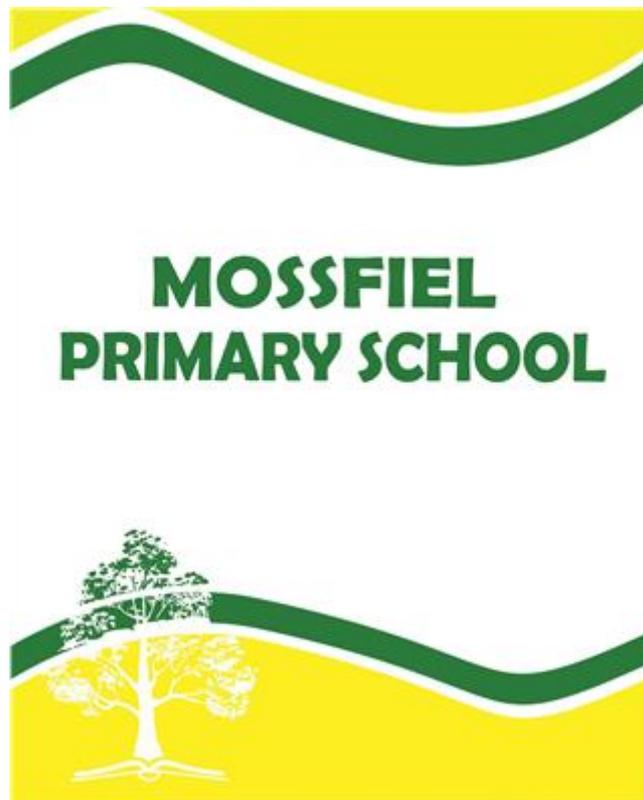# 2024 Annual Implementation Plan

for improving student outcomes

Mossfiel Primary School (5002)

Submitted for review by Paul Maisey (School Principal) on 18 December, 2023 at 09:42 PM
Endorsed by Sandra Eglezos (Senior Education Improvement Leader) on 06 March, 2024 at 08:27 PM
Endorsed by Mistie Foley (School Council President) on 19 March, 2024 at 06:49 AM

Self-evaluation summary - 2024

	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	

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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 2024	
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.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
To maximise the achievement and learning growth of all students in Literacy and Numeracy	Yes	**Achievement Targets** **NAPLAN High Benchmark:** Increase the proportion of Year 5 students achieving High Benchmark Growth (these targets may be reviewed once the school's 2021 NAPLAN results are accessible): • Reading from 33% (2019) to greater than 34% (2024) • Writing 20% (2019) to greater that 24% (2024) • Numeracy 26% (2019) to greater than 28% (2024) **NAPLAN Below Benchmark:** Reduce the below benchmark growth from: • Reading from 19% (2019) to less than 19% (2024) • Writing 22% (2019) to less than 20% (2024) • Numeracy 24% (2019) to less than 22% (2024) **NAPLAN Top Two Bands:** Increase the proportion of students achieving in the Top Two Bands (these targets may be reviewed once the school's 2021 NAPLAN results are accessible) Year 3: • Reading from 53% (2019) to greater than 55% (2024)	NAPLAN Exceeding or Strong:Increase the proportion of students achieving Exceeding or Strong in the following:Year 3:Reading from 53% (2023) to greater than 56% (2024)Writing from 54% (2023) to greater than 56% (2024)Numeracy from 47% (2023) to greater than 50% (2024)Year 5:Reading from 64% (2023) to greater than 67% (2024)Writing from 53% (2023) to greater than 55% (2024)Numeracy from 55% (2023) to greater than 58% (2024)Teacher Judgement Targets – Age-expected Level:By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level:Reading and viewing from 78% (2023) to greater than 80% (S2, 2024)Writing from 64% (2023) to greater than 70% (S2, 2024)Number and algebra from 74% (2023) to greater than 76% (S2, 2024)

		• Writing from 49% (2019) to greater than 50% (2024)
		• Numeracy from 33% (2019) to greater than 40% (2024)
		Year 5:
		    • Reading from 21% (2019) to greater than 27% (2024)
		    • Writing from 10% (2019) to greater than 20% (2024)
		    • Numeracy from 14% (2019) to greater than 20% (2024)
		Teacher Judgements Targets – Age-expected Level:
		By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level
		    • Reading and viewing from 77% (2020) to greater than 82% (S2, 2024)
		    • Writing from 70% (2020) to greater than 76% (S2, 2024)
		    • Number and algebra from 73% (2020) to greater than 78% (S2, 2024)	

