**2025 Annual Implementation Plan**

Submitted for review by Christopher Johns (School Principal) on 24 December, 2024 at 03:53 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**for improving student outcomes**

Wyndham Vale Primary School (5549)



**Self-evaluation summary**

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|  | **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. | Evolving  Wyndham Vale Primary School Scope and Sequence Documents and Professional Learning Community Termly Pacing Guides support the planning or a guaranteed and viable curriculum that focuses on the knowledge, skills and capabilities defined in the Victorian Curriculum. Instructional Models in Literacy and Numeracy support a common approach to the delivery of lessons. NAPLAN results in most areas are similar to like schools and those in the Network. Differentiation is a needed focus to ensure outcomes and experiences of our students are equitable and sustained. Planning in weekly work programs required to improve and sustain growth and quality. |

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| **Wellbeing** | Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life. | Emerging  AtoSS survey data remains low – no growth in 2024 • Attendance rate have decreased from 88.4% to 88.1% o Early intervention/action has remained an area of improvement. • Continued behavioural and wellbeing concerns across the students as seen by student wellbeing/allied health team caseloads/involvement in care teams. • Compass data has been used inconsistently as a measure of student behavioural concerns – these processes have since been adjusted and staff learning sessions have been held to support this. |

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|  | **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 | Evolving  There are currently processes and actions in place aimed towards creating shared goals and values and a calm, positive and safe learning environment such as our SWPBS program and our behaviour roadmap. We also hold high expectations for learning as evidenced through cohort-based pacing guides mapping the learning for groups of students. Our focus moving into next year is on developing clear processes and practices that will build inclusive classrooms to positively impact learning and wellbeing for our students. This will also include adjusting and improving the implementation of our SWPBS program to increase our effectiveness in building positive behaviours. |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving  Wyndham Vale Primary School Instructional Models support the implementation of the high impact teaching and learning strategies. Coaching has targeted teacher practice with student achievement as the vehicle for identifying areas of the teaching and learning program requiring improvement. Responsive practices to create and support student-staff relationships is an area for development, with a focus on differentiation to increase engagement and a positive climate for 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 |

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| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Evolving   School wide assessment schedule in place - Data analysed by leadership and PLC’s to identify ‘CUSP’ students - Students who require intervention/extension are identified and are involved in intervention/enrichment programs - Student cohort learning data is regularly reviewed and moderated through PLC inquiry process - Triangulation of data via various assessment enables staff to provide teacher judgements, however, feedback from staff identified that they need further support and professional learning in this space - Data analysis protocols developed by Data ART Team - Student wellbeing data is captured through AtoSS and Resilient Youth Survey - Processes for student feedback and not documented and happening in pockets throughout the school - Formative assessments and opportunities for feedback need to be embedded in teaching and learning documentation - Additional professional learning around data literacy required - Systems to support further data analysis required - Changes to Chronicle system will enable future analysis of student behaviour and wellbeing data - Future focused work with new Sub-School model will facilitate analysis of key data sets – academic, wellbeing, attendance data |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Emerging  Regular school events encourage school/family relationships – we have work to do in this space - Communication channels exist with school families, however, data suggests that we have limited interaction from parents/carers - Establish student leadership and JSC processes in place – increased opportunities for student voice and agency required - Regular communication between school leadership/allied health team and external agencies - Additional communications channels to be implemented from 2025 – Facebook, Seesaw, Family communication via Compass |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

