2025 Annual Implementation Plan

for improving student outcomes

Strathfieldsaye Primary School (1211)

Submitted for review by James Hodgens (School Principal) on 06 June, 2025 at 02:47 PM
Endorsed by Keith Perry (Senior Education Improvement Leader) on 29 July, 2025 at 11:38 AM

Self-evaluation summary

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

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	

	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.	
	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	
	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	

	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.
To increase literacy and numeracy outcomes for all students.	Yes	NAPLAN target to be advised with the target related to percentage of students in the strong and exceeding proficiency levels at Years 3 and 5 in reading, writing and numeracy	Increase the percentage of students assessed as "strong" or "exceeding" in Year 3 in:1. Reading from 82% (2024) to 85%2. Writing from 86% (2024) to 88%3. Numeracy from 73% (2024) to 75%Increase the percentage of students assessed as "strong" or "exceeding" in Year 5 in:1. Reading from 59% (2024) to 65%2. Writing from 66% (2024) to 70%3. Numeracy from 60% (2024) to 65%
		NAPLAN target to be advised with the target related to relative growth from Years 3 to 5 in reading, writing and numeracy	By 2025, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 NAPLAN results compared to the number of 'needs additional support' students in 2024.
		To increase the percentage of students at above and expected level Teacher Judgement growth time series (Semester 2 to Semester 2) • Reading & viewing from 70% (2022-23) to 80% (2026-27) • Writing from 72% (2022-23) to 80% (2026-2027)	Not included in 2025

		• Numeracy to be advised dependent on introduction of new strands in 2025	
		By 2028, increase the percentage of students at and above age expected level according to Teacher Judgement • Reading & viewing from 87% (2023) to 90% (2028) • Writing from 82% (2022-23) to 86% (2028) • Numeracy to be advised dependent on introduction of new strands in 2025	Not included in 2025
		By 2028, increase the percentage positive responses on the AtoSS factors: • Differentiated learning challenge from 78% (2023) to 85% • Stimulated learning from 66% (2023) to 78%	By the end of 2025, increase the percentage positive responses on the AtoSS factors:Differentiated learning challenge from 75% (2024) to 78% Stimulated learning from 64% (2024) to 68%
		By 2028, increase the percentage positive responses on the Staff Opinion Survey (principal class and teachers) factors: • Academic emphasis from 53% (2023) to 70% • Collective efficacy from 65% (2023) to 80% • Use of student feedback to improve practice from 61% (2023) to 70%	By the end of 2025, increase the percentage positive responses on the Staff Opinion Survey (principal class and teachers) factors:School Climate:Academic emphasis from 57% (2024) to 60% Collective efficacy from 74% (2024) to 76% Teaching and Learning - Evaluation:Use of student feedback to improve practice from 67% (2024) to 68%
To improve student engagement and wellbeing outcomes.	Yes	By 2028, increase the percentage positive responses on the AtoSS factors: • Advocate at school maintained at 84% (2023) • Respect for diversity from 68% (2023) to 79% • Not experiencing bullying from 67% (2023) to 79%	By 2025, increase the percentage positive responses on the AtoSS factors:Learner Characteristics and Dispositions:Self-regulation and goal setting from 75% (2024) to 77%

		• Sense of confidence from 67% (2023) to 75% • Student voice and agency from 56% (2023) to 65% • Self-regulation and goal setting from 75% (2023) to 82%	Sense of confidence from 64% (2024) to 68% School Safety:Advocate at school from 82% (2024) to 85%Respect for diversity from 70% (2024) to 74%
		By 2028, decrease the percentage of students with 20 or more absence days from 27% (2023) to 25%	By the end of 2025, reduce the percentage of students attending below 80% from 11% (2024) to 5%
		By 2028, increase the percentage positive response on the Parent Opinion Survey factors: • Stimulating learning environment from 70% (2023) to 75% • Student motivation & support from 64% (2023) to 72% • Student voice and agency from 65% (2023) to 74%	By 2025, increase the percentage positive response on the Parent Opinion Survey factors:Student Cognitive Engagement:Stimulating learning environment from 65% (2024) to 69% Student motivation & support from 65% (2024) to 69%
		To increase the percentage positive response on the Parent Opinion Survey community engagement module factors: • Parent participation and involvement from 66% (2023) to 75% • School communication from 70% (2023) to 79% • Teacher communication from 58% (2023) to 68 (2027)	Not included in 2025