		School Staff Survey targets:
		By 2024, increase the positive endorsement levels of the following variables
		    • Academic emphasis (56 percent in 2020) to at least 70 percent
		    • Collective efficacy (62 percent in 2020) to at least 80 percent
		    • Instructional leadership (75 percent in 2020) to at least 80 percent
		    • Teacher collaboration (46 percent in 2020) to at least 75 percent
			School Staff Survey targets:By 2024, increase the positive endorsement levels of the following variablesAcademic emphasis (69 percent in 2023) to at least 71 percentCollective efficacy (80 percent in 2023) to at least 81 percentInstructional leadership (83 percent in 2023) to at least 84 percentTeacher collaboration (81 percent in 2023) to at least 82 percent

		Attitudes to School Survey targets:
		By 2024, increase the positive endorsement levels of the following variables
		    • Differentiated learning challenge (81 percent in 2020) to at least 85 percent
		    • Stimulated learning (68 percent in 2020) to at least 75 percent
		    • Teacher concern (68 percent in 2020) to at least 75 percent
			Attitudes to School Survey targets:By 2024, increase the positive endorsement levels of the following variablesDifferentiated learning challenge (89 percent in 2023) to at least 90 percentStimulated learning (80 percent in 2023) to at least 81 percentTeacher concern (80 percent in 2023) to at least 81 percent

To maximise students' engagement and wellbeing	Yes	**Attendance targets:**	By 2024, reduce the average days of absence per student from 23.1 days (2023) to a

		By 2024, reduce the average days of absence per student from 23 days (average of absences 2018-2020) to a maximum of 19 days By 2024, reduce the proportion of students with 20+ absence days from 38 percent (average percentage of students in this category the three years 2018-2020) to a maximum of 25 percent	maximum of 19 daysBy 2024, reduce the proportion of students with 20+ absence days from 36 percent (2023) to a maximum of 30 percent
		Parent Opinion Survey targets: By 2024, increase the positive endorsement levels of the following variables • Student agency and voice (68 percent in 2020) to at least 80 percent • Promoting positive behaviour (73 percent in 2020) to at least 80 percent • School connectedness (80 percent in 2020) to at least 90 percent • Not experiencing bullying (46 percent in 2020) to at least 70 percent	Parent Opinion Survey targets:By 2024, increase the positive endorsement levels of the following variablesStudent agency and voice (80 percent in 2023) to at least 81 percentPromoting positive behaviour (81 percent in 2023) to at least 82 percentSchool connectedness (86 percent in 2023) to at least 87 percentNot experiencing bullying (48 percent in 2023) to at least 53 percent
		Attitudes to School Survey targets: By 2024, increase the positive endorsement levels of the following variables: • Sense of connectedness (73 percent in 2020) to at least 80 percent • Student voice and agency (53 percent in 2020) to at least 70 percent	Attitudes to School Survey targets:By 2024, increase the positive endorsement levels of the following variables:Sense of contentedness (85 percent in 2023) to at least 86 percentStudent voice and agency (70 percent in 2023) to at least 71 percent

Goal 2	**To maximise the achievement and learning growth of all students in Literacy and Numeracy**
12-month target 2.1-month target	NAPLAN Exceeding or Strong: Increase the proportion of students achieving Exceeding or Strong in the following: Year 3:

Reading from 53% (2023) to greater than 56% (2024)
Writing from 54% (2023) to greater than 56% (2024)
Numeracy from 47% (2023) to greater than 50% (2024)

Year 5:

Reading from 64% (2023) to greater than 67% (2024)
Writing from 53% (2023) to greater than 55% (2024)
Numeracy from 55% (2023) to greater than 58% (2024)

Teacher Judgement Targets – Age-expected Level:

By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level:

Reading and viewing from 78% (2023) to greater than 80% (S2, 2024)
Writing from 64% (2023) to greater than 70% (S2, 2024)
Number and algebra from 74% (2023) to greater than 76% (S2, 2024)

12-month target 2.2-month target	School Staff Survey targets: By 2024, increase the positive endorsement levels of the following variables Academic emphasis (69 percent in 2023) to at least 71 percent Collective efficacy (80 percent in 2023) to at least 81 percent Instructional leadership (83 percent in 2023) to at least 84 percent Teacher collaboration (81 percent in 2023) to at least 82 percent
12-month target 2.3-month target	Attitudes to School Survey targets: By 2024, increase the positive endorsement levels of the following variables Differentiated learning challenge (89 percent in 2023) to at least 90 percent Stimulated learning (80 percent in 2023) to at least 81 percent Teacher concern (80 percent in 2023) to at least 81 percent