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| **Support and resources** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving   School processes, structures and roles have not supported a successful approach to supporting student learning, wellbeing and inclusion with minimal use of MTSS or formalised responses for intervention. • Students have not been identified, discussed or supported as part of an early response to support learning, wellbeing or behaviour. • No formalised meetings to discuss student behaviour, wellbeing, attendance or learning progress existed in the meeting structure. Responses to support these areas have been at point of need. • Wellbeing/Allied health continued to work with external support agencies such as Child Protection, Orange Door etc. to support identified students. • A referral process for staff to complete when referring students to wellbeing. • A range of processes, procedures and roles/responsibilities have been developed to support these areas for 2025 via the Inclusion Outreach Coach. |
| 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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| **Enter your reflective comments** |  |
| **Considerations for 2025** |  |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| Maximise the learning outcomes for all students | Yes | By 2028, increase the percentage of students achieving in the Exceeding or Strong NAPLAN proficiency levels in:  Year 3:   * Reading from 63 per cent in 2023 to 68 per cent * Writing from 76 per cent in 2023 to 80 per cent * Numeracy from 58 per cent in 2023 to 63 per cent.   Year 5:   * Reading from 75 per cent in 2023 to 79 per cent * Writing from 71 per cent in 2023 to 76 per cent * Numeracy from 67 per cent in 2023 to 71 per cent. | Year 3:  Reading from 54% (2024) to 64% (2025)  Writing from 74% (2024) to 77% (2025)  Numeracy from 52% (2024) to 59% (2025)  Year 5:  Reading from 68% (2024) to 76% (2025)  Writing from 70% (2024) to 72% (2025)  Numeracy from 53% (2024) to 68% (2025)  By 2026, reduce the number of NAS students in Year 3 and 5 compared to the number of NAS students in 2024 in the following areas:(-Reading to reduce by 10 students)(-Numeracy to reduce by 7 students) |
| By 2028, increase the percentage of equity funded Prep to Year 6 students achieving at and above their age expected level against the Victorian Curriculum in Semester 2 for:   * Reading and Viewing from 81 per cent in Semester 2, 2023 to 85 per cent * Writing from 70 per cent in Semester 2, 2023 to 75 per cent * Mathematics placeholder target to be confirmed with introduction of Mathematics Version 2.   Notes for this target:   * The panel agreed with DE advice to write a placeholder target for Victorian Curriculum Mathematics, due to the introduction of Mathematics Version 2.0 * Use the 2023 NAPLAN data for equity funded students as a reference point for this target. | Equity Funded Prep- 6  Reading from (69%) 2024 to 82% (2025)  Writing from (61%) 2024 to 71% (2025)  Mathematics from (60%) 2024 to (70%) (2025) |
| By 2028, increase the positive endorsement by all staff in the School Staff Survey for the factors of:   * Understand curriculum from 73 percent in 2023 to 78 per cent * Academic emphasis from 64 per cent in 2023 to 69 per cent * Maintain Guaranteed and viable curriculum at 81per cent as in 2023. | Increase positive endorsment by all staff in SSS for factors:  Understand curriculum from 58% (2024) to 74% (2025)  Academic emphasis from 58% (2024) to 64% (2025)  Maintain guaranteed and viable curriculum from 66% (2024) to 82% (2025) |
| Optimise the wellbeing of all students. | Yes | By 2028, increase the positive endorsement by Years 4 to 6 students in the Attitudes to Schools Survey for the factors of:   * Sense of connectedness from 70 per cent in 2023 to 75 per cent * Attitudes to attendance from 84 per cent in 2023 to 88 per cent * Respect for diversity from 70 per cent in 2023 to 75 per cent * Managing bullying from 61 per cent to 66 per cent * Teacher concern from 73 per cent in 2023 to 78 per cent * Effective classroom behaviour from 66 per cent to 71 per cent. | Increase positive endorsement by Years 4-6 students in AtoSS factors:  Sense of connectedness from 65% (2024) to 71% (2025)  Attitudes to attendance from 81% (2024) to 85% (2025)  Respect for diversity from 62% (2024) to 71% (2025)  Managing bullying from 57% (2024) to 62% (2025)  Teacher concern from 66% (2024) to 74% (2025)  Effective classroom behaviour from 62% (2024) to 67% (2025) |
| By 2028, increase the positive endorsement by ES staff in the School Staff Survey for the factors of:   * School climate from 68 per cent in 2023 to 73 per cent * Academic emphasis from 55 per cent in 2023 to 62 per cent * Collective efficacy from 63 per cent in 2023 to 70 per cent * Shielding and buffering from 37 per cent in 2023 to 50 per cent. | Increase the positive endorsement by ES staff in SSS in the specific factors:  School climate from 53% (2024) to 69% (2025)  Academic emphasis from 48% (2024) to 56% (2025)  Collective efficacy from 49% (2024) to 64% (2025)  Shielding and buffering from 30% (2024) to 38% (2025) |