Goal 1	To increase literacy and numeracy outcomes for all students.
12-month target 1.1	Increase the percentage of students assessed as "strong" or "exceeding" in Year 3 in: 1. Reading from 82% (2024) to 85% 2. Writing from 86% (2024) to 88%

	3. Numeracy from 73% (2024) to 75% Increase the percentage of students assessed as "strong" or "exceeding" in Year 5 in: 1. Reading from 59% (2024) to 65% 2. Writing from 66% (2024) to 70% 3. Numeracy from 60% (2024) to 65%
12-month target 1.2	By 2025, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 NAPLAN results compared to the number of 'needs additional support' students in 2024.
12-month target 1.3	Not included in 2025
12-month target 1.4	Not included in 2025
12-month target 1.5	By the end of 2025, increase the percentage positive responses on the AtoSS factors: Differentiated learning challenge from 75% (2024) to 78% Stimulated learning from 64% (2024) to 68%
12-month target 1.6	By the end of 2025, increase the percentage positive responses on the Staff Opinion Survey (principal class and teachers) factors: School Climate: Academic emphasis from 57% (2024) to 60% Collective efficacy from 74% (2024) to 76% Teaching and Learning - Evaluation: Use of student feedback to improve practice from 67% (2024) to 68%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Support consistent application of the agreed Instructional models for literacy and numeracy.	Yes

KIS 1.b Teaching and learning	Further develop, document and embed whole school collaborative approaches to curriculum planning for teaching and learning .	Yes
KIS 1.c Teaching and learning	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated 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.	This year, we have chosen to prioritise KIS 1.a and KIS 1.b to build on our commitment to developing staff capacity and improving learning outcomes for all students at Strathfieldsaye Primary School. With the conclusion of the PMSS initiative and the introduction of the Victorian Curriculum 2.0, it is essential to maintain a consistent and aligned approach to teaching and learning.	
Goal 2	To improve student engagement and wellbeing outcomes.	
12-month target 2.1	By 2025, increase the percentage positive responses on the AtoSS factors: Learner Characteristics and Dispositions: Self-regulation and goal setting from 75% (2024) to 77% Sense of confidence from 64% (2024) to 68% School Safety: Advocate at school from 82% (2024) to 85% Respect for diversity from 70% (2024) to 74%	
12-month target 2.2	By the end of 2025, reduce the percentage of students attending below 80% from 11% (2024) to 5%	
12-month target 2.3	By 2025, increase the percentage positive response on the Parent Opinion Survey factors: Student Cognitive Engagement: Stimulating learning environment from 65% (2024) to 69% Student motivation & support from 65% (2024) to 69%	
12-month target 2.4	Not included in 2025	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Support and resources	Develop programs to promote mental and physical health and social-emotional wellbeing of students.	Yes
KIS 2.b Engagement	Embed strategies to support and celebrate diversity and inclusion, and embed a culturally responsive curriculum.	Yes
KIS 2.c Engagement	Strengthen teacher knowledge and practice to activate student voice and learner agency.	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.	Our school has selected to focus on KIS 3.a and 3.b this year to continue our commitment towards improving the mental and social-emotional wellbeing of all students at Strathfieldsaye Primary School, along with continuing to embed strategies that promote the inclusion of all in our school community, along with acknowledging aboriginal perspectives within our curriculum. Following our review in mid-2024 and the work completed during the 2024 cycle, we have identified that we have made progress in these areas and that strategies implemented in 2024 will lay the foundation for continued improvement in 2025. We would like to continue to focus on this work in 2025 before pivoting to prioritising strategies improving student voice and learner agency later in 2026 and 2027.	

