

# **2025 Annual Implementation Plan**

## **for improving student outcomes**

Ferntree Gully North Primary School (4718)



Submitted for review by Susan Dean (School Principal) on 09 December, 2024 at 09:36 AM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 04 February, 2025 at 10:50 AM  
Awaiting endorsement by School Council President

## Self-evaluation summary

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

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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<b>Future planning</b>	Progress this year has been significant, targets have the most part been met. Our current AIP will roll into 2025 as we continue to focus on the delivery of English 2.0 / Numeracy 2.0 and the introduction of the Mental Health and Wellbeing role. We will continue to strive to have a greater number of students at the exceeding level of Naplan moving up to year 5, and look to promote growth of students in the strong category.	
<b>Documents that support this plan</b>		

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To ensure the achievement of high-quality educational outcomes in literacy.	Yes	By 2027 increase the percentage of students in the NAPLAN Year 3 exceeding proficiency levels in reading from 10% in 2023 to 15%. (TBC)	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in reading from 10% in 2023 to increasing another 2% to reach 38%.
		By 2027 increase the percentage of students in the NAPLAN Year 3 exceeding proficiency levels in writing from 7% in 2023 to 15%. (TBC)	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in writing from 7% to 10% by 2026.
		By 2027 increase the percentage of Year F–6 students assessed above expected level against the Victorian Curriculum (VC) Levels F–10 <ul style="list-style-type: none"> <li>• Writing will increase from 19% in 2022 to 24% or above.</li> <li>• Speaking and listening from 17% in 2022 to 22% or above.</li> </ul>	By 2026, will increase the number of students working above expected level F-6 VC in writing from 22% in 2023 to 24%. By 2026, will increase the number of students working above expected level F-6 VC in speaking and listening from 17% to 19%.

To ensure the achievement of high-quality educational outcomes in numeracy	Yes	By 2027 increase the percentage of students in the NAPLAN Year 3 exceeding proficiency levels in numeracy from 3% in 2023 to 10%. (TBC)	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in numeracy from 3% in 2023 to 14%.
		By 2027 increase the percentage of students in the NAPLAN Year 5 exceeding proficiency levels in numeracy from 5% in 2023 to 10%. (TBC)	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in numeracy from 5% to 8%.
		By 2027 increase the percentage, of Year F–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above level in: <ul style="list-style-type: none"> <li>• Number and algebra will increase from 34% in 2022 to 37%</li> <li>• Measurement and geometry 29% in 2022 to 32%</li> <li>• Statistics and Probability from 21% in 2022 to 24%</li> </ul>	By 2026, will increase the number of students working above expected level F-6 VC in Numeber and Algebra from 37% in 2023 to 39%. By 2026, will increase the number of students working above expected level F-6 VC in measurement and Geometry from 30% in 2023 to 32%By 2026, will increase the number of students working above expected level F-6 VC in Statistics and Probability from 24% in 2023 to 26%
Enhance student health, wellbeing and engagement.	Yes	By 2027, the percentage of students with 30+ days absent F to Year 6 students will decrease from 32% in 2022 to at or below 28%.	By 2026 the percentage of students with 30+ days absent from F to grade 6 will decrease from 22% in 2023 to 20% or below 20 plus days.

		<p>By 2027 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures.</p> <ul style="list-style-type: none"> <li>• Student voice and agency will increase from 62% in 2022 to 67%</li> <li>• Motivation and Interest will increase from 74% in 2022 to 79%</li> <li>• Sense of connectedness factor will increase from 75% in 2022 to 80%.</li> </ul>	<p>By 2026 the percentage of 4-6 students positive endorsement in ATOSS students voice and agency will increase from 62% in 2023 to 65%. Motivation and interest will increase from 74% 2023 to 76%. Sense of contentedness factor will increase from 72% in 2023 to 76%</p>
		<p><i>By 2027 the percentage of parents reporting positive endorsement in the following Parent Opinion Survey measures:</i></p> <ul style="list-style-type: none"> <li>• parent community engagement domain school communication factor will increase from 55% in 2022 to 60%</li> <li>• parent community engagement domain parent participation and involvement factor will increase from 43% in 2022 to 55%</li> <li>• student cognitive engagement domain, motivation and support factor will increase from 74% in 2022 to 79%</li> </ul>	<p>By 2026 the percentage of parents reporting positive endorsement in the following Parent Opinion Survey measures: Parent community engagement domain school communication factor will increase from 56% in 2023 to 58% Parent community engagement domain parent participation and involvement factor will increase from 44% in 2023 to 46% Student cognitive engagement domain, motivation and support factor will increase from 70% in 2023 to 73%</p>

