

# 2025 Annual Implementation Plan

## for improving student outcomes

Kew East Primary School (3161)



Submitted for review by Matthew O'Hern (School Principal) on 18 December, 2024 at 12:30 PM  
Endorsed by Natalie Grieve (Senior Education Improvement Leader) on 30 January, 2025 at 06:48 PM

## Self-evaluation summary

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

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	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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<b>Future planning</b>	<p>Kew East Primary School continued to deliver a highly differentiated learning program for all students in 2024. Notable achievements included outstanding NAPLAN results and a high percentage of students working above the expected Victorian Curriculum. In many cases, Kew East Primary School has met or exceeded targets.</p> <p>Further work is required in 2025 to ensure consistency of practice for new staff in 2025. Reflection on current teaching and learning approaches, including increased use of enabling prompts and extending questions, summative and formative strategies will be reviewed and investigated. The implementation of English 2.0 and a systematic phonics approach will need to be closely monitored in 2025. All 2025 junior school teachers, members of leadership and principal team will undertake Little Learners Love Literacy training in Term 4, 2024 to best support the approach.</p> <p>Additionally, school leadership and the school improvement team have unpacked Maths 2.0 and commenced planning ahead of the 2025 school year. Scope and Sequences have been updated; however, will need to continually be reflected through 2025. Assessment and reporting will also need to be a strong consideration in 2025.</p> <p>Kew East Primary School has undertaken significant work in developing wellbeing frameworks that accommodate a diverse range of student needs. The introduction of Lunchtime Clubs has been positively received by students and the community. Further work will be undertaken to ensure teachers are equipped with high-level strategies to engage all learners and have a thorough understanding of the new Disability Inclusion Model and neurodiverse learners. Additionally, exploration into how to support parent education will continue in 2025 through both external and internal programs. A continued focus will be to reduce the number of students absent from school.</p> <p>Moreover, work is required to address some concerning AToSS trends, particularly female students not feeling a strong connection to the school. Reflection on how to ensure all students feel a strong sense of connection and have multiple teachers they can speak to when they have an issue will be explored.</p> <p>A positive reflection of the SIT and Leadership Team has been their participation in network professional learning opportunities, including professional learning in Maths, as well as Maths and English CoPs. These opportunities</p>
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	<p>have fostered middle leadership growth and provided exposure to best practices from other network schools. A priority in 2025 will again be accessing network-level opportunities and providing middle and senior leaders with professional learning opportunities through Department of Education programs.</p> <p>After training in PLCs the school will review current structures to ensure they align with the key department of education initiative.</p>
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To maximise learning growth for all students in literacy.	Yes	By 2025 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN: <ul style="list-style-type: none"> <li>• writing, from 44% in 2019 to 50%.</li> <li>• grammar and punctuation, from 61% in 2019 to 65%.</li> <li>• spelling, from 58% in 2019 to 65%.</li> </ul>	By 2026, reduce (maintain) the number of NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024. (0% in 2024)
		By 2025 decrease the percentage of students in Year 5 making low benchmark learning growth in NAPLAN spelling, from 24% in 2019 to 20%.	Not applicable
		By 2025 the percentage of students F-6 achieving 12 months or more above VC expected levels, based upon teacher judgements will increase in writing from 26% in 2019 to 30%.	ENGLISH - Writing To increase the % of students 12 or more months above expected level in Writing VC as per the table: 2025 Yr 2024 Baseline 2025 Target Yr F (n/a-was 29%) 30% Yr 1 39% 40% Yr 2 37% 40% Yr 3 55% 56% Yr 4 52% 53% Yr 5 49% 50% Yr 6 44% 46%
To maximise the learning growth for all students in numeracy.	Yes	By 2025 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy, from 56% in 2019 to 65%.	Not applicable