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Strengthen all teachers' capacity to use data to teach to student point of need	No
KIS 2.b Excellence in teaching and learning	Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6	Yes
KIS 2.c Excellence in teaching and learning	Embed consistent understanding and implementation of a high-quality, school-wide instructional model	Yes
KIS 2.d Professional leadership	Develop and embed a culture of accountability, feedback and high expectations for all	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.	Continuing the GVC and IF	
Goal 3	**To maximise students' engagement and wellbeing**	
12-month target 3.1-month target	By 2024, reduce the average days of absence per student from 23.1 days (2023) to a maximum of 19 days By 2024, reduce the proportion of students with 20+ absence days from 36 percent (2023) to a maximum of 30 percent	
12-month target 3.2-month target	Parent Opinion Survey targets: By 2024, increase the positive endorsement levels of the following variables Student agency and voice (80 percent in 2023) to at least 81 percent Promoting positive behaviour (81 percent in 2023) to at least 82 percent	

	School connectedness (86 percent in 2023) to at least 87 percent Not experiencing bullying (48 percent in 2023) to at least 53 percent	
12-month target 3.3-month target	Attitudes to School Survey targets: By 2024, increase the positive endorsement levels of the following variables: Sense of contentedness (85 percent in 2023) to at least 86 percent Student voice and agency (70 percent in 2023) to at least 71 percent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Develop and implement evidence-based, school-wide approaches to promote wellbeing, regular attendance and school connectedness	Yes
KIS 3.b Positive climate for learning	Develop students as active and empowered learners	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.	Relaunching SWPBS	

Define actions, outcomes, success indicators and activities

Goal 2	To maximise the achievement and learning growth of all students in Literacy and Numeracy
12-month target 2.1 target	NAPLAN Exceeding or Strong: Increase the proportion of students achieving Exceeding or Strong in the following: Year 3: Reading from 53% (2023) to greater than 56% (2024) Writing from 54% (2023) to greater than 56% (2024) Numeracy from 47% (2023) to greater than 50% (2024) Year 5: Reading from 64% (2023) to greater than 67% (2024) Writing from 53% (2023) to greater than 55% (2024) Numeracy from 55% (2023) to greater than 58% (2024) Teacher Judgement Targets – Age-expected Level: By Semester 2 (S2) 2024, increase the proportion of students assessed by teachers as at or above the age-expected level: Reading and viewing from 78% (2023) to greater than 80% (S2, 2024) Writing from 64% (2023) to greater than 70% (S2, 2024) Number and algebra from 74% (2023) to greater than 76% (S2, 2024)
12-month target 2.2 target	School Staff Survey targets: By 2024, increase the positive endorsement levels of the following variables Academic emphasis (69 percent in 2023) to at least 71 percent Collective efficacy (80 percent in 2023) to at least 81 percent Instructional leadership (83 percent in 2023) to at least 84 percent Teacher collaboration (81 percent in 2023) to at least 82 percent

12-month target 2.3 target	Attitudes to School Survey targets: By 2024, increase the positive endorsement levels of the following variables Differentiated learning challenge (89 percent in 2023) to at least 90 percent Stimulated learning (80 percent in 2023) to at least 81 percent Teacher concern (80 percent in 2023) to at least 81 percent
KIS 2.b Curriculum planning and assessment	Develop, document and implement a whole school curriculum plan that ensures a sequential learning journey for students from Foundation to Year 6
Actions	Develop, document and implement a whole school curriculum plan (GVC) that ensures a sequential learning journey for students from Foundation to Year 6 in Reading
Outcomes	Students will: Understand and articulate the vision for reading at MPS Understand and articulate their learning goals through reading conferences Identify how to achieve their learning goals Teachers will: Trial current reading documentation and provide ongoing feedback to refine the process Collaboratively engage in the development of curriculum documentation (unit plans, weekly plans, assessment) Develop a shared understanding of how to use the curriculum documentation to support planning (purpose, language, content, structure) Leaders will: Lead the trial of reading documentation and collect ongoing feedback to refine the process Collaboratively work with teachers in the development of curriculum documentation Develop a shared understanding of how to use the curriculum documentation to support planning (purpose, language, content, structure)
Success Indicators	Early Indicators: Professional Learning plan for the year SIT agendas/minutes Feedback from staff and students Documented plan to review the GVC

	Late Indicators: School staff survey results linked to GVC School staff survey results linked to Teacher Collaboration School staff survey results linked to Collective Efficacy GVC documentation PLC minutes evidencing planning of GVC implementation NAPLAN results in Reading Teacher Judgement in Reading (F&P) Staff Survey (school based) regarding implementation

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Development of GVC unit plans (T2-4) - PLC leaders to lead the development of GVC unit plans - Teams to work Collaboratively to develop GVC unit plans	☑ All staff ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 3	$150,000.00 ☑ Equity funding will be used
Implementation of the GVC (Essential Learnings, Yearly/Term overview, Unit Plan, Team Planners) - PLC leaders to support the implementation - PLC teams to collaboratively implement	☑ All staff ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$22,000.00 ☑ Equity funding will be used ☑ Other funding will be used
Reflect on and document feedback on GVC Essential Learnings Unit Plans: - Know, Understand, Do - LISC - Process of use/implementation	☑ Curriculum co-ordinator (s) ☑ PLC leaders ☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$22,000.00 ☑ Other funding will be used

Support PLC Leaders to lead the development and implementation of GVC unit plans and team planners - Planning Day - PLC Leader Meeting (Front Load) - PLC Leaders Coaching	☑ Assistant principal ☑ PLC leaders ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used
SIT to develop a plan for staff to review the GVC and monitor the impact	☑ PLC leaders ☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☑ Other funding will be used

KIS 2.c Evidence-based high-impact teaching strategies	Embed consistent understanding and implementation of a high-quality, school-wide instructional model
Actions	Implement the MPS Instructional Framework (in the context of Reading) with a focus on: 1:1 Feedback (Reading conferencing) Explicit Teaching groups (Guided Reading/Reciprocal Teaching)
Outcomes	Students will: Understand and articulate the Instructional Framework Understand and articulate their learning goals through reading conferences Identify how to achieve their learning goals Teachers will: Develop a shared deep understanding and implement effective 1:1 feedback practices Develop a shared deep understanding and implement effective explicit teaching practices Leaders will: Develop a shared deep understanding of identified effective 1:1 feedback practices Develop a shared deep understanding of identified effective explicit teaching practices

	Develop, lead and implement a professional learning plan to build staff capacity Collaborate with teachers to implement the Instructional Framework (modelling)
Success Indicators	Early Indicators: Yearly Professional Learning Plan Whole staff PL exit data SIT agenda and minutes on Instructional Framework PLC agenda and minutes on Instructional Framework PLC planning documents SIT and Staff unpacking professional reading to build a shared understanding of Instructional Framework Use and monitor data to inform Instructional Framework implementation; Leaders - coaching, observations, positive due to good practice, PL exit tickets Teachers - self reflection and goal setting, peer observations, F&P data and conferencing notes Students - focus groups/interviews/surveys Late Indicators: Documented conferencing/1:1 feedback and explicit teaching groups Yearly Professional Learning Plan Whole staff PL exit data SIT agenda and minutes on Instructional Framework PLC agenda and minutes on Instructional Framework PLC planning documents SIT and Staff unpacking professional reading to build a shared understanding of Instructional Framework Use and monitor data to inform Instructional Framework implementation; Leaders - coaching, observations, positive due to good practice, PL exit tickets Teachers - self reflection and goal setting, peer observations, F&P data and conferencing notes Students - focus groups/interviews/surveys

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan and deliver PL to develop a shared understanding of the 1:1 feedback component of the MPS Instructional Framework - students to understand and articulate their learning goals through reading conferences	☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$150,000.00

- students to identify how to achieve their learning goals			from: Term 1 to: Term 4	☑ Equity funding will be used ☑ Other funding will be used
Provide coaching aligned with MPS Instructional Framework	☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$125,000.00
Plan and deliver PL to develop a shared understanding of the explicit teaching component of the MPS Instructional Framework	☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$22,000.00
Obtain student understanding of the instructional framework and their role within it	☑ School improvement team ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00
Create documentation guides for 1 to 1 feedback and explicit teaching components of the Instructional Framework	☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used ☑ Other funding will be used

Goal 3	To maximise students' engagement and wellbeing
12-month target 3.1 target	By 2024, reduce the average days of absence per student from 23.1 days (2023) to a maximum of 19 days
	By 2024, reduce the proportion of students with 20+ absence days from 36 percent (2023) to a maximum of 30 percent

12-month target 3.2 target	Parent Opinion Survey targets: By 2024, increase the positive endorsement levels of the following variables Student agency and voice (80 percent in 2023) to at least 81 percent Promoting positive behaviour (81 percent in 2023) to at least 82 percent School connectedness (86 percent in 2023) to at least 87 percent Not experiencing bullying (48 percent in 2023) to at least 53 percent
12-month target 3.3 target	Attitudes to School Survey targets: By 2024, increase the positive endorsement levels of the following variables: Sense of contentedness (85 percent in 2023) to at least 86 percent Student voice and agency (70 percent in 2023) to at least 71 percent
KIS 3.a Health and wellbeing	Develop and implement evidence-based, school-wide approaches to promote wellbeing, regular attendance and school connectedness
Actions	Develop consistent language, approaches and processes to support the implementation of a School Wide Positive Support (SWPBS) at Mossfiel Primary School.
Outcomes	Students will: Contribute to SWPBS Matrix draft Articulate the school values Articulate expected matrix behaviours Staff will: Understand and articulate the vision for SWPBS at MPS Participate in PL on SWPBS Contribute to creating the SWPBS Matrix draft Trial and review the SWPBS Matrix Develop an understanding of SWPBS Begin to model the positive language and behaviours of SWPBS Leaders will: Understand, articulate and model the vision for SWPBS at MPS

	Plan and participate in SWPBS PL Lead staff with SWPBS Matrix Model the use of the positive language and behaviours of SWPBS
Success Indicators	Early indicators: Create draft Matrix Professional Learning plan for the year SIT agendas/minutes reflect SWPBS planning Develop agreed SWPBS language Develop the understanding of the use of 4:1 positive language Late Indicators: Updated Matrix SIT agendas/minutes reflect completed SWPBS professional learning plan Consistently use agreed SWPBS language Consistently use 4:1 positive language

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan and deliver PL to develop a shared understanding of SWPBS	☑ Disability inclusion coordinator ☑ Leading teacher(s) ☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 2	$195,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Create supporting documents and record SWPBS processes - Reward system - Behaviour response plan	☑ All staff ☑ Assistant principal	☑ PLP Priority	from: Term 1	$124,000.00

- Teaching and learning plan (lesson plans, scope and sequence)	☑ PLC leaders ☑ Principal ☑ School improvement team		to: Term 4	☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Create a Behaviour Matrix - Create draft - Trial - Review - Update for 2025	☑ All staff ☑ Assistant principal ☑ Principal ☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$44,000.00 ☑ Equity 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	$769,035.43	$757,000.00	$12,035.43
Disability Inclusion Tier 2 Funding	$243,814.34	$235,000.00	$8,814.34
Schools Mental Health Fund and Menu	$46,181.32	$46,182.00	-$0.68
Total	**$1,059,031.09**	**$1,038,182.00**	**$20,849.09**

Activities and milestones – Total Budget

Activities and milestones	Budget
Development of GVC unit plans (T2-4) - PLC leaders to lead the development of GVC unit plans - Teams to work Collaboratively to develop GVC unit plans	$150,000.00
Implementation of the GVC (Essential Learnings, Yearly/Term overview, Unit Plan, Team Planners) - PLC leaders to support the implementation - PLC teams to collaboratively implement	$22,000.00
Support PLC Leaders to lead the development and implementation of GVC unit plans and team planners - Planning Day - PLC Leader Meeting (Front Load) - PLC Leaders Coaching	$40,000.00
SIT to develop a plan for staff to review the GVC and monitor the impact	$20,000.00
Plan and deliver PL to develop a shared understanding of the 1:1 feedback component of the MPS Instructional	$150,000.00

Framework - students to understand and articulate their learning goals through reading conferences - students to identify how to achieve their learning goals	
Create documentation guides for 1 to 1 feedback and explicit teaching components of the Instructional Framework	$25,000.00
Plan and deliver PL to develop a shared understanding of SWPBS	$195,000.00
Create supporting documents and record SWPBS processes - Reward system - Behaviour response plan - Teaching and learning plan (lesson plans, scope and sequence)	$124,000.00
Create a Behaviour Matrix - Create draft - Trial - Review - Update for 2025	$44,000.00
Totals	$770,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Development of GVC unit plans (T2-4) - PLC leaders to lead the development of GVC unit plans	from: Term 1 to: Term 3	$150,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