<b>Goal 2</b>	<b>To ensure the achievement of high-quality educational outcomes in literacy.</b>
<b>12-month target 2.1</b>	<p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024.</p> <p>Our focus will be to increase exceeding proficiency levels in reading from 10% in 2023 to increasing another 2% to reach 38%.</p>

<b>12-month target 2.2</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in writing from 7% to 10% by 2026.	
<b>12-month target 2.3</b>	By 2026, will increase the number of students working above expected level F-6 VC in writing from 22% in 2023 to 24%. By 2026, will increase the number of students working above expected level F-6 VC in speaking and listening from 17% to 19%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Build capabilities of staff to deliver evidence-based differentiated classroom practices in literacy (learning intentions, differentiated success criteria and a language of learning).	Yes
<b>KIS 2.b</b> Assessment	Build capabilities for data analysis and understanding across the school to drive whole school improvement.	Yes
<b>KIS 2.c</b> Engagement	Review and embed school processes for students setting goals and monitoring their progress in literacy.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The use of evidence based practice continues to be essential to ongoing improvement. The focus on differentiated success criteria and the use of goals in reading and writing will continue to develop practices across the school. The sequential delivery of lesson cycles focusing on key, specific skills uses the goals to deliver, modify and adapt, record and plan for future teaching cycles. Our 2024 Naplan results show very good growth and is evidence of the sound practices being developed across the school. The implementation of the new English 2.0 with emphasis on phonic implementation F-2 will give us an opportunity to audit our current scope and sequence documentation against the new F-2 scope and sequence.	
<b>Goal 3</b>	<b>To ensure the achievement of high-quality educational outcomes in numeracy</b>	



<b>12-month target 3.1</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in numeracy from 3% in 2023 to 14%.
<b>12-month target 3.2</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in numeracy from 5% to 8%.
<b>12-month target 3.3</b>	By 2026, will increase the number of students working above expected level F-6 VC in Numeber and Algebra from 37% in 2023 to 39%. By 2026, will increase the number of students working above expected level F-6 VC in measurement and Geometry from 30% in 2023 to 32% By 2026, will increase the number of students working above expected level F-6 VC in Statistics and Probability from 24% in 2023 to 26%
<b>Key Improvement Strategies</b>	
	Is this KIS selected for focus this year?
<b>KIS 3.a</b> Teaching and learning	Build capabilities of staff to deliver evidence based differentiated classroom practices in numeracy (learning intentions, differentiated success criteria and a language of learning)
<b>KIS 3.b</b> Engagement	Review and embed school processes for students setting goals and monitoring their progress in numeracy.
<b>KIS 3.c</b> Leadership	Build capabilities of PLC leaders to lead data analysis and understanding across the school to drive whole school improvement.

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.	During 2024 we have focused on the implementation of a program of 3 number - 2 applied sessions in maths. This has allowed us to review the maths 2.0 curriculum and redesign our goals to become steps to success based on feedback 3-6. Steps to success has encouraged students understand the continuum of their learning. We have implemented more regular P-2 and 3-6 meetings to build the capacity of teachers to examine learning sequences and differentiation. In 2025 term 1 all planning meetings will be held with learning specialist to reinforce the maths 2.0 curriculum and work towards further implementation of differentiation. This will enable more comprehensive discussions and documentation around differentiation and the meeting of individual needs.	
<b>Goal 4</b>	<b>Enhance student health, wellbeing and engagement.</b>	
<b>12-month target 4.1</b>	By 2026 the percentage of students with 30+ days absent from F to grade 6 will decrease from 22% in 2023 to 20% or below 20 plus days.	
<b>12-month target 4.2</b>	By 2026 the percentage of 4-6 students positive endorsement in ATOSS students voice and agency will increase from 62% in 2023 to 65%. Motivation and interest will increase from 74% 2023 to 76% Sense of contentedness factor will increase from 72% in 2023 to 76%	
<b>12-month target 4.3</b>	By 2026 the percentage of parents reporting positive endorsement in the following Parent Opinion Survey measures: Parent community engagement domain school communication factor will increase from 56% in 2023 to 58% Parent community engagement domain parent participation and involvement factor will increase from 44% in 2023 to 46% Student cognitive engagement domain, motivation and support factor will increase from 70% in 2023 to 73%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Engagement	Build student capabilities to positively influence their own learning and wellbeing outcomes.	No
<b>KIS 4.b</b> Support and resources	Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).	Yes

