluate progress and achievement in Number. Engage in coaching with the numeracy coaches and inclusion coach. Improve in confidence in explicitly teaching Number, Algebra, Measurement, Geometry, Statistics, and Probability. Improve in confidence in using the four Maths proficiencies of Understanding, Fluency, Problem Solving and Reasoning. Improve in confidence and capacity in order to differentiate for all learners. Facilitate greater than 12 months growth for students in intervention programs. Improve knowledge of Victorian Curriculum 2.0. Improve knowledge and skills of delivering the PPS instructional models in English. Leaders Will; Document structures and processes that in place for effective Professional Learning Team collaboration. Show evidence of building the capacity of teachers to effectively monitor, plan and assess student learning. Provide documentation around the collection, monitoring and analysing whole school data sets to inform future actions. Have conducted professional learning and coaching conversations. Have developed the capacity of middle leaders through the Network and the Victorian Academy of Teaching by regularly informing staff of opportunities available. Have ensured that the allocation of financial and human resources have supported KIS of 2024 AIP. Track and monitor progress of KIS each term.
Success Indicators	Improved Naplan Results PAT Results (Reading, Maths, Science) Teacher Judgements

	Data in SPA (Essential Assessment, F&P, Cold Write, Magic Words, MOI) Teachers using SPA in planning and PLCs to make informed instructional decisions Essential Assessment Results Observations and data recorded by Sharon Cartledge, Inclusion Coach. Elastik Formative Assessment practices embedded in each classroom.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ ES staff to provide additional support for students who meet the criteria.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$141,292.00 ☑ Disability Inclusion Tier 2 Funding will be used
Provide all text books and materials students need for their learning.	☑ Administration team ☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$70,996.16 ☑ Equity funding will be used
Employ a psychologist at a time fraction of 0.2	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$42,500.00
Employ a literacy consultant.	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used

Employ Staff to provide intervention and extension program.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$116,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Implement Tutor Program	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$95,000.00 ☑ Other funding will be used

KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed systems and processes for teaching and learning in Science, Technology, Engineering, Art and Mathematics (STEAM).
Actions	Prioritise funding within the school SRP and appoint appropriate staff. Develop and implement an Foundation to Year 6 STEAM program. STEAM to be maintained as a Specialist program at Pentland Primary School. Review current resources and infrastructure in order to support the implementation to STEAM. Luke Egan to be supported by Daniel Romeo to implement STEAM at Pentland. Luke Egan to engage in a range of STEAM related professional learning.
Outcomes	STEAM Program fully implemented. Resources purchased and actively used by students and staff. Staff Professional Learning provided by Luke Egan. Students actively engaged in STEAM activities. Teachers will support the implementation of STEAM program.

Success Indicators	STEAM Program fully implemented. Students actively engaged in STEAM activities. Improved student engagement data with the ATOS survey platform. Improved teacher judgements within STEAM. Staff knowledge and capacity enhanced in relation to the teaching of STEAM. Documented STEAM program produced. Improved PAT Science data.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Continue to provide appropriate professional learning during professional learning meetings.	☑ Assistant principal ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Other funding will be used
Maintain budget to continue implementation and resource STEAM Program.	☑ Assistant principal ☑ STEM coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Other funding will be used
Establish dedicated STEAM classroom.	☑ Assistant principal ☑ STEM coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Other funding will be used

Goal 2	Strengthen the engagement and wellbeing of all students.
12-month target 2.1	Increase the percentage of positive endorsement for the AtoSS factors: Student voice and agency from 70% (2024) to 71% (Social Engagement) Not experiencing racism from 82% (2024) to 85%

	Managing bullying from 77% (2024) to 78% Sense of connectedness from 78% (2024) to 79%. (Social Engagement)
12-month target 2.2	Increase the percentage of positive endorsement for the SSS factors: Promote student ownership of learning goals from 65% (2024) to 80% Support growth and learning of whole student from 87% (2024) to 89%
12-month target 2.3	Increase the percentage positive endorsement for POS factors: Parent and community engagement from 65% (2024) to 70% Student cognitive engagement from 81% (2024) to 82% Student development from 78% (2024) to 81%.
12-month target 2.4	Reduce the percentage of Foundation to Year 6 students absent for 20 or more days from 33% (2023) to 32%.
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed multi-tiered systems of support to enhance student learning and wellbeing.
Actions	Develop the Pentland Primary School model for Student Voice and Agency. Assistant Principals, Brianna Jones, Daniel Romeo and Lyndon Smith lead the implementation of student voice with key staff. Kieran Harman to lead Student Voice and Agency. Sue Collinson to coordinate Koorie tutoring. Koorie tutoring to commence in Term 1, 2025.
Outcomes	Improvement in the Attitudes to school survey data. Improved; positive endorsement in Student Voice and Agency as outlined in the ATOS survey. Improvement in attendance for all students and particularly those at risk. Improved Koorie student academic and attendance data.

Success Indicators	Happy and healthier students. Improvement in the Attitudes to school survey data. Improved positive endorsement of student voice and agency as outlined in the ATOS survey. Improvement in attendance for all students including those at risk. Improved implementation and understanding by teachers and school staff. Data from Sharon Cartledge, Disability and Inclusion Coach. Compass Chronicle data.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to provide appropriate professional learning during professional learning meetings.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Other funding will be used
Continue to implement Koorie tutoring.	☑ Assistant principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$18,000.00 ☑ Other funding will be used
Implement Seasons for Growth Program	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$46,081.17 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2.d	Develop, document and embed a schoolwide approach to wellbeing including the SWPBS framework.