| By 2028, increase the percentage of positive endorsement by parents in the Parent Opinion Survey for the factors of:   * Managing bullying from 72 per cent in 2023 to 77 per cent * Not experiencing bullying from 55 per cent in 2023 to 60 per cent * Promoting positive behaviour from 81 per cent in 2023 to 85 per cent. | Increase the percentage of positive endorsement by parents in the POS in the specific factors of:  Managing bullying from 68% (2024) to 73% (2025)  Not experiencing bullying from 48% (2024) to 56% (2025)  Promoting positive behaviour from 77% (2024) to 82% (2025) |
| By 2028, decrease the percentage of students with 20 or more absent days for:   * All Prep to Year 6 students from 41 per cent in 2023 to 36 per cent * Equity funded students from 43 per cent in 2023 to 39 per cent. | Decrease the percentage of students with 20 or more absent days for:  All P-Yr 6 students from 41% (2024) to 40% (2025)  Equity funded students from 43% (2024) to 42% (2025) |

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| Goal 1 | **Maximise the learning outcomes for all students** | |
| 12-month target 1.1 | Year 3: Reading from 54% (2024) to 64% (2025) Writing from 74% (2024) to 77% (2025) Numeracy from 52% (2024) to 59% (2025)  Year 5: Reading from 68% (2024) to 76% (2025) Writing from 70% (2024) to 72% (2025) Numeracy from 53% (2024) to 68% (2025)  By 2026, reduce the number of NAS students in Year 3 and 5 compared to the number of NAS students in 2024 in the following areas: (-Reading to reduce by 10 students) (-Numeracy to reduce by 7 students) | |
| 12-month target 1.2 | Equity Funded Prep- 6 Reading from (69%) 2024 to 82% (2025) Writing from (61%) 2024 to 71% (2025) Mathematics from (60%) 2024 to (70%) (2025) | |
| 12-month target 1.3 | Increase positive endorsment by all staff in SSS for factors: Understand curriculum from 58% (2024) to 74% (2025) Academic emphasis from 58% (2024) to 64% (2025) Maintain guaranteed and viable curriculum from 66% (2024) to 82% (2025) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a**  Leadership | Develop and implement a whole-school approach for high expectations of and for learning. | No |
| **KIS 1.b**  Leadership | Strengthen curriculum knowledge and pedagogical practices to improve the implementation of the Victorian Curriculum 2.0. | Yes |
| **KIS 1.c**  Teaching and learning | Improve assessment practices to inform responsive and differentiated teaching practices. | 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. | This KIS has been selected as a result of the following: \*With the expected implementation of Victorian Curriculum 2.0 -Literacy and Numeracy in 2025 along with a considered approach towards the implementation of the new Victorian Teaching and Learning Model combined with a relatively inexperienced staffing profile we feel this KIS is a priority to support the effective implementation of a strong consistent and effective teaching and learning program at WVPS.  \*This decision to focus on this specific KIS also has been based on our most recent self-evaluation indicating that we as school are in the ‘evolving’ stage in the areas of ‘Leadership’, ‘Learning’ and “Teaching and Learning.’   \*In selecting this KIS we anticipate to have a positive impact on achieving targets related to student achievement both in NAPLAN and teacher judgement along with an increase in positive endorsement in Staff Opinion Survey Data for the factors of (understand curriculum, academic emphasis and maintain guaranteed and viable curriculum). | |
| Goal 2 | **Optimise the wellbeing of all students.** | |
| 12-month target 2.1 | Increase positive endorsement by Years 4-6 students in AtoSS factors: Sense of connectedness from 65% (2024) to 71% (2025)  Attitudes to attendance from 81% (2024) to 85% (2025)  Respect for diversity from 62% (2024) to 71% (2025)  Managing bullying from 57% (2024) to 62% (2025) Teacher concern from 66% (2024) to 74% (2025)  Effective classroom behaviour from 62% (2024) to 67% (2025) | |
| 12-month target 2.2 | Increase the positive endorsement by ES staff in SSS in the specific factors: School climate from 53% (2024) to 69% (2025)  Academic emphasis from 48% (2024) to 56% (2025)  Collective efficacy from 49% (2024) to 64% (2025)  Shielding and buffering from 30% (2024) to 38% (2025) | |
| 12-month target 2.3 | Increase the percentage of positive endorsement by parents in the POS in the specific factors of: Managing bullying from 68% (2024) to 73% (2025)  Not experiencing bullying from 48% (2024) to 56% (2025)  Promoting positive behaviour from 77% (2024) to 82% (2025) | |