Define actions, outcomes, success indicators and activities

Goal 1	To increase literacy and numeracy outcomes for all students.
12-month target 1.1	Increase the percentage of students assessed as "strong" or "exceeding" in Year 3 in: 1. Reading from 82% (2024) to 85% 2. Writing from 86% (2024) to 88% 3. Numeracy from 73% (2024) to 75% Increase the percentage of students assessed as "strong" or "exceeding" in Year 5 in: 1. Reading from 59% (2024) to 65% 2. Writing from 66% (2024) to 70% 3. Numeracy from 60% (2024) to 65%
12-month target 1.2	By 2025, reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 NAPLAN results compared to the number of 'needs additional support' students in 2024.
12-month target 1.3	Not included in 2025
12-month target 1.4	Not included in 2025
12-month target 1.5	By the end of 2025, increase the percentage positive responses on the AtoSS factors: Differentiated learning challenge from 75% (2024) to 78% Stimulated learning from 64% (2024) to 68%
12-month target 1.6	By the end of 2025, increase the percentage positive responses on the Staff Opinion Survey (principal class and teachers) factors: School Climate: Academic emphasis from 57% (2024) to 60% Collective efficacy from 74% (2024) to 76%

	Teaching and Learning - Evaluation: Use of student feedback to improve practice from 67% (2024) to 68%
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support consistent application of the agreed Instructional models for literacy and numeracy.
Actions	• Facilitate professional learning and collaborative planning to ensure consistent understanding and implementation of instructional models. • Strengthen coaching and mentoring programs to support teachers in implementing and refining the agreed instructional models for literacy and numeracy.
Outcomes	Leaders will … • Schedule and oversee professional learning and planning. • Monitor and support consistent instructional model use. • Provide resources and coaching to build teacher capacity. Teachers will … • Implement literacy and numeracy models consistently. • Deliver differentiated, high-quality instruction. Students will … • Engage in structured, effective lessons. • Improve literacy and numeracy outcomes. • Build confidence and independence as learners
Success Indicators	Early Success Indicators: • Formative and summative assessment data will show student learning growth in Literacy and Numeracy. • Records and observations will demonstrate consistent use of the instructional models. • Curriculum documentation will show evidence of planning for differentiation.

	• Professional learning and coaching/modelling documentation will demonstrate a focus on building teacher capacity. • Pre and Post unit assessment results will be documented and regularly analysed by PLCs to inform future planning. • Student IEPS and learning goals will describe adjustments to meet student's individual needs. Late Success Indicators: • Victorian Curriculum teacher judgements will show an increase in the amount of learning growth at or above expected level. • NAPLAN data will show a reduction in the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 NAPLAN results.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Conduct whole school and small group professional learning sessions for teachers. Focus areas will include the instructional models and their elements; and the explicit teaching and use of systemic synthetic phonics instruction.	☑ Assistant principal ☑ Learning specialist(s) ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Hold weekly collaborative planning meetings to align practices.	☑ Assistant principal ☑ Leading teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Pair teachers with mentors for focused coaching and use demonstration lessons to model effective practices.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Facilitate collaborative reflections post-observations; and use observation insights to guide professional learning	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

	☑ PLC leaders			

KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school collaborative approaches to curriculum planning for teaching and learning .
Actions	• Refine curriculum planning documents to align with Victorian Curriculum 2.0, embedding instructional models and differentiation strategies. • Faciltate collaborative planning sessions to align curriculum delivery, share best practices, and ensure consistency. • Provide coaching, peer observations, and feedback to support staff and to ensure the fidelity of collaborative planning processes.
Outcomes	Leaders will... • Facilitate and monitor consistent implementation of collaborative curriculum planning across the school. • Support staff through coaching, professional learning, and actionable feedback to improve planning and teaching practices. • Drive a culture of high expectations and collective efficacy, leading to measurable improvements in school climate and academic emphasis. Teachers will... • Collaboratively design and implement curriculum plans aligned with the Victorian Curriculum 2.0 and instructional models. • Use consistent planning approaches to deliver differentiated learning experiences that address diverse student needs. • Actively use student feedback and data to refine practices, contributing to improved NAPLAN results and student engagement in learning Students will... • Experience engaging, cohesive, and differentiated lessons that support their individual learning needs. • Demonstrate improved learning outcomes and greater confidence in their abilities through targeted teaching. • Show increased engagement and motivation in learning, reflected in higher positive responses on the AtoSS factors for