		<p>By 2025 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, from 20% in 2019 to 25%.</p>	<p>By the conclusion of 2026, reduce (maintain) the number of NAS students in numeracy, in Year 3 and 5, compared to the number of NAS students in 2024. (0% in 2024)</p>
		<p>By 2025 the percentage of students F-6 achieving 12 months or more above VC expected levels, based upon teacher judgements will increase in:</p> <ul style="list-style-type: none"> <li>• number and algebra from 38% in 2019 to 40%.</li> <li>• measurement and geometry from 33% in 2019 to 37%.</li> </ul>	<p>Mathematics 2.0 - VCM2MATo increase or maintain the % of students achieving 12 or more months above expected level in Semester 2 2025 in the Mathematics 2.0 Achievement Standard, compared to the Semester 2 2024 Number &amp; Algebra Strand.2025 Yr 2024 Baseline 2025 Target (Maths 1.0) (Maths 2.0)Yr F (n/a-was 38%) 40%Yr 1 38% 40% Yr 2 47% 48%Yr 3 46% 47%Yr 4 54% 55%Yr 5 44% 45%Yr 6 64% 65%</p>
<p>To ensure students are socially and emotionally resilient; and are empowered learners who are engaged in stimulating and challenging learning.</p>	<p>Yes</p>	<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show:</p> <ul style="list-style-type: none"> <li>• social engagement domain, student voice and agency factor will increase from 60% in 2020 to 80%</li> <li>• effective teaching practice domain, differentiated learning challenge factor will increase from 76% in 2020 to 85%</li> <li>• effective teaching practice domain, stimulated learning factor will increase from 67% in 2020 to 75%</li> <li>• teacher-student relations domain, teacher concern factor will increase from 64% in 2020 to 75%.</li> </ul>	<p>By the conclusion of 2025, increase teacher concern factor from 72% to 75%.</p>

		By 2025 the average percentage of Year 1-6 students assessed to be above the expected Victorian Curriculum (VC) Levels F-10 for Critical and Creative Thinking achievement standards will increase from 52% in 2019 to 65%.	Not applicable
		<p>By 2025 the percentage of Year 4-6 students reporting positive endorsement in the following 'KEPS Student Wellbeing Survey' measures will show:</p> <ul style="list-style-type: none"> <li>• 'managing social media' will increase from 66% in 2021 to 75%</li> <li>• 'mental health - learning' will increase from 63% in 2021 to 70%</li> <li>• 'mental health - social' will increase from 69% in 2021 to 75%</li> </ul>	By the conclusion of 2025, increase student mental health: mental health - 'learning' will increase from 58% to 65% mental health - 'social' will increase from 67% to 70%

<b>Goal 1</b>	<b>To maximise learning growth for all students in literacy.</b>															
<b>12-month target 1.1</b>	By 2026, reduce (maintain) the number of NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024. (0% in 2024)															
<b>12-month target 1.2</b>	Not applicable															
<b>12-month target 1.3</b>	<p>ENGLISH - Writing To increase the % of students 12 or more months above expected level in Writing VC as per the table:</p> <table border="1"> <thead> <tr> <th>2025 Yr</th> <th>2024 Baseline</th> <th>2025 Target</th> </tr> </thead> <tbody> <tr> <td>Yr F</td> <td>(n/a-was 29%)</td> <td>30%</td> </tr> <tr> <td>Yr 1</td> <td>39%</td> <td>40%</td> </tr> <tr> <td>Yr 2</td> <td>37%</td> <td>40%</td> </tr> <tr> <td>Yr 3</td> <td>55%</td> <td>56%</td> </tr> </tbody> </table>	2025 Yr	2024 Baseline	2025 Target	Yr F	(n/a-was 29%)	30%	Yr 1	39%	40%	Yr 2	37%	40%	Yr 3	55%	56%
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<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?		
<b>KIS 1.a</b> Excellence in teaching and learning	Build and embed the Kew East Primary School writing and reading instructional model to implement consistent instructional practice and further develop pedagogical content knowledge.		Yes
<b>KIS 1.b</b> Professional leadership	Build instructional and shared leadership capability of all staff to collaboratively improve the teaching and learning of writing (including grammar, punctuation & spelling) and reading.		No
<b>KIS 1.c</b> Excellence in teaching and learning	Build teacher capability in data literacy, to understand, implement, analyse, and monitor Kew East Primary School formative and summative assessments that inform teaching, to each student's point of need in literacy.		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>With the introduction of a systematic phonics approach, it is timely to reflect on our writing and reading instructional models to ensure they are aligned with Victoria's approach to teaching reading in F-2, as well as the Victorian Teaching and Learning Model 2.0. Additionally, with new staff joining KEPS in 2025, it is an opportune time to review the consistency of instructional practices and planning.</p> <p>Furthermore, the 2024 NAPLAN Year 5 data indicates a 7% decline in students achieving exceeding or strong proficiency in reading, and a 4% increase in students requiring additional support in writing. Noting these are different cohort groups. Although NAPLAN results remain strong overall, investigating the decline and identifying students who require additional support in writing will be a priority.</p>		
<b>Goal 2</b>	<b>To maximise the learning growth for all students in numeracy.</b>		
<b>12-month target 2.1</b>	Not applicable		
<b>12-month target 2.2</b>	By the conclusion of 2026, reduce (maintain) the number of NAS students in numeracy, in Year 3 and 5, compared to the number of NAS students in 2024. (0% in 2024)		