<b>KIS 4.c</b> Engagement	Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.	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.	<p>In 2025, we will look to focus on the 7 evidence informed strategies (HIWS), so we can empower staffs knowledge and capacity to build student wellbeing. We will focus on the key elements building strong relationships, creating safe and inclusive classroom environments and building student capacity through our whole school focus establishing classroom communities, PITW and respectful relationships.</p> <p>We will also look to work with stakeholders ( external supports Speech/ Psych/ Wellbeing/ Pediatrician/ OT/ Play based therapists) to unpack the needs of our students to support the differentiation of IEPs, SSP's and Differentiated levels of adjustment and planning.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To ensure the achievement of high-quality educational outcomes in literacy.
<b>12-month target 2.1</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in reading from 10% in 2023 to increasing another 2% to reach 38%.
<b>12-month target 2.2</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in writing from 7% to 10% by 2026.
<b>12-month target 2.3</b>	By 2026, will increase the number of students working above expected level F-6 VC in writing from 22% in 2023 to 24%. By 2026, will increase the number of students working above expected level F-6 VC in speaking and listening from 17% to 19%.
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build capabilities of staff to deliver evidence-based differentiated classroom practices in literacy (learning intentions, differentiated success criteria and a language of learning).
<b>Actions</b>	Build staff capacity around differentiation in literacy in order to meet the individual needs of our students to increase educational outcomes.
<b>Outcomes</b>	Leaders will support the implementation of English 2.0 ( Moderation) Leaders will deliver professional learning on and embed elements of the Explicit instruction rubric to support the teaching of literacy. Leaders will deliver professional learning on High impact teaching strategies with a focus on literacy learning. Leaders will embed the language components from 'The Big 6 ' to create a consistent language amongst staff. Leaders will work with their teaching teams to build their capacity in embedding VCOP into the planning and teaching of

	<p>writing.  Leaders will work with teaching teams to plan pre-assessments in a timely manner to ensure the data can be used to plan for differentiation.  PLT meetings will provide regular time for ongoing moderation of literacy skills across the whole school.</p> <p>Teachers will undertake in learning walks with a focus on Explicit instruction / High Impact teaching Strategies to upskill their practices. ( Explicit teaching/ Worked Examples / Differentiated teaching)  Teachers will regularly analyze pre test and post test data to make data informed planning decisions based on the needs of the cohort.  Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post assessments.  Teachers will increase their range of formative assessment practices to continually monitor students learning and cater for their needs throughout the learning process.  Teachers will regularly monitor, review and update IEP's to ensure they are responsive to needs of students and data.  Teachers will plan using English 2.0 curriculum</p> <p>Students will set learning goals based on their pre test data.  Students will have a clear understanding of their learning goals and the next steps in their learning journey.  Students will have work tasks aimed at an appropriate level.  Students will feel challenged and stimulated in their learning environment.  Students will regularly reflect upon their learning goals.</p>
<b>Success Indicators</b>	<p>Early Indicators:  Leaders will develop appropriate methods of goal allocation, tracking and evaluation with students working towards the expected level.  Teachers will have consistent goal displays throughout their classroom.  Teachers will define goal setting processes for each of our teaching teams.  Curriculum documentation will show clear plans for differentiation.  VCOP Cold Write, Fountas &amp; Pinnell and Essential Assessment results will increase.  Teachers will have documented evidence of data analysis to inform future goal setting and planning.</p> <p>Late Indicators:  Victorian Curriculum teacher judgement across reading, writing and speaking &amp; listening will increase.  IEPs will demonstrate SMART literacy based goals for student working above and below the expected level.  AtoSS will demonstrate an increase in learning confidence.</p>