	Stimulated Learning and Differentiated Learning Challenge
Success Indicators	Early Success Indicators • Increased participation in collaborative planning sessions by all teaching staff. • Positive feedback from teachers on the usefulness of coaching and professional learning in refining planning practices. • Evidence of curriculum plans being consistently aligned with the Victorian Curriculum 2.0 and instructional models across year levels. • Initial improvements in student engagement as measured by early AtoSS surveys and classroom observations. Late Success Indicators • Measurable reduction in the number of 'needs additional support' students in Year 3 and 5 NAPLAN results. • Improved positive responses on AtoSS factors for Differentiated Learning Challenge and Stimulated Learning by the end of 2025. • Increased positive responses on the Staff Opinion Survey regarding School Climate, Collective Efficacy, and Use of Student Feedback. • Significant improvement in student learning outcomes and confidence, with greater consistency in differentiated instruction across the school.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed agreed instructional models and differentiation strategies into all curriculum planning templates.	☑ Assistant principal ☑ Learning specialist(s) ☑ Numeracy leader ☑ PLC leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Establish clear protocols for team planning sessions, focusing on consistency, cross-curricular integration, and shared resources.	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1	$0.00

	☑ Numeracy leader ☑ PLC leaders		to: Term 1	
Use regular check-ins and feedback from instructional leaders to refine collaborative approaches and address challenges.	☑ Assistant principal ☑ Learning specialist(s) ☑ Numeracy leader ☑ PLC leaders	☐ 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	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.
Actions	• Build the capacity of teachers to analyse and use learning and wellbeing data and to make data-driven decisions around differentiation during individual and collaborative planning sessions. • Facilitate collaborative data review meetings to enable teachers to discuss and plan for differentiation. • Support the creation of data-driven learning plans tailored to individual student needs. • Integrate data reflection into lesson planning to ensure consistent differentiation.
Outcomes	Leaders will... • build the capacity of teachers to analyse and use learning and wellbeing data. • increase their capacity to drive sustainable improvements around data literacy and differentiated teaching. • deliver professional learning to teachers to support the creation and monitoring of personal student learning goals. Teachers will... • regularly participate in data literacy and differentiation professional learning sessions. • increase their knowledge, skills and use of evidence based instructional practices. • implement appropriate strategies to support students' learning and wellbeing at their point of need. • increase their capacity to analyse data and plan for differentiated teaching.

	Students will... • be supported at point of need. • engage in conversations with their teacher related to their learning growth data. • contribute to the creation and monitoring of personal learning goals.
Success Indicators	Early Success Indicators: • Professional learning and coaching/modelling documentation will demonstrate a focus on building teacher capacity. • Pre and Post survey data will show a growth in teacher's data literacy. • Records and observations will demonstrate student's progress in setting learning goals. • Curriculum documentation will show evidence of planning for differentiation. • Student IEPS and learning goals will describe adjustments to meet student's individual needs. • Leaders facilitating data review meetings and providing targeted feedback to teams. Late Success Indicators: • Teachers consistently implementing data-driven differentiation in classroom practice. • Embedded processes for data reflection and use in all planning cycles. • Student Attitudes to School Survey results will demonstrate improvements in 'Differentiated learning challenge' and 'Stimulated learning'. • School Staff Survey results will demonstrate improvements in 'Academic emphasis', 'Collective efficacy' and 'Use of student feedback to improve practice'. • Significant reductions in the number of students requiring additional support in literacy and numeracy (as reflected in NAPLAN results).