<b>12-month target 2.3</b>	<p>Mathematics 2.0 - VCM2MA To increase or maintain the % of students achieving 12 or more months above expected level in Semester 2 2025 in the Mathematics 2.0 Achievement Standard, compared to the Semester 2 2024 Number &amp; Algebra Strand.</p> <table border="1" data-bbox="616 432 1120 742"> <thead> <tr> <th>2025 Yr</th> <th>2024 Baseline (Maths 1.0)</th> <th>2025 Target (Maths 2.0)</th> </tr> </thead> <tbody> <tr> <td>Yr F</td> <td>(n/a-was 38%)</td> <td>40%</td> </tr> <tr> <td>Yr 1</td> <td>38%</td> <td>40%</td> </tr> <tr> <td>Yr 2</td> <td>47%</td> <td>48%</td> </tr> <tr> <td>Yr 3</td> <td>46%</td> <td>47%</td> </tr> <tr> <td>Yr 4</td> <td>54%</td> <td>55%</td> </tr> <tr> <td>Yr 5</td> <td>44%</td> <td>45%</td> </tr> <tr> <td>Yr 6</td> <td>64%</td> <td>65%</td> </tr> </tbody> </table>		2025 Yr	2024 Baseline (Maths 1.0)	2025 Target (Maths 2.0)	Yr F	(n/a-was 38%)	40%	Yr 1	38%	40%	Yr 2	47%	48%	Yr 3	46%	47%	Yr 4	54%	55%	Yr 5	44%	45%	Yr 6	64%	65%
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<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>School numeracy planners currently do not reflect the school's instructional model. Furthermore, the maths planner is not consistent across the school, leading to varied practices and planning. A move towards more collaborative planning during PLTs will help ensure consistency and support the delivery of the new Maths 2.0 curriculum and the Victorian Teaching and Learning Model 2.0. Collaborative planning has been identified by teaching staff who underwent PLC training in 2024 as a direction teachers are wanting to explore.</p> <p>In addition, refining assessment strategies and considering the introduction of open-ended problem-solving tasks, with a low floor and high ceiling, will be explored in 2025</p> <p>School numeracy data continues to be strong across the board, as reflected in both NAPLAN and progression point data. In 2024, there were no students in Year 3 or 5 that 'need additional support'.</p>	
<p><b>Goal 3</b></p>	<p><b>To ensure students are socially and emotionally resilient; and are empowered learners who are engaged in stimulating and challenging learning.</b></p>	
<p><b>12-month target 3.1</b></p>	<p>By the conclusion of 2025, increase teacher concern factor from 72% to 75%.</p>	
<p><b>12-month target 3.2</b></p>	<p>Not applicable</p>	
<p><b>12-month target 3.3</b></p>	<p>By the conclusion of 2025, increase student mental health:</p> <p>mental health - 'learning' will increase from 58% to 65%</p> <p>mental health - 'social' will increase from 67% to 70%</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 3.a</b> Excellence in teaching and learning</p>	<p>Develop and implement rich, relevant, and engaging learning that stimulates and challenges all students.</p>	<p>No</p>
<p><b>KIS 3.b</b> Positive climate for learning</p>	<p>Further develop students' understanding of themselves as learners and increase agency in their learning.</p>	<p>No</p>
<p><b>KIS 3.c</b></p>	<p>Embed a culture of social and emotional health across the school community.</p>	<p>Yes</p>

Positive climate for learning		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The 2024 AtoSS data highlights several important areas requiring attention, such as classroom behaviour (9% decrease in Years 4–6 from 2023), stimulated learning (4% decrease in Years 4–6 from 2023), teacher concern (2% decrease in Years 4–6 from 2023), and life satisfaction (13% decrease among Years 4–6 students from 2023). Reflecting on these results will be important to ensure student health and wellbeing needs are being met.</p> <p>The Respectful Relationships Curriculum scope and sequence documentation needs to be updated in 2025 to reflect the updated curriculum. This update will help further cultivate a school culture that prioritises social and emotional health across the school and community.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To maximise learning growth for all students in literacy.																								
<b>12-month target 1.1</b>	By 2026, reduce (maintain) the number of NAS students in reading in Year 3 and 5 compared to the number of NAS students in 2024. (0% in 2024)																								
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<b>KIS 1.a</b> Building practice excellence	Build and embed the Kew East Primary School writing and reading instructional model to implement consistent instructional practice and further develop pedagogical content knowledge.																								
<b>Actions</b>	<p>Action 1: Schedule professional learning and introduce a systematic phonics approach in F-2            Action 2: Develop essential agreements to support the development of a systematic phonics approach in F-2            Action 3: Review current Literacy instructional and planning models to ensure they align to VTLM 2.0 (Planning, Enabling Learning, Explicit Teaching and Supported Applications)</p>																								
<b>Outcomes</b>	<p>Students will engage in developing phonemic awareness through a systematic phonics approach in F-2.            Students will support their understanding by taking home decodable texts to support classroom learning.            Students will undertake assessments aligned to systematic phonics.            Students will understand the refined English model, which highlights a systematic phonics approach.</p>																								

	<p>Teachers will have a stronger understanding of the learning needs of their students, including learning difficulties associated with the teaching of reading and spelling.</p> <p>Teachers will have an understanding of how to implement a consistent systematic phonics approach in F-2.</p> <p>Teachers will participate in ongoing revision of the systematic phonics approach to ensure consistent implementation.</p> <p>Teachers will review current English instructional and planning models to ensure they align to VTLM 2.0 (Planning, Enabling Learning, Explicit Teaching and Supported Applications)</p> <p>Teachers will identify students in need of targeted support or intervention and support them in the classroom.</p> <p>Leaders will support all teaching staff to build consistent understanding and implementation of the VLTM 2.0.</p> <p>Leaders will support all teachers to implement collaborative planning structures and documentation.</p> <p>Leaders will provide clear and consistent feedback on the implementation of a systematic synthetic phonics approach F-2.</p>			
<b>Success Indicators</b>	<p>Whole staff professional learning sequence</p> <p>NAPLAN, Victorian Curriculum teacher judgements, PAT data and new assessment aligned the Literacy Learners Love Literacy, will indicate learning growth</p> <p>School Improvement Team minutes reflect professional learning aligned to VLTM 2.0 and systematic phonics approach</p> <p>Data gathered through classroom observations and learning walks demonstrate use of strategies from professional learning.</p> <p>Surveys distributed by the principal team will provide teachers with opportunities for feedback on professional learning and help to determine future learning needs of staff.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Implement Little Learners Love Literacy approach including professional learning for all F-2 staff, learning specialist and principal class.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input checked="" type="checkbox"/> Other funding will be used
Expand the Tutor Learning Initiative above allocated DET funds with school held funds to support students with learning difficulties	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$45,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Leaders will support all teaching staff to build consistent understanding and implementation of the VLTM 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
School leadership will organise learning walks and classroom observations, which will compliment a coaching and mentoring program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>Goal 2</b>	To maximise the learning growth for all students in numeracy.			
<b>12-month target 2.1</b>	Not applicable			
<b>12-month target 2.2</b>	By the conclusion of 2026, reduce (maintain) the number of NAS students in numeracy, in Year 3 and 5, compared to the number of NAS students in 2024. (0% in 2024)			
<b>12-month target 2.3</b>	Mathematics 2.0 - VCM2MA To increase or maintain the % of students achieving 12 or more months above expected level in Semester 2 2025 in the Mathematics 2.0 Achievement Standard, compared to the Semester 2 2024 Number & Algebra Strand.			

	2025 Yr	2024 Baseline (Maths 1.0)	2025 Target (Maths 2.0)
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<b>KIS 2.a</b> Building practice excellence	Build and embed the Kew East Primary School numeracy instructional model to implement consistent instructional practice and further develop pedagogical content knowledge.		
<b>Actions</b>	Action 1: Implement Victorian Curriculum Maths 2.0, including reporting requirements Action 2: Build a 'Learner Profile' for each student in Mathematics		
<b>Outcomes</b>	<p>Students will participate in conferences, which will align to Mathematics Learner Profiles. Students will participate in increased opportunities for formative assessment and feedback.</p> <p>Teachers will develop a strong understanding of Victorian Curriculum in Maths 2.0 Teachers will develop approaches to assessment of Victorian Curriculum in Maths 2.0 as a Mathematics Progression Point Teachers will apply assessment and feedback practices to support the development of Mathematics Learner Profiles</p> <p>Leaders will partner with teachers to implement collaborative planning structures and documentation, with a consistent whole-school Mathematics planner Leaders will provide professional learning and coaching to support the development of Mathematics Learner Profiles.</p>		
<b>Success Indicators</b>	<p>Alignment of Mathematics Progression Point consistent with NAPLAN outcomes in Sem 1 2025. Whole school Mathematics achievement database (Learner Profile) Whole school moderation undertaken to support consistent allocation of progression point Curriculum days to support implementation and consistency across the school.</p>		



Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff professional learning session on Maths 2.0 and implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Curriculum Day and professional learning to moderate Mathematics progression points for consistency	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Implement collaborative planning structures and documentation, with a consistent whole-school Mathematics planner and after school professional learning on collaborative planning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Other funding will be used
Support from Education Improvement Leaders and network Community of Practice	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	To ensure students are socially and emotionally resilient; and are empowered learners who are engaged in stimulating and challenging learning.			
<b>12-month target 3.1</b>	By the conclusion of 2025, increase teacher concern factor from 72% to 75%.			
<b>12-month target 3.2</b>	Not applicable			
<b>12-month target 3.3</b>	By the conclusion of 2025, increase student mental health:  mental health - 'learning' will increase from 58% to 65%			

	mental health - 'social' will increase from 67% to 70%			
<b>KIS 3.c</b> Health and wellbeing	Embed a culture of social and emotional health across the school community.			
<b>Actions</b>	Action 1: Strengthen the whole school approach towards social and emotional learning and positive student wellbeing. Action 2: Increase the opportunity for students' voice and feedback across the school.			
<b>Outcomes</b>	Students will report and internal survey data will indicate improved emotional awareness, resilience and wellbeing Students will be able to explain what positive mental health means and where they can seek support at school Teachers will plan for an implement social and emotional learning within their curriculum areas, which also aligns to the Respect Relationships curriculum. Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Assistant Principal (overseeing student Health and Wellbeing) will directly support students' mental health and/or provide referrals			
<b>Success Indicators</b>	Curriculum documentation will show plans for social and emotional learning Universal Supports: Positive classroom management strategies are investigated at whole staff, SIT and Leadership level Universal Supports: Positive classroom management strategies are referenced in PLT minutes and align to VLTM 2.0 Data Notes from learning walks and peer observations will display how staff are embedding social and emotional learning Attendance data reflects an increased percentage of students attending school AToSS data will reflect positive school endorsement Internal school survey data will reflect positive school endorsement			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Recruitment of additional wellbeing and mental health staff to support at-risk students	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$83,686.20  <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Engage with external wellbeing providers as well at Department of Education supports	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review current practices using the Schools Mental Health Fund Menu and Planning Tool to explore current understanding of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide wellbeing team with additional professional learning to build capacity	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Other funding will be used
Review and update scope and sequence for the teaching of Respectful Relationships & Consent Education curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used

Develop and document policies and processes that show how regular student wellbeing data will be collected and managed	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$133,686.20	\$133,686.20	\$0.00
Schools Mental Health Fund and Menu	\$42,381.98	\$42,381.98	\$0.00
<b>Total</b>	<b>\$181,068.18</b>	<b>\$181,068.18</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Expand the Tutor Learning Initiative above allocated DET funds with school held funds to support students with learning difficulties	\$45,000.00
School leadership will organise learning walks and classroom observations, which will compliment a coaching and mentoring program	\$10,000.00
Recruitment of additional wellbeing and mental health staff to support at-risk students	\$83,686.20
Engage with external wellbeing providers as well at Department of Education supports	\$40,000.00
Review current practices using the Schools Mental Health Fund Menu and Planning Tool to explore current understanding of social emotional learning and student mental health	\$20,000.00
<b>Totals</b>	<b>\$198,686.20</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Expand the Tutor Learning Initiative above allocated DET funds with school held funds to support students with learning difficulties	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$5,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
School leadership will organise learning walks and classroom observations, which will compliment a coaching and mentoring program	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
Recruitment of additional wellbeing and mental health staff to support at-risk students	from: Term 1 to: Term 4	\$83,686.20	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• Professional services (inclusive education related services)</li> </ul> <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li>•</li> </ul>

Engage with external wellbeing providers as well at Department of Education supports	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other <ul style="list-style-type: none"> <li>Teacher professional development</li> </ul> </li> </ul>
<b>Totals</b>		\$133,686.20	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Review current practices using the Schools Mental Health Fund Menu and Planning Tool to explore current understanding of social emotional learning and student mental health	from: Term 1 to: Term 4	\$42,381.98	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
<b>Totals</b>		\$42,381.98	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$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
Implement Little Learners Love Literacy approach including professional learning for all F-2 staff, learning specialist and principal class.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants  Little Learners Love Literacy educators	<input checked="" type="checkbox"/> On-site
Expand the Tutor Learning Initiative above allocated DET funds with school held funds to support students with learning difficulties	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Leaders will support all teaching staff to build consistent understanding and implementation of the VLTM 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  VLTM 2.0 Resources	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s)					
School leadership will organise learning walks and classroom observations, which will compliment a coaching and mentoring program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Staff professional learning session on Maths 2.0 and implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum Day and professional learning to moderate Mathematics progression points for consistency	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School leadership team					
Implement collaborative planning structures and documentation, with a consistent whole-school Mathematics planner and after school professional learning on collaborative planning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <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"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Recruitment of additional wellbeing and mental health staff to support at-risk students	<input checked="" type="checkbox"/> Principal	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"/> Communities of practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Review current practices using the Schools Mental Health Fund Menu and Planning Tool to explore current understanding of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  Policy and guidelines documentation	<input checked="" type="checkbox"/> On-site

Review and update scope and sequence for the teaching of Respectful Relationships & Consent Education curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Departmental resources  Respectful Relationship Lessons and Scope and Sequence Documents	<input checked="" type="checkbox"/> On-site
Develop and document policies and processes that show how regular student wellbeing data will be collected and managed	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site