	Planning documents will demonstrate evidence of exposure to NAPLAN questions and writing prompts. Student NAPLAN results will increase.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
STA Program for students identified as needing Literacy support Oral language.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Professional Learning (Moderation) - Build staff confidence assessing against the English 2.0 curriculum. - Promote a staff culture of ongoing moderation against the English 2.0 curriculum. - Timetable regular moderation meetings (team and whole school)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning ( The big 6) - Develop staff understanding of the 6 pillars of reading. - Promote the big 6 throughout our classrooms and amongst our school community. - Embed the big 6 throughout teaching and learning.	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leadership Team Learning Walks (HITS focused) - Focus on Explicit Teaching, Worked Examples and Differentiated Teaching.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Staff Peer Observations and Learning Walks (HITS focused) - Focus on Explicit Teaching, Worked Examples and Differentiated Teaching.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Whole school review of VCOP and refine approach to develop model that best fits the needs our school.	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning of HITS and a 2024 refocus on the following 3: - Explicit teaching - Worked examples - Differentiated teaching	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review current whole school/team/individual Literacy data collection and analysis process.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed English 2.0 scope and sequence and review at end of year.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review IEP goal setting with a targeted focus on aligning with English 2.0 and appropriate differentiation.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.b</b>	Build capabilities for data analysis and understanding across the school to drive whole school improvement.			

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Actions</b>	Build staff capacity around data practices and getting student goals to increase educational outcomes across literacy.
<b>Outcomes</b>	<p>Leaders will work with the PLC leaders to up level reading/ writing learning goals.</p> <p>Leaders will work with the PLC leaders to review VCOP cohort writing data.</p> <p>Leaders will work with the PLC leaders to identify appropriate curriculum goals for class cohorts/classes.</p> <p>Leaders will work with teaching teams to build confidence in developing pre/ post assessments data.</p> <p>Leaders will work with SIT to embed an English 2.0 scope and sequence with a view of implementation in 2025.</p> <p>Teachers will design appropriate reading / writing learning goals for the cohorts/classes based around pre-assessment data.</p> <p>Teachers will focus on explicit teaching focusing on the how / modelling to students.</p> <p>Teachers will design examples of what a good one looks like for our focus writing genres for students to guide their assessment against.</p> <p>Teachers will provide multiple exposure to teaching sequences, allowing students to regularly set, monitor and reflect upon learning goals.</p> <p>Teachers will implement differentiated teaching and learning to meet individual learning needs based on reading data from pre and post assessments.</p> <p>Teachers will implement differentiated teaching and learning to meet individual learning needs based on writing data from pre and post assessments.</p> <p>Teachers will ensure IEPs are regularly monitored, reviewed and updated to respond to student needs.</p> <p>Teachers will individually conference with students for both reading and writing to allow them to demonstrate their learning through written and verbal forms.</p> <p>Students will set appropriate learning goals based on their pre-assessment data.</p> <p>Students will build their confidence identifying areas of strength and areas for future improvement from their pre-assessment data.</p> <p>Students will regularly reflect upon their learning goals and identify the next steps in their learning.</p>



<b>Success Indicators</b>	<p>Early Indicators:  Leaders will develop appropriate methods of goal allocation, tracking and evaluation with students working towards the expected level.  Teachers will have consistent goal displays throughout their classroom.  Teachers will define goal setting processes for each of our teaching teams.  Curriculum documentation will show clear plans for differentiation.  VCOP Cold Write, Fountas &amp; Pinnell and Essential Assessment results will increase.  Teachers will have documented evidence of data analysis to inform future goal setting and planning.</p> <p>Late Indicators:  Victorian Curriculum teacher judgement across reading, writing and speaking &amp; listening will increase.  IEPs will demonstrate SMART literacy based goals for student working above and below the expected level.  AtoSS will demonstrate an increase in learning confidence.  Planning documents will demonstrate evidence of exposure to NAPLAN questions and writing prompts.  Student NAPLAN results will increase.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Review Literacy assessment and data practices. - Review current assessment practices. - Build staff confidence analysing cohort/individual pre/post test results - Data informed planning decisions and targeted differentiation.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review VCOP 'writing data' to explore current use and refine to detail how we want it to be used more effectively across our school to inform teaching and learning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to embed writing goals across P-2 and 3-6. - Review 3-6 goals and refine approach in mid to late 2025.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> Literacy leader		to: Term 4	
Embed and review English 2.0 scope and sequence.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	To ensure the achievement of high-quality educational outcomes in numeracy				
<b>12-month target 3.1</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in numeracy from 3% in 2023 to 14%.				
<b>12-month target 3.2</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Our focus will be to increase exceeding proficiency levels in numeracy from 5% to 8%.				
<b>12-month target 3.3</b>	By 2026, will increase the number of students working above expected level F-6 VC in Numeber and Algebra from 37% in 2023 to 39%. By 2026, will increase the number of students working above expected level F-6 VC in measurement and Geometry from 30% in 2023 to 32% By 2026, will increase the number of students working above expected level F-6 VC in Statistics and Probability from 24% in 2023 to 26%				
<b>KIS 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build capabilities of staff to deliver evidence based differentiated classroom practices in numeracy (learning intentions, differentiated success criteria and a language of learning)				
<b>Actions</b>	Build staff capacity around data practices and setting student goals to increase educational outcomes across numeracy.				

<b>Outcomes</b>	<p>Leaders will work with the PLC leader and SIT as we continue to plan and implement the Mathematics 2.0 scope and sequence, allowing for multiple exposures through our 3/2 model of delivery.</p> <p>Leaders will continue to expose through professional learning to staff the four proficiencies building staff confidence, understanding of language and embedding into planning.</p> <p>Leaders will work with the PLC leader to develop further consistency around the planning of Number and Algebra based learning goals.</p> <p>Leaders will work with their teaching teams to review forms of assessments used in teaching mathematics and in particular how anecdotal evidence is collected and used.</p> <p>Leaders will work with teams to create common numeracy assessment tasks for moderation of numeracy.</p> <p>Teachers will continue to implement the Mathematics 2.0 scope and sequence allowing for multiple exposures.</p> <p>Teachers will refine and embed updated approach to student steps to success goals.</p> <p>Teachers will provide multiple exposure to teaching sequences, allowing students to regularly set, monitor and reflect upon learning goals.</p> <p>Teachers will continue to ensure that a 3/2 model for teaching number and applied units will be implemented throughout their classrooms.</p> <p>Teachers will build their confidence of the four proficiencies and work to embed language into planning.</p> <p>Teachers will embed the learning goals to the new Mathematics 2.0 curriculum.</p> <p>Teachers will increase their range of assessment practices by reviewing how anecdotal evidence is collected and through focusing on developing common assessment tasks for moderation.</p> <p>Teachers will implement differentiated teaching and learning to meet individual learning needs based on data from pre and post testing.</p> <p>Teacher will IEPs will be regularly monitored, reviewed and updated to respond to student needs.</p> <p>Students will set learning goals based on their pre test data and discuss goals with teacher.</p> <p>Students confidence identifying areas of strength and areas for future improvement from their pre test data will increase.</p> <p>Students will set appropriate learning Number based learning goals.</p> <p>Students will regularly reflect upon their learning goals and identify the next steps in their learning.</p>
<b>Success Indicators</b>	<p>Early Indicators:</p> <p>Leaders will regularly discuss and focus on appropriate methods of goal allocation, tracking and evaluation with teachers and teams.</p> <p>Leaders will focus on learning walks to visualise the impact goals are having in the classroom and towards student learning.</p> <p>Teachers will have consistent goal displays throughout their classroom.</p>