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide training for staff on effective collaborative planning, data literacy and use of data tools including Elastik, and aligning teaching strategies with curriculum goals.	☑ Assistant principal ☑ Learning specialist(s) ☑ Numeracy leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 2	To improve student engagement and wellbeing outcomes.

12-month target 2.1	By 2025, increase the percentage positive responses on the AtoSS factors: Learner Characteristics and Dispositions: Self-regulation and goal setting from 75% (2024) to 77% Sense of confidence from 64% (2024) to 68% School Safety: Advocate at school from 82% (2024) to 85% Respect for diversity from 70% (2024) to 74%
12-month target 2.2	By the end of 2025, reduce the percentage of students attending below 80% from 11% (2024) to 5%
12-month target 2.3	By 2025, increase the percentage positive response on the Parent Opinion Survey factors: Student Cognitive Engagement: Stimulating learning environment from 65% (2024) to 69% Student motivation & support from 65% (2024) to 69%
12-month target 2.4	Not included in 2025
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop programs to promote mental and physical health and social-emotional wellbeing of students.
Actions	• Establish and embed the Mental Health in Primary Schools initiative (MHiPs) and the Mental Health and Wellbeing Leader (MHWL) role. • Build staff capacity to support student mental health and wellbeing. • Strengthen mental health support systems for students. • Foster a whole-school culture of mental health and wellbeing.
Outcomes	Leaders will … • Ensure the MHWL is effectively onboarded and actively contributing to wellbeing initiatives by Term 3, 2025.

	• Enable the MHWL to become a key contact for staff, students, and families needing mental health support. • Increase the number of students accessing targeted mental health support. • Strengthen partnerships with external mental health services, leading to timely referrals. • Increase awareness and acceptance of mental health within the school community • Elevate the engagement of families in mental health initiatives. Teachers will … • Improve their confidence in identifying and supporting students with mental health needs • Increase their confidence in recognizing and addressing mental health concerns. • Provide a more inclusive and supportive school environment. Students will … • Improve their resilience and coping strategies, as evidenced by school surveys or student feedback. • Strengthened partnerships with external mental health services, leading to timely referrals. • Contribute positively to a more inclusive and supportive school environment. • Demonstrate improved student wellbeing outcomes.
Success Indicators	Early Success Indicators: • Records and observations will demonstrate a greater understanding of how to identify and support students with mental health needs • Documentation of communication frameworks, parent/carer information sessions, policies and programs. • Professional learning attendance and documentation of shared practices resulting from participation in professional learning. • All planning documentation will include reference to mental health and wellbeing strategies. Late Success Indicators: • Student Attitudes to School Survey results will demonstrate improvements in 'Self regulation and goal setting', 'Sense of confidence', 'Advocate at school' and 'Respect for diversity'. • Parent Opinion Survey results will demonstrate improvements in 'Stimulating learning environment' and 'Student motivation & support'.

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**

Use the Schools Mental Health Funds to supplement the appointment of a Mental Health in Primary Schools (MiHPs) funded Mental Health and Wellbeing Leader (MHWL).	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$10,217.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Enable the MHWL to participate in the comprehensive training and induction in the MHiPs program by University of Melbourne and Murdoch Children's Research Institute (MCRI).	☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Conduct whole-staff professional learning sessions on mental health literacy, led by the MHWL and external providers.	☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Continue to implement evidence-based mental health and disability inclusion programs, such as Resilience, Rights, and Respectful Relationships (RRRR), Dogs Connect, Berry St Education Model (BSEM) and allied health support, across all year levels using School Mental Health cash funding.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 1	$22,412.47 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Use Schools Mental Health credit funds to support the implementation of small group interventions and one-on-one wellbeing sessions for at-risk students.	☑ Mental health and wellbeing leader ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$29,235.00 ☑ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Incorporate mental health awareness into school assemblies, newsletters, and community events.	☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Collect and analyse data from student wellbeing surveys, staff feedback, and MHWL activity logs	☑ Mental health and wellbeing leader ☑ PLC leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed strategies to support and celebrate diversity and inclusion, and embed a culturally responsive curriculum.
Actions	• Build the capacity of teachers and education support staff to implement responsive, tiered and contexulised approaches to students learning, wellbeing and inclusion • Foster strong and active partnerships with families and the wider school community to strengthen student engagement and wellbeing.
Outcomes	Leaders will: • work with teachers to develop a framework for promoting consistent and efficient communication with families. • facilitate the growth of teacher capacity in wellbeing and engagement data literacy. • deliver professional learning to build teachers capacity to implement interventions to support student wellbeing and engagement.