| 12-month target 2.4 | Decrease the percentage of students with 20 or more absent days for: All P-Yr 6 students from 41% (2024) to 40% (2025) Equity funded students from 43% (2024) to 42% (2025) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Leadership | Develop and implement the school’s multi-tiered systems of support for students. | No |
| **KIS 2.b**  Leadership | Develop staff knowledge and implementation of inclusive classroom practices. | Yes |
| **KIS 2.c**  Leadership | Refine and implement the school’s processes and practices to enhance students’ engagement and attendance. | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | This KIS has been selected as a result of the following:  \*Given the most recent school review indicated that as a school we had failed to meet the goal addressing student wellbeing, we want to make this a priority. The subsequent outcomes/recommendations which informed the set targets reinforced inconsistent approaches throughout the school regarding inclusive practices. This combined with a relatively inexperienced/new staffing profile we feel this KIS is a priority in support the effective implementation of a consistent and effective approach to establishing inclusive classroom practices at WVPS.  \*This decision to focus on this wellbeing KIS supports the most recent self-evaluation which placed the school at the ‘emerging’ stage for ‘wellbeing’ and ‘engagement.’  \*In selecting this KIS as a focus for 2025 we anticipate having a positive impact on achieving set targets related to AtoSS factors including ‘Sense of Connectedness’, ‘Attitudes to Attendance’, ‘Respect for Diversity’, ‘Teacher Concern’, and ‘Effective Classroom Behaviour.’   \*We also would aim to notice an improvement in ES staff’s positive endorsement in the ‘SSS’ for the following factors ‘School Climate’, ‘Collective Efficacy’ and ‘Shielding and Buffering.’  \*In focusing on the KIS focused around inclusive practices, we also anticipate a reduction in the number of students (both whole school and equity funded) recording 20+ days absent. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 1 | Maximise the learning outcomes for all students | | | | |
| 12-month target 1.1 | Year 3: Reading from 54% (2024) to 64% (2025) Writing from 74% (2024) to 77% (2025) Numeracy from 52% (2024) to 59% (2025)  Year 5: Reading from 68% (2024) to 76% (2025) Writing from 70% (2024) to 72% (2025) Numeracy from 53% (2024) to 68% (2025)  By 2026, reduce the number of NAS students in Year 3 and 5 compared to the number of NAS students in 2024 in the following areas: (-Reading to reduce by 10 students) (-Numeracy to reduce by 7 students) | | | | |
| 12-month target 1.2 | Equity Funded Prep- 6 Reading from (69%) 2024 to 82% (2025) Writing from (61%) 2024 to 71% (2025) Mathematics from (60%) 2024 to (70%) (2025) | | | | |
| 12-month target 1.3 | Increase positive endorsment by all staff in SSS for factors: Understand curriculum from 58% (2024) to 74% (2025) Academic emphasis from 58% (2024) to 64% (2025) Maintain guaranteed and viable curriculum from 66% (2024) to 82% (2025) | | | | |
| KIS 1.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 | Strengthen curriculum knowledge and pedagogical practices to improve the implementation of the Victorian Curriculum 2.0. | | | | |
| **Actions** | - Strategically plan and implement a strong professional learning calendar aimed at buidling staff capacity in effective teaching and learning pedagogies and the Victorian Curriculum 2.0. - Implementing a sub school structure throughout the school with an unrelenting focus on knowing. planning and actioning steps aimed at improving student learning outcomes. | | | | |
| **Outcomes** | - Improved pedagogical understanding of staff and integration into their teaching and learning program. - Improved curriculum understanding of staff and the implementation into effective teaching and learning programs.  - Staff actively engaging in focused professional learning opportunities offered through the schools professional learning calendar.    - Leaders and Staff being more knowledgeable and aware of students needs within their respective sub-school to ensure the necessary interventions and actions in place to support student growth. - Sub-school leadership teams weekly meetings discussing sub-school directed components- students,PLC, interventions, coaching | | | | |