- Teams to work Collaboratively to develop GVC unit plans			
Implementation of the GVC (Essential Learnings, Yearly/Term overview, Unit Plan, Team Planners) - PLC leaders to support the implementation - PLC teams to collaboratively implement	from: Term 1 to: Term 4	$22,000.00	☑ CRT
Support PLC Leaders to lead the development and implementation of GVC unit plans and team planners - Planning Day - PLC Leader Meeting (Front Load) - PLC Leaders Coaching	from: Term 1 to: Term 4	$40,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
SIT to develop a plan for staff to review the GVC and monitor the impact	from: Term 1 to: Term 4	$25,000.00	☑ Professional development (excluding CRT costs and new FTE)
Plan and deliver PL to develop a shared understanding of the 1:1 feedback component of the MPS Instructional Framework - students to understand and articulate their learning goals through reading conferences - students to identify how to achieve their learning goals	from: Term 1 to: Term 4	$150,000.00	☑ School-based staffing ☑ CRT
Create documentation guides for 1 to 1 feedback and explicit teaching components of the Instructional Framework	from: Term 1 to: Term 4	$25,000.00	☑ Professional development (excluding CRT costs and new FTE)

Create supporting documents and record SWPBS processes - Reward system - Behaviour response plan - Teaching and learning plan (lesson plans, scope and sequence)	from: Term 1 to: Term 4	$84,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Create a Behaviour Matrix - Create draft - Trial - Review - Update for 2025	from: Term 1 to: Term 4	$44,000.00	☑ CRT
Totals		$540,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Plan and deliver PL to develop a shared understanding of SWPBS	from: Term 1 to: Term 2	$195,000.00	☑ Other workforces to support students with disability • Social workers • Professional services (inclusive education related services) ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher
Create supporting documents and record SWPBS processes - Reward system	from: Term 1	$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		• Education support staff
- Behaviour response plan - Teaching and learning plan (lesson plans, scope and sequence)			
Totals		$235,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Plan and deliver PL to develop a shared understanding of SWPBS	from: Term 1 to: Term 2	$46,182.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free) **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar)
Totals		$46,182.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
ES Support DI	$80,000.00
Professional Development PLC	$45.00
Employment of a dedicated attendance office	$50.00
CRT Replacement for PL	$44,000.00
Totals	$124,095.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
ES Support DI	from: Term 1 to: Term 4	$80,000.00	☑ School-based staffing
Professional Development PLC	from: Term 1 to: Term 4	$45,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Employment of a dedicated attendance office	from: Term 1 to: Term 4	$48,000.00	☑ School-based staffing
CRT Replacement for PL	from: Term 1 to: Term 4	$44,000.00	☑ CRT
Totals		**$217,000.00**	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
ES Support DI	from: Term 1 to: Term 4	$0.00	

Activities and milestones	When	Funding allocated ($)	Category
Professional Development PLC	from: Term 1 to: Term 4		
Employment of a dedicated attendance office	from: Term 1 to: Term 4		
CRT Replacement for PL	from: Term 1 to: Term 4		
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
ES Support DI	from: Term 1 to: Term 4	$0.00	
Professional Development PLC	from: Term 1 to: Term 4		
Employment of a dedicated attendance office	from: Term 1 to: Term 4		

CRT Replacement for PL	from: Term 1 to: Term 4		
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Development of GVC unit plans (T2-4) - PLC leaders to lead the development of GVC unit plans - Teams to work Collaboratively to develop GVC unit plans	☑ All staff ☑ PLC leaders	from: Term 1 to: Term 3	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Teaching partners ☑ Internal staff ☑ Learning specialist	☑ On-site
Implementation of the GVC (Essential Learnings, Yearly/Term overview, Unit Plan, Team Planners) - PLC leaders to support the implementation - PLC teams to collaboratively implement	☑ All staff ☑ PLC leaders	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Plan and deliver PL to develop a shared understanding of SWPBS	☑ Disability inclusion coordinator ☑ Leading teacher(s) ☑ School improvement team ☑ SWPBS leader/team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources SWPBS - Leader DET	☑ On-site

Create supporting documents and record SWPBS processes - Reward system - Behaviour response plan - Teaching and learning plan (lesson plans, scope and sequence)	☑ All staff ☑ Assistant principal ☑ PLC leaders ☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Internal staff ☑ Departmental resources SWPBS - Leader DET	☑ On-site
Create a Behaviour Matrix - Create draft - Trial - Review - Update for 2025	☑ All staff ☑ Assistant principal ☑ Principal ☑ School improvement team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site