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Actions	Employ a psychologist and speech pathologist at a time fraction of 0.4 each. Continue to develop and refine the Pentland Primary School intervention model for the psychologist and speech pathologist to include working in classrooms with identified children. For the psychologist and speech pathologist to build the capacity of the teachers. Continue to implement the schools mental health strategy. Use the mental health funding to implement the 'I Can' and 'Seasons for Growth' programs for students and professional learning for staff. Continue implementing our whole school focus on the Respectful Relationships program and SWPBS. Continue to develop and refine our own student surveys that will compliment the existing department surveys for grades 4-6 with a focus on mental health and well being. Maintain our breakfast club to 5 days per week. Introducing a healthier canteen, review of menu options (new provider in 2025). Continue the Compass roll out with a strong focus on Chronicles, Pulse, and Documentation. Consultation and staff professional learning within the SWPBS. Staff to continue to be coached by Sharon Cartledge, Disability and Inclusion.
Outcomes	Improvement in the Attitudes to school survey data. Improved school connectedness and safety as outlined in the survey. Improvement in attendance for all students and particularly those at risk. Improved access to services and support through the psychologist and speech pathologist. Increase the number of students who will be seen and supported by the psychologist and speech pathologist. Compass Chronicles, Pulse and Documentation to be improved and fully implemented. Completion of staff professional learning (UPA Course) and creation of behaviour matrix for SWPBS.
Success Indicators	Happy and healthier students. Improvement in the Attitudes to school survey data. Improved school connectedness and safety as outlined in the survey.

	Improvement in attendance for all students including those at risk. Improved access to services and support through the psychologist and speech pathologist. Data from Sharon Cartledge, Disability and Inclusion Coach. UPA training completed and behaviour matrix completed. Compass Chronicle data.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to employ Sharon Cartledge, Disability and Inclusion Coach, shared with 3 other local schools.	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Continue to provide appropriate professional develop during professional learning meetings (UPA).	☑ Assistant principal ☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$16,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Respectful Relationships priorities as a specialist program.	☑ Assistant principal ☑ Respectful relationships implementation team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ 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	$110,996.16	$110,996.16	$0.00
Disability Inclusion Tier 2 Funding	$297,292.33	$297,292.00	$0.33
Schools Mental Health Fund and Menu	$72,081.17	$72,081.17	$0.00
Total	$480,369.66	$480,369.33	$0.33

Activities and milestones – Total Budget

Activities and milestones	Budget
Employ ES staff to provide additional support for students who meet the criteria.	$141,292.00
Provide all text books and materials students need for their learning.	$70,996.16
Employ a literacy consultant.	$40,000.00
Employ Staff to provide intervention and extension program.	$116,000.00
Implement Seasons for Growth Program	$46,081.17
Continue to employ Sharon Cartledge, Disability and Inclusion Coach, shared with 3 other local schools.	$40,000.00
Continue to provide appropriate professional develop during professional learning meetings (UPA).	$16,000.00
Respectful Relationships priorities as a specialist program.	$10,000.00

Totals	$480,369.33

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Provide all text books and materials students need for their learning.	from: Term 1 to: Term 4	$70,996.16	☑ Other Text books and classroom materials students need for their learning.
Employ a literacy consultant.	from: Term 1 to: Term 4	$40,000.00	☑ Professional development (excluding CRT costs and new FTE)
Totals		$110,996.16	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ ES staff to provide additional support for students who meet the criteria.	from: Term 1 to: Term 4	$141,292.00	☑ Other workforces to support students with disability • Other Education Support Staff
Employ Staff to provide intervention and extension program.	from: Term 1	$116,000.00	☑ Teaching and learning programs and resources •

	to: Term 4		
Continue to employ Sharon Cartledge, Disability and Inclusion Coach, shared with 3 other local schools.	from: Term 1 to: Term 4	$40,000.00	☑ Professional learning for school-based staff • Middle school leaders
Totals		$297,292.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Implement Seasons for Growth Program	from: Term 1 to: Term 4	$46,081.17	
Continue to provide appropriate professional develop during professional learning meetings (UPA).	from: Term 1 to: Term 4	$16,000.00	
Respectful Relationships priorities as a specialist program.	from: Term 1 to: Term 4	$10,000.00	
Totals		$72,081.17	

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
Employ a literacy consultant.	☑ Assistant principal ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Internal staff	☑ On-site
Continue to provide appropriate professional learning during professional learning meetings.	☑ Assistant principal ☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ Learning specialist ☑ Literacy leaders	☑ On-site
Maintain budget to continue implementation and resource STEAM Program.	☑ Assistant principal ☑ STEM coordinator	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Academy program/course ☑ Learning specialist ☑ Maths/Sci specialist	☑ On-site

Continue to provide appropriate professional learning during professional learning meetings.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist	☑ On-site
Implement Seasons for Growth Program	☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Continue to employ Sharon Cartledge, Disability and Inclusion Coach, shared with 3 other local schools.	☑ Assistant principal ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist	☑ On-site

Continue to provide appropriate professional develop during professional learning meetings (UPA).	☑ Assistant principal ☑ Disability inclusion coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Respectful Relationships priorities as a specialist program.	☑ Assistant principal ☑ Respectful relationships implementation team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site