	<p>Teachers will define goal setting processes for each of our teaching teams. Curriculum documentation will show clear plans for differentiation. Essential Assessment results will increase. Teachers will have documented evidence of data analysis to inform future goal setting and planning.</p> <p>Late Indicators: Victorian Curriculum teacher judgement across all students all six 2.0 strands will increase. IEPs will demonstrate SMART number based goals for student working above and below the expected level. AtoSS will demonstrate an increase in learning confidence. Planning documents will demonstrate evidence of exposure to NAPLAN problems. Student NAPLAN results will increase.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and refine student goal setting practices (Steps To Success) in our classroom to ensure they align with curriculum/cohort data and development learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review current whole school/team/individual Mathematics data collection and analysis process.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and consolidate data driven differentiation amongst planning, teaching and learning. - Embed differentiated success criteria into all numeracy lessons.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning (Moderation) - Build staff confidence assessing against the Victorian 2.0 curriculum. - Promote a staff culture of ongoing moderation against the	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Victorian 2.0 curriculum. - Timetable regular moderation meetings (team and whole school)					
Review and refine Mathematics 2.0 scope and sequence to ensure multiple exposures to key number/algebra concepts.		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning (4 Proficiencies) - Continue to develop staff knowledge. - Develop implementation plan. - Work with staff to reflect 4 proficiencies in teaching and learning.		<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 3.c</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	Build capabilities of PLC leaders to lead data analysis and understanding across the school to drive whole school improvement.				
<b>Actions</b>	Upskill PLC leaders and staff to analyze and lead data conversations to drive whole school improvement in Numeracy.				
<b>Outcomes</b>	Leaders work with Numeracy Learning Specialist to drive conversations and plan for improvement in Numeracy Leaders to support staff to plan and implement whole school approach to unpacking Numeracy data and planning for improvement. Leaders will refine PLT teams to ensure all staff can attend. PLT meeting will provide regular time for ongoing moderation of number skills. Leaders will embed regular analysis of NAPLAN results. Leaders will lead discussions with teachers around student working in the 'Requires Support' NAPLAN proficiency.  Teachers to work in PLCs / teams on data and tracking of students for planning, following Numeracy Data schedule.				

	<p>Teachers will regularly analyse pre test and post test data to made data informed planning decisions based on the needs of the cohort.</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post assessments.</p> <p>Teachers will regularly monitor, review and update IEP's to ensure they are responsive to needs of students and data.</p> <p>Teachers across 1-6 will ensure planning exposes students to NAPLAN style problems to build confidence interpreting these.</p> <p>Teachers will implement the Mathematics 2.0 scope and sequence to ensure multiple exposures to key numbers concepts.</p> <p>Teachers will refine goal setting processes within classroom to ensure they are data drive and provide students with a clear understanding of their learning and their next steps.</p> <p>Students will know what the next steps are to progress their learning in Mathematics, based on input from teachers around their data and progress..</p> <p>Students will have work tasks aimed at an appropriate level.</p> <p>Students will have a clear understanding of their learning goals and the next steps in their learning journey.</p> <p>Students confidence around NAPLAN problems will increase, as will ability to articulate their mathematical thinking.</p>
<b>Success Indicators</b>	<p>Early Indicators:</p> <p>Leaders will develop appropriate methods of goal allocation, tracking and evaluation with students working towards the expected level.</p> <p>Teachers will have consistent goal displays throughout their classroom.</p> <p>Teachers will define goal setting processes for each of our teaching teams.</p> <p>Curriculum documentation will show clear plans for differentiation.</p> <p>Essential Assessment results will increase.</p> <p>Teachers will have documented evidence of data analysis to inform future goal setting and planning.</p> <p>Late Indicators:</p> <p>Victorian Curriculum teacher judgement across all students all six 2.0 strands will increase.</p> <p>IEPs will demonstrate SMART number based goals for student working above and below the expected level.</p> <p>AtoSS will demonstrate an increase in learning confidence.</p> <p>Planning documents will demonstrate evidence of exposure to NAPLAN problems.</p> <p>Student NAPLAN results will increase.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review current whole school/team/individual Mathematics data collection and analysis process.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning (Moderation) - Build staff confidence assessing against the Victorian 2.0 curriculum. - Promote a staff culture of ongoing moderation against the Victorian 2.0 curriculum. - Timetable regular moderation meetings (team and whole school)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning (NAPLAN) - Build staff capacity to analyse student NAPLAN results. - Identify supports for students obtaining a 'Developing' or 'Needs Addition Support' result.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and embed new mathematics assessment schedule for pre/mid and post testing.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and refine student goal setting practices (Steps To Success) in our classroom to ensure they align with curriculum/cohort data and development learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and refine Mathematics 2.0 scope and sequence to ensure multiple exposures to key number/algebra concepts.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
<b>Goal 4</b>	Enhance student health, wellbeing and engagement.			
<b>12-month target 4.1</b>	By 2026 the percentage of students with 30+ days absent from F to grade 6 will decrease from 22% in 2023 to 20% or below 20 plus days.			
<b>12-month target 4.2</b>	<p>By 2026 the percentage of 4-6 students positive endorsement in ATOSS students voice and agency will increase from 62% in 2023 to 65%.</p> <p>Motivation and interest will increase from 74% 2023 to 76%</p> <p>Sense of contentedness factor will increase from 72% in 2023 to 76%</p>			
<b>12-month target 4.3</b>	<p>By 2026 the percentage of parents reporting positive endorsement in the following Parent Opinion Survey measures:</p> <p>Parent community engagement domain school communication factor will increase from 56% in 2023 to 58%</p> <p>Parent community engagement domain parent participation and involvement factor will increase from 44% in 2023 to 46%</p> <p>Student cognitive engagement domain, motivation and support factor will increase from 70% in 2023 to 73%</p>			
<b>KIS 4.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance teacher capabilities to implement High Impact Wellbeing Strategies (HIWS).			
<b>Actions</b>	Teachers to build knowledge of HIWS and embed the practical strategies within their classrooms.			
<b>Outcomes</b>	<p>Leaders will continue to support the professional development of PLC leaders to implement HIWS.</p> <p>Leaders will continue to support all teachers to embed HIWS across school. ( Building relationships / Fostering Self Efficacy )</p> <p>Leaders have employed a Mental Health and Wellbeing leader to support implementation of HIWS and whole school wellbeing programs</p> <p>Leaders will focus on supporting the implementation of Classroom Communities unit and establishing expectations and</p>			



	<p>norms around positive classroom environment for learning. Mental Health and wellbeing leader will support professional development around embedding of HIWS. Mental Health and wellbeing leader will support planning and implementation of classroom communities unit.</p> <p>Teachers will continue to develop knowledge and skills to embed HIWS into classrooms Teachers will build on and develop further relationships with students through our classroom communities unit Teachers will facilitate and support healthy peer relationships through a focus on VTLM 2.0 enabling learning Teachers will establish clear classroom expectations that align with schools values and philosophy Teachers will engage students through development and implementation of high quality engaging educational program Teachers will recognize, respond and support students mental health care needs Teachers will plan for and support inclusion and belonging within their classrooms</p> <p>Students will feel a sense of inclusion and belonging to school and school community Students will be able to express themselves at school, seeking help and support if needed. Students will have strong relationships with all teachers / students across the school Students will know what is expected of them and have been a co-creator in establishing classroom expectations and goals.</p>			
<b>Success Indicators</b>	<p>Early Indicators Curriculum documentation will show planning around establishing Classroom Communities and embedding of HIWS. Learning walks and peer observations will highlight implementation of Classroom Communities / HIWS Employment of Mental Health and Wellbeing officer to support work around building staff capacity, advocating for students and promoting a whole school approach to mental health and wellbeing.</p> <p>Late Indicators Evidence reported against Victorian Curriculum Personal and Social Capability Evidence reported in atoSS factors; sense of connectedness, emotional awareness and regulation, psychological distress, resilience. Survey data reported at local school level. Whole School wellbeing program progress data as evidenced by Wellbeing programs implemented by Wellbeing Officer</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

Focus on HIWS fostering self efficacy / self belief.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Focus on HIWS building healthy relationships through establishing classroom communities and the continuing use of PITW and respectful relationships program.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 4.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen learning partnerships through the provision of quality feedback mechanisms with all stakeholders.			
<b>Actions</b>	Promote further whole school approach to mental health, wellbeing and engagement.			
<b>Outcomes</b>	<p>Leaders will employ Mental Health and wellbeing leader to support embedding of whole school approach to mental health and wellbeing.</p> <p>Leaders to support Mental Health and wellbeing leader implementing referral pathways for students to support mental health and wellbeing</p> <p>Leaders / Mental Health and wellbeing leader to run Wellbeing COP implementing whole school wellbeing goals and focus areas.</p> <p>Leaders to develop a collegial group with Mental Health and Wellbeing Leaders in our local network.</p> <p>Teachers to build capacity around mental health and wellbeing concerns of students and families.</p> <p>Teachers to embed wellbeing strategies through classroom communities, Respectful relationships and PITW.</p> <p>Teachers to embed evidence based practice teaching strategies around ways to best support mental health and Wellbeing of students.</p>			

	<p>Teachers to work with Mental Health Leader and Wellbeing officer to support programs promoting mental health and wellbeing strategies for students. Teachers to work with external support services to embed strategies for students using differentiated strategies template. Teachers work with student on mental health and wellbeing goals.</p> <p>Students to engage in whole school programs such as classroom communities, PITW sessions and Respectful relationships to increase build wellbeing capacity. Students to focus on individual wellbeing goals. Students to access support services to assist with mental health and wellbeing.</p>			
<b>Success Indicators</b>	<p>Early Indicators Victorian Curriculum and Whole School Planning documentation that incorporates learning that is engaging, Current AtoSS showing factors such as sense of connectedness. Planning Documentation highlighting whole school events Parent Opinion survey</p> <p>Late Indicators Event Calendar and Planning documentation showcasing whole school events AtoSS showing factors such as school connectedness Parent Opinion survey</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Focus on review of PITW 3r's ( restorative process).	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Focus on awareness ATOSS data of bullying / bystander behaviours.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Ongoing development of whole school approach to mental health and wellbeing through the introduction of the MHWL.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$41,057.50	\$41,057.50	\$0.00
Disability Inclusion Tier 2 Funding	\$150,340.81	\$150,340.92	-\$0.11
Schools Mental Health Fund and Menu	\$31,350.92	\$41,057.50	-\$9,706.58
<b>Total</b>	<b>\$222,749.23</b>	<b>\$232,455.92</b>	<b>-\$9,706.69</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
STA Program for students identified as needing Literacy support Oral language.	\$4,000.00
<b>Totals</b>	<b>\$4,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
STA Program for students identified as needing Literacy support Oral language.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li></li> </ul>
<b>Totals</b>		\$4,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of student wellbeing officer 0.4, ES	\$41,057.50
Implementation of both TLI and smaller class sizes	\$41,057.50
Additional staff for class sizes and TLI	\$146,340.92
Additional items relating to student wellbeing officer and MHWL resources	\$0.00
<b>Totals</b>	\$228,455.92

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of student wellbeing officer 0.4, ES	from: Term 1 to: Term 4	\$0.00	
Implementation of both TLI and smaller class sizes	from: Term 1 to: Term 4	\$41,057.50	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Additional staff for class sizes and TLI	from: Term 1 to: Term 4	\$0.00	
Additional items relating to student wellbeing officer and MHWL resources	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$41,057.50	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of student wellbeing officer 0.4, ES	from: Term 1 to: Term 4	\$0.00	
Implementation of both TLI and smaller class sizes	from: Term 1	\$0.00	

	to: Term 4		
Additional staff for class sizes and TLI	from: Term 1 to: Term 4	\$146,340.92	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Additional items relating to student wellbeing officer and MHWL resources	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$146,340.92	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of student wellbeing officer 0.4, ES	from: Term 1 to: Term 4	\$30,834.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Implementation of both TLI and smaller class sizes	from: Term 1 to: Term 4	\$0.00	
Additional staff for class sizes and TLI	from: Term 1 to: Term 4	\$0.00	



Additional items relating to student wellbeing officer and MHWL resources	from: Term 1 to: Term 4	\$10,223.50	<input checked="" type="checkbox"/> Brainstorm Productions  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Activity-based non-consumables (equipment hire, etc)</li> <li>○ Engage Mental Health Staff ad-hoc in person (eduPay or non-teaching staff) Play therapist</li> </ul>
<b>Totals</b>		\$41,057.50	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Embed and review English 2.0 scope and sequence.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site