| **Success Indicators** | - Professional Learning Calendars (Termly) - Sub School Leadership Meeting Agenda - Pedgagogical & Curriculum Surveys (Pre & Post) - Planning documentation (referencing new Vic Curriculum) - Positive impact on equity funded student teaching and learning targets- - Improvement in SSS factors (Understand Curriculum, Academic Emphasis, Maintain Guaranteed and Viable Curriculum) - Improvement in AtoSS factors (Effective Teaching Practice for Cognitive Engagement & Teacher Student Relationships) | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Leading Teachers to attend classrooms within the first three weeks to support identified staff to implement strategies to ensure calm orderly classroom environments in line with start up program expectations. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $23,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Develop and provide professional development to staff to be able to cater to the learning needs of their cohort of learners. | | 🗹 Allied health  🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Principal  🗹 Team leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $160,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Identify students who achieved the Needs Addition Support (NAS) proficiency in NAPLAN 2024 to be supported through Tutor Learning Inititaive (TLI) interventions. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $100,000.00  🗹 Equity funding will be used |
| Support staff to become familiar and confident with the with the implementation and reporting of Victorian Curriculum 2.0 for English and Mathematics. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $50,000.00  🗹 Other funding will be used |
| Support foundation teachers with the implementation of the departmental driven 'Phonics Plus' program as part of the 2 hr Literacy block. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Teacher(s)  🗹 Team leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Leading teachers to provide differentiated coaching to identified staff to support classroom practice. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Learning walks focused around AIP elements and targets are timetabled and implemented. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| All PTT and Graduate staff members are assigned a 2025 mentor to support their transiton into the educational profession. | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Implement effective intervention programs aimed at supporting at risk students through targeted identification, planning and implementation. | | 🗹 Assistant principal  🗹 Education support  🗹 Leading teacher(s)  🗹 PLC leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $200,000.00  🗹 Equity funding will be used |
| Goal 2 | Optimise the wellbeing of all students. | | | | |
| 12-month target 2.1 | Increase positive endorsement by Years 4-6 students in AtoSS factors: Sense of connectedness from 65% (2024) to 71% (2025)  Attitudes to attendance from 81% (2024) to 85% (2025)  Respect for diversity from 62% (2024) to 71% (2025)  Managing bullying from 57% (2024) to 62% (2025) Teacher concern from 66% (2024) to 74% (2025)  Effective classroom behaviour from 62% (2024) to 67% (2025) | | | | |
| 12-month target 2.2 | Increase the positive endorsement by ES staff in SSS in the specific factors: School climate from 53% (2024) to 69% (2025)  Academic emphasis from 48% (2024) to 56% (2025)  Collective efficacy from 49% (2024) to 64% (2025)  Shielding and buffering from 30% (2024) to 38% (2025) | | | | |
| 12-month target 2.3 | Increase the percentage of positive endorsement by parents in the POS in the specific factors of: Managing bullying from 68% (2024) to 73% (2025)  Not experiencing bullying from 48% (2024) to 56% (2025)  Promoting positive behaviour from 77% (2024) to 82% (2025) | | | | |
| 12-month target 2.4 | Decrease the percentage of students with 20 or more absent days for: All P-Yr 6 students from 41% (2024) to 40% (2025) Equity funded students from 43% (2024) to 42% (2025) | | | | |
| KIS 2.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 | Develop staff knowledge and implementation of inclusive classroom practices. | | | | |
| **Actions** | - Implementing a sub school structure throughout the school with an unrelenting focus on knowing. planning and actioning steps aimed at improving student learning and wellbeing outcomes. - Establishment of fortnightly sub-school wellbeing leadership meetings connecting leadership and school based allied health team. - Attendance action plan clearly communicated to staff providing clear roles and resposibilities for all staff and leadership.  - Building Consistent implementation and application of Tier 1 practices through the development of a strategically planned Start Up program and professional learning calendar aimed at buidling consistent staff capacity. | | | | |
| **Outcomes** | - Leaders and Staff being more knowledgeable and aware of students needs (both learning and wellbeing) within their respective sub-school to ensure the necessary allied supports, interventions and actions in place to support students. - Sub-school leadership wellbeing teams fortnightly meetings discussing sub-school focused students, applicable supports and interventions, PL, Assessments, DIPs and coaching.  -Staff and Leaders tracking and actively engaging in student attendance data in line with the schools attendance action plan and implementing the necessary actions in line with their role and subsequent responsibilities.  - Consistent application of SWPBS throughout the school including the referral to the school matrix and re-establishment of a consistent positive token system.  -Increase in Compass entires regarding parent communication (attendance) and recording major and minor behaviours. | | | | |