	• strengthen partnerships with parents and carers by increasing opportunities for engagement, promotion, and advocacy of whole school initiatives. Teachers will... • confidently and accurately identify the wellbeing needs of all their students. • implement a range of interventions to support student wellbeing and engagement. • develop strong relationships with students and their families. • support students sharing their learning experiences with their parents and carers. • implement their attendance responsibilities and implemented attendance improvement strategies. Students will... • feel supported and engaged and they will contribute to a strong classroom culture • build strong relationships with teachers and their peers. • increase their confidence in sharing their learning experiences with their parents and carers. • participate in attendance improvement strategies that promote regular attendance at school.
Success Indicators	Early Success Indicators: • Records and observations will demonstrate student's progress, and changes in teacher practice. • Documentation of agreed Strathfieldsaye PS Communication Framework. • Planned undertaking of parent/carer information sessions in the areas of transition, literacy and numeracy. • Professional learning attendance and documentation of shared practices resulting from participation in professional learning. Late Success Indicators: • Victorian Curriculum teacher judgements will show an increase in the amount of learning growth at or above expected level. • Student Attitudes to School Survey results will demonstrate improvements in 'self regulation and goal setting', 'sense of confidence', 'advocate at school' and 'respect for diversity'. • A reduction in the number of students absent for 20 or more day

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Use the Tier 2 School Level Funding and Equity funding to employ an Inclusive Education Coordinator and several ES	☑ Principal	☐ PLP Priority	from: Term 1	$276,981.30

Integration Aides, and to supplement the wages of leadership team members to enable them to implement the Disability Inclusion funded initiatives.			to: Term 4	☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Develop a comprehensive school-wide framework for promoting consistent and efficient communication with families.	☑ Assistant principal ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Conduct whole school and small group professional learning sessions for teachers. Focus areas will include BSEM and a renewed focus on SWPBS initiatives; Positive Classroom Management Strategies in the context of teacher's implementation of HITS and HIWS.	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Use the Disability Inclusion Tier 2 Funds cash grant to enable the implementation of schoolwide initiatives, including the provision of allied health supports, CRT costs for school based staff, and the purchase of resources to support selected students.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$25,247.02 ☑ Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$55,787.30	$55,787.30	$0.00
Disability Inclusion Tier 2 Funding	$246,441.02	$246,441.02	$0.00
Schools Mental Health Fund and Menu	$61,864.47	$61,864.47	$0.00
Total	$364,092.79	$364,092.79	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Use the Schools Mental Health Funds to supplement the appointment of a Mental Health in Primary Schools (MiHPs) funded Mental Health and Wellbeing Leader (MHWL).	$10,217.00
Continue to implement evidence-based mental health and disability inclusion programs, such as Resilience, Rights, and Respectful Relationships (RRRR), Dogs Connect, Berry St Education Model (BSEM) and allied health support, across all year levels using School Mental Health cash funding.	$22,412.47
Use Schools Mental Health credit funds to support the implementation of small group interventions and one-on-one wellbeing sessions for at-risk students.	$29,235.00
Use the Tier 2 School Level Funding and Equity funding to employ an Inclusive Education Coordinator and several ES Integration Aides, and to supplement	$276,981.30

the wages of leadership team members to enable them to implement the Disability Inclusion funded initiatives.	
Use the Disability Inclusion Tier 2 Funds cash grant to enable the implementation of schoolwide initiatives, including the provision of allied health supports, CRT costs for school based staff, and the purchase of resources to support selected students.	$25,247.02
Totals	$364,092.79

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Use the Tier 2 School Level Funding and Equity funding to employ an Inclusive Education Coordinator and several ES Integration Aides, and to supplement the wages of leadership team members to enable them to implement the Disability Inclusion funded initiatives.	from: Term 1 to: Term 4	$55,787.30	☑ School-based staffing
Totals		$55,787.30	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Use the Tier 2 School Level Funding and Equity funding to employ an Inclusive Education Coordinator and several ES Integration Aides, and to supplement the wages of leadership team members to enable them to implement the Disability Inclusion funded initiatives.	from: Term 1 to: Term 4	$221,194.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Other Supplement wages fo leadership team members $149,041 • Disability inclusion coordinator • Education support staff
Use the Disability Inclusion Tier 2 Funds cash grant to enable the implementation of schoolwide initiatives, including the provision of allied health supports, CRT costs for school based staff, and the purchase of resources to support selected students.	from: Term 1 to: Term 4	$25,247.02	☑ Other workforces to support students with disability • Occupational therapy ☑ Equipment, adaptive technology, devices, or materials to support learning • Customised or adjustable furniture • Literacy aids • Communication equipment/software • Sensory resources ☑ CRT • CRT (to attend school planning) • CRT (to attend Profile meetings)

			☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		$246,441.02	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Use the Schools Mental Health Funds to supplement the appointment of a Mental Health in Primary Schools (MiHPs) funded Mental Health and Wellbeing Leader (MHWL).	from: Term 1 to: Term 1	$10,217.00	☑ Mental Health in Primary Schools (MHiPS)(free) **This activity will use Mental Health Menu staffing** ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Teacher
Continue to implement evidence-based mental health and disability inclusion programs, such as Resilience, Rights, and Respectful Relationships (RRRR), Dogs Connect, Berry St Education Model (BSEM) and allied health support, across all year levels using School Mental Health cash funding.	from: Term 1 to: Term 1	$22,412.47	☑ Dogs Connect Program **This activity will use Mental Health Menu staffing** ○ Build staff capacity (conference, course, seminar)
Use Schools Mental Health credit funds to support the	from: Term 1	$29,235.00	☑ Employ staff to support Tier 1 activities

implementation of small group interventions and one-on-one wellbeing sessions for at-risk students.	to: Term 4		**This activity will use Mental Health Menu staffing** ○ Assign existing staff member to initiative (eduPay)
Totals		$61,864.47	

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
Conduct whole school and small group professional learning sessions for teachers. Focus areas will include the instructional models and their elements; and the explicit teaching and use of systemic synthetic phonics instruction.	☑ Assistant principal ☑ Learning specialist(s) ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Numeracy leader	☑ On-site
Provide training for staff on effective collaborative planning, data literacy and use of data tools including Elastik, and aligning teaching strategies with curriculum goals.	☑ Assistant principal ☑ Learning specialist(s) ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Numeracy leader	☑ On-site
Enable the MHWL to participate in the comprehensive training and induction in the MHiPs program by University of Melbourne and Murdoch	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Individualised reflection	☑ Network professional learning ☑ Communities of practice	☑ External consultants University of Melbourne and Murdoch Children's Research Institute	☑ Off-site As determined by University of Melbourne

Children's Research Institute (MCRI).						and Murdoch Children's Research Institute
Conduct whole-staff professional learning sessions on mental health literacy, led by the MHWL and external providers.	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice	☑ Internal staff	☑ On-site
Conduct whole school and small group professional learning sessions for teachers. Focus areas will include BSEM and a renewed focus on SWPBS initiatives; Positive Classroom Management Strategies in the context of teacher's implementation of HITS and HIWS.	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders ☑ Principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site