| **Success Indicators** | - Professional Learning Calendars (Termly) - Compass Pulse Data records - Sub-school wellbeing meeting agendas and minutes - Start Up Program Documentation-  - SWPBS token tracker - Improvement in AtoSS factors (Sense of Connectedness, Attitudes to Attendance, Respect for Diversity, Teacher Concern and Effective Classroom Behaviour) - Improvement in ES staff SOS factors (School Climate and Collective Efficacy) - Improvement in POS factors (Promoting Positive Behaviour) - Improvement in student attendance data | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Embed a school wide consistent approach towards Rights, Resilience and Respectful Relationships (RRRR) by building staff capacity and understandings through focused professional learning opportunities. | | 🗹 Assistant principal  🗹 Mental health and wellbeing leader  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement the WVPS attendance flow chart including the clear roles and responsibilities of all staff and leadership aimed at reducing the number of students who are recording 20+ days absent. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Team leader(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Sub-school Leadership and Wellbeing team to provide assistance to staff to develop and implement adjustments for students. | | 🗹 Allied health  🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Mental health and wellbeing leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $30,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Provide supports to staff in implementing SWPBS practices where necessary through professional learning and coaching/mentoring. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 SWPBS leader/team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Re-launch of SWBPS at WVPS-  re-establishment of a SWPBS working party and introduction of consistent token reward system throughout the school. | | 🗹 Assistant principal  🗹 SWPBS leader/team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Psychologist, Occupational Therapist and Social Workers employed to support staff capacity and student wellbeing and achievement. | | 🗹 Allied health  🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $450,000.00  🗹 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Additional salary to to support MWHL to Leading Teacher | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $13,578.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $486,069.04 | $486,069.04 | $0.00 |
| Disability Inclusion Tier 2 Funding | $496,174.11 | $496,174.11 | $0.00 |
| Schools Mental Health Fund and Menu | $113,578.77 | $113,578.77 | $0.00 |
| **Total** | $1,095,821.92 | $1,095,821.92 | $0.00 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| Leading Teachers to attend classrooms within the first three weeks to support identified staff to implement strategies to ensure calm orderly classroom environments in line with start up program expectations. | $23,000.00 |
| Develop and provide professional development to staff to be able to cater to the learning needs of their cohort of learners. | $160,000.00 |
| Identify students who achieved the Needs Addition Support (NAS) proficiency in NAPLAN 2024 to be supported through Tutor Learning Inititaive (TLI) interventions. | $100,000.00 |
| Support foundation teachers with the implementation of the departmental driven 'Phonics Plus' program as part of the 2 hr Literacy block. | $10,000.00 |
| Leading teachers to provide differentiated coaching to identified staff to support classroom practice. | $20,000.00 |
| Implement effective intervention programs aimed at supporting at risk students through targeted identification, planning and implementation. | $200,000.00 |
| Embed a school wide consistent approach towards Rights, Resilience and Respectful Relationships (RRRR) by building staff capacity and understandings through focused professional learning opportunities. | $20,000.00 |
| Sub-school Leadership and Wellbeing team to provide assistance to staff to develop and implement adjustments for students. | $30,000.00 |
| Provide supports to staff in implementing SWPBS practices where necessary through professional learning and coaching/mentoring. | $20,000.00 |
| Re-launch of SWBPS at WVPS-  re-establishment of a SWPBS working party and introduction of consistent token reward system throughout the school. | $20,000.00 |
| Psychologist, Occupational Therapist and Social Workers employed to support staff capacity and student wellbeing and achievement. | $450,000.00 |
| Additional salary to to support MWHL to Leading Teacher | $13,578.00 |
| **Totals** | $1,066,578.00 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Identify students who achieved the Needs Addition Support (NAS) proficiency in NAPLAN 2024 to be supported through Tutor Learning Inititaive (TLI) interventions. | from: Term 1  to: Term 4 | $116,069.04 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources |
| Implement effective intervention programs aimed at supporting at risk students through targeted identification, planning and implementation. | from: Term 1  to: Term 4 | $200,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources |
| Psychologist, Occupational Therapist and Social Workers employed to support staff capacity and student wellbeing and achievement. | from: Term 1  to: Term 4 | $170,000.00 | 🗹 School-based staffing |
| **Totals** |  | $486,069.04 |  |

Activities and milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Leading Teachers to attend classrooms within the first three weeks to support identified staff to implement strategies to ensure calm orderly classroom environments in line with start up program expectations. | from: Term 1  to: Term 1 | $29,587.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Develop and provide professional development to staff to be able to cater to the learning needs of their cohort of learners. | from: Term 1  to: Term 4 | $160,000.00 | 🗹 Professional learning for school-based staff  🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Support foundation teachers with the implementation of the departmental driven 'Phonics Plus' program as part of the 2 hr Literacy block. | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Professional learning for school-based staff |
| Leading teachers to provide differentiated coaching to identified staff to support classroom practice. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 CRT  🗹 Professional learning for school-based staff |
| Sub-school Leadership and Wellbeing team to provide assistance to staff to develop and implement adjustments for students. | from: Term 1  to: Term 4 | $36,587.11 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Provide supports to staff in implementing SWPBS practices where necessary through professional learning and coaching/mentoring. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Professional learning for school-based staff |
| Re-launch of SWBPS at WVPS-  re-establishment of a SWPBS working party and introduction of consistent token reward system throughout the school. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional learning for school-based staff |
| Psychologist, Occupational Therapist and Social Workers employed to support staff capacity and student wellbeing and achievement. | from: Term 1  to: Term 4 | $200,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties  🗹 Teaching and learning programs and resources |
| **Totals** |  | $496,174.11 |  |

Activities and milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Embed a school wide consistent approach towards Rights, Resilience and Respectful Relationships (RRRR) by building staff capacity and understandings through focused professional learning opportunities. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Resilience, Rights and Respectful Relationships teaching resources (free) |
| Psychologist, Occupational Therapist and Social Workers employed to support staff capacity and student wellbeing and achievement. | from: Term 1  to: Term 4 | $80,000.00 | 🗹 Employ allied health professional to provide Tier 2 tailored support for students |
| Additional salary to to support MWHL to Leading Teacher | from: Term 1  to: Term 4 | $13,578.77 | 🗹 Employ teaching staff to support Tier 2 initiatives |
| **Totals** |  | $113,578.77 |  |

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 |
| Develop and provide professional development to staff to be able to cater to the learning needs of their cohort of learners. | 🗹 Allied health  🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Principal  🗹 Team leader(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Whole school pupil free day  🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Learning specialist  🗹 Literacy leaders  🗹 Maths/Sci specialist  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Support staff to become familiar and confident with the with the implementation and reporting of Victorian Curriculum 2.0 for English and Mathematics. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Whole school pupil free day  🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Internal staff  🗹 Learning specialist  🗹 Literacy leaders  🗹 Maths/Sci specialist | 🗹 On-site |
| Support foundation teachers with the implementation of the departmental driven 'Phonics Plus' program as part of the 2 hr Literacy block. | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Teacher(s)  🗹 Team leader(s) | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs  🗹 Demonstration lessons | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 Internal staff | 🗹 On-site |
| Leading teachers to provide differentiated coaching to identified staff to support classroom practice. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |