

2025 Annual Implementation Plan

for improving student outcomes

Keelonith Primary School (5412)



Submitted for review by Loren Peavey (School Principal) on 29 January, 2025 at 03:50 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 07 February, 2025 at 12:30 PM

Self-evaluation summary

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

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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	
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Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To optimise learning growth for all students in Literacy and Numeracy.	Yes	<p>By 2026, increase the percentage of Years 3 - 5 students making above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Writing from 6% (2021) to a four-year rolling average of 25% • Reading from 29% (2021) to a four-year rolling average of 35% • Spelling from 0% (2021) to a four-year rolling average of 25% • Grammar and Punctuation from 24% (2021) to a four-year rolling average of 30% • Numeracy from 6% (2021) to a four-year rolling average of 25% <p>By 2026, increase the percentage of Year 3-5 students achieving strong or exceeding proficiency in NAPLAN data in:</p> <ul style="list-style-type: none"> • Writing from 73% (2023) to 78% (2025) • Reading from 57% (2023) to 63% (2025) • Spelling from 75% (2023) to 78% (2025) • Grammar and Punctuation 47% (2023) to 58% (2025) • Numeracy from 53% (2023) to 61% (2025) 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2026, reduce the number of 'needs additional support' students in reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.</p>
		By 2026, increase the percentage of students (average Year 1–6) making above expected growth (Semester 1–2) against the Victorian Curriculum in:	By 2026 increase the percentage of students working above expected level in: Reading & Viewing to

		<ul style="list-style-type: none"> • Reading and Viewing from 10% (2021) to a four-year rolling average of 25% • Speaking and Listening from 11% (2021) to a four-year rolling average of 25% • Writing from 15% (2021) to a four-year rolling average of average of 25% • Number and Algebra from 14% (2021) to a four-year rolling average of 25% • Measurement and Geometry from 18% (2021) to a four-year rolling average of 25% • Statistics and Probability from 18% (2021) to a four-year rolling average of 25% <p>By 2026, increase the percentage of students (average Year 1–6) making above expected growth (Semester 1–2) against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 10% (2021) to 18% • Speaking and Listening from 11% (2021) 19% • Writing from 15% (2021) to 22% • Mathematics target of 18% working above expected level 	18%Speaking & Listening to 19%Writing to 22%Mathematics to 18%
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 82% in 2021 to 90% • Understand how to analyse data from 44% in 2021 to 80% • Understand formative assessment from 67% in 2021 to 80% • Time to share pedagogical content knowledge from 67% in 2021 to 80% • Professional learning through peer observation from 67% in 2021 to 80% 	By 2026 increase the percent positive responses on SSS for:Understand how to analyse data to 80%

		<p>By 2026, increase the percentage of positive endorsement in the School Staff Survey from teaching staff for the following factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 82% in (2021) to 88% • Understand how to analyse data from 44% in (2021) to 80% • Time to share pedagogical content knowledge from 67% in (2021) to 78% • Professional learning through peer observation from 13% in 2023 to 52% (set target based on teachers being onsite consistently) 	
		<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Effective teaching time from 85% in 2021 to 87% • Differentiated learning challenge from 87% in 2021 to 90% • Stimulated learning from 87% in 2021 to 90% • Motivation and interest from 72% in 2021 to 75% <p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Effective teaching time from 85% in (2021) to 87% • Differentiated learning challenge from 87% in (2021) to 90% • Stimulated learning from 87% in (2021) to 90% • Motivation and interest from 72% in (2021) to 75% 	<p>By 2026, increase the percent positive responses on AtoSS for:Effective teaching time to 87%</p>
To develop confident, self-regulating learners who are actively engaged in their learning.	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Self-regulation and goal setting: from 86% in 2021 to 88% • Sense of confidence: from 78% in 2021 to 80% • Perseverance from 74% in 2021 to 76% 	<p>By 2026 increase the percent positive responses on AToSS for:Perseverance to 76%</p>

		<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Sense of confidence: from 78% in 2021 to 80% • School Connectedness (Sense of Connection): from 83% to 85% • Effective Teaching Time: from 85% to 89% • Perseverance from 74% in 2021 to 76% 	
		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Seek feedback to improve practice: from 83% in 2021 to 90% • Promote student ownership of learning goals: from 78% in 2021 to 85% • Use student feedback to improve practice: from 67% in 2021 to 80% <p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Seek feedback to improve practice: from 83% in 2021 to 90% • Use student feedback to improve practice: from 67% in 2021 to 80% • Trust in students and parents: from 89% in 2021, 55% in 2023/4 to 63% 	By 2026 increase the percent positive responses on SSS for: Use student feedback to improve practice to 63%
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student motivation and support: from 84% in 2021 to 90% • Parent participation and involvement: from 68% in 2021 to 85% • Teacher communication: from 74% in 2021 to 90% 	By 2026 increase the percent positive responses on POS for: Student motivation and support to 76%

Goal 1	To optimise learning growth for all students in Literacy and Numeracy.	
12-month target 1.1	By 2026, reduce the number of 'needs additional support' students in reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.	
12-month target 1.2	By 2026 increase the percentage of students working above expected level in: Reading & Viewing to 18% Speaking & Listening to 19% Writing to 22% Mathematics to 18%	
12-month target 1.3	By 2026 increase the percent positive responses on SSS for: Understand how to analyse data to 80%	
12-month target 1.4	By 2026, increase the percent positive responses on AtoSS for: Effective teaching time to 87%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Assessment	Develop data literate teachers with capacity to collaboratively use formative assessment to plan a genuinely personalised and inclusive program. Develop data literate teachers with capacity to collaboratively use data to plan and create inclusive and appropriately challenging learning programs.	No
KIS 1.b Leadership	Strengthen middle leaders' capacity to guide collaborative teams in the areas of improved pedagogy and curriculum planning.	No
KIS 1.c Teaching and learning	In collaborative teams, engage in systematic inquiry into the impact of teaching practice on student learning in order to inform enhanced pedagogy across the whole school.	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.	Focus on developing strong data cycle analysis to improve impact of teaching practice on student learning.	
Goal 2	To develop confident, self-regulating learners who are actively engaged in their learning.	
12-month target 2.1	By 2026 increase the percent positive responses on AToSS for: Perseverance to 76%	
12-month target 2.2	By 2026 increase the percent positive responses on SSS for: Use student feedback to improve practice to 63%	
12-month target 2.3	By 2026 increase the percent positive responses on POS for: Student motivation and support to 76%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Further embed the school's current models of practice in social/emotional learning across the whole school. Embed a whole school approach to social/emotional learning across the whole school.	Yes
KIS 2.b Assessment	Further build student capacity to set challenging learning goals in consultation with teachers; and monitor their own learning growth. Build capacity of staff to plan accessible learning programs using Allied Heath team and UDL principles to remove barriers to learning.	No
KIS 2.c	Enhance feedback to and from students; to improve student motivation, self-efficacy, and achievement.	No

Assessment		
KIS 2.d Engagement	<p>Create greater opportunities for engagement of parents/carers with students and teachers around student learning, student learning goals and student progress.</p> <p>Create greater opportunities for engagement of parents/carers with students and teachers around student learning and student progress.</p>	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.	Embed Tier 1 whole school behaviour expectations with a focus on implementing whole school SEL program.	

Define actions, outcomes, success indicators and activities

Goal 1	To optimise learning growth for all students in Literacy and Numeracy.
12-month target 1.1	By 2026, reduce the number of 'needs additional support' students in reading and numeracy in Year 3 and 5 compared to the number of 'needs additional support' students in 2024.
12-month target 1.2	By 2026 increase the percentage of students working above expected level in: Reading & Viewing to 18% Speaking & Listening to 19% Writing to 22% Mathematics to 18%
12-month target 1.3	By 2026 increase the percent positive responses on SSS for: Understand how to analyse data to 80%
12-month target 1.4	By 2026, increase the percent positive responses on AtoSS for: Effective teaching time to 87%
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	In collaborative teams, engage in systematic inquiry into the impact of teaching practice on student learning in order to inform enhanced pedagogy across the whole school.
Actions	Increase understanding of EDI practices (VTLM Explicit Teaching) in all areas of the curriculum and strengthen structures around systematic data driven inquiry processes.
Outcomes	Leaders: - will engage in regular, systematic and structured observations of teacher practice - will use observations to guide whole school professional learning, identify exemplar models of practice and provide feedback for learning to teachers

	<ul style="list-style-type: none"> - will embed structures and processes for cyclical data inquiry to improve impact of teaching practice on student learning. <p>Teachers:</p> <ul style="list-style-type: none"> - will employ identified Teaching Techniques consistent with the Big Ideas documented in the KPS 2025 Pedagogical Playbook (Explicit Teaching, Check for Understanding and Feedback for Learning) - will appropriately move between the teaching modes of EDI (I do, We do, You do) in response to the needs of their students by using KPS documented teaching practices in the Pedagogical Playbook consistent with Check for Understanding, before releasing students to independent practice/You do phase. - will use consistent teaching resources such as icons for learning, slide decks following the KPS style guide, colourful semantic visuals, boardmaker visuals, Explicit Mathematics Program resources F-2 - will use document cameras to live model concepts in I do, We do phases of lessons - will participate in professional learning to develop understanding of Big Ideas and Teaching Techniques in KPS 2025 Pedagogical Playbook - will seek feedback on practice based on regular systematic observations <p>Students:</p> <ul style="list-style-type: none"> - will follow classroom learning routines and visual cues to understand their role in the different phases of the lesson - will engage in all class response systems so that all learners are participating all of the time - will demonstrate growth in learning 			
Success Indicators	<p>EARLY</p> <ul style="list-style-type: none"> - observational notes show teachers are using Big Ideas and Teaching Techniques in KPS 2025 Pedagogical Playbook - curriculum documentation shows clear distinction between I do/We do/You do phases of learning - students can articulate which part of the lesson phase they are engaged in <p>LATE</p> <ul style="list-style-type: none"> - observational notes show teachers are not moving through all 3 phases in every lesson- they recognise appropriate times to transition between them using CFU techniques - Data inquiry cycle documentation shows evidence of positive impact on student learning - SSS - Understand analyse data 80% - AtoSS - Effective teaching time 87% 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Team of 5, including AP for Teaching & Learning, participate in Momentum Project through La Trobe University to build understanding of Explicit Instruction and share learning widely with team	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Create meeting schedule to support structured and cyclical data driven inquiry and set up protocols and documentation to support process.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Purchase Essential Mathematics Program to support teaching & learning in Mathematics F-2. Purchase access to Learning Through Doing mathematics resources to support teaching & learning in Mathematics 3-6.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$12,000.00 <input checked="" type="checkbox"/> Other funding will be used
Create role for Tier 3 learning support for students requiring adjustments to access learning to build capacity of mentor teachers and Education support staff in removing barriers to learning.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$49,000.00 <input checked="" type="checkbox"/> Equity funding will be used
AP T&L lead professional learning for teachers to build a shared understanding of Big Ideas and Teaching Techniques in KPS 2025 Pedagogical Playbook	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$62,383.25 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Instructional coaching provided to teachers by leadership team to improve understanding and application of Big Ideas and their associated Teaching Techniques	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Other funding will be used

Regular, systematic observations of teacher practice using KPS Observation document with feedback provided to teams & teachers		<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 2	To develop confident, self-regulating learners who are actively engaged in their learning.				
12-month target 2.1	By 2026 increase the percent positive responses on AToSS for: Perseverance to 76%				
12-month target 2.2	By 2026 increase the percent positive responses on SSS for: Use student feedback to improve practice to 63%				
12-month target 2.3	By 2026 increase the percent positive responses on POS for: Student motivation and support to 76%				
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further embed the school's current models of practice in social/emotional learning across the whole school. Embed a whole school approach to social/emotional learning across the whole school.				
Actions	Strengthening whole school approach to the SEL curriculum through explicit teaching of core dispositions and agreed upon behavioural expectations.				
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> - will use data sets to create the agreed upon behavioural expectations. - will provide staff PL to develop consistent approach to supporting students to meet Tier 1 expectations. - will develop, with relevant school based Allied Health professionals, PL to impact Tier 1 practices. - will map SEL curriculum against Vic Curriculum to support reporting of capabilities. <p>Teachers</p>				

	<ul style="list-style-type: none"> - will use consistent language when supporting and redirecting students to meet agreed expectations. - will embed the SEL curriculum, sequentially, to develop rich, whole school language. - will use the Wellbeing playbook to support and utilise whole school processes. <p>Students</p> <ul style="list-style-type: none"> - will articulate the behaviour expectations. - will articulate the core dispositions of the SEL curriculum. 			
Success Indicators	<p>EARLY</p> <ul style="list-style-type: none"> - Curriculum documentation will show clear SEL lessons and connection to relevant Vic Curric Capabilities - Classroom displays/resources of school values, SEL core dispositions and school expectations will be visible in all areas for teachers and children to refer to them. - Behavioural support call outs data <p>LATE</p> <ul style="list-style-type: none"> - SSS factors: School climate - AtoSS factors: Effective teaching practice for cognitive engagement, Learner characteristics and disposition & School engagement - Compass PULSE factors: trending downwards throughout each term - Student referral (Allied Health) data: trending downwards for students with externalising behaviours - Behavioural support call out data: trending downwards throughout each term. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Purchase The Resilience Project curriculum scope and engage with assigned School Leader to support implementation	✅ Assistant principal	✅ PLP Priority	from: Term 1 to: Term 4	\$13,000.00 ✅ Schools Mental Health Menu items will be used which may include DET funded or free items

Assistant Principal wage	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Appoint Behavioural Support Education Support staff member to work proactively within teams to support regulation of students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement The Resilience Project introductory PL to support staff in understanding the resources to effectively implement the curriculum.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Develop and distribute Wellbeing Playbook for 2025.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Plan and develop PL sequence of learning with school based Allied Heath team alongside Leadership that support staff capacity to implement Tier 1 Wellbeing strategies such as Zones of Regulation, Emotional Literacy.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reflect on The Resilience Project scope and plan for 2026 implementation as a whole staff.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Engage with community through online newsletter fortnightly from various sources such as The Resilience Project, school Allied Heath team and relevant resources.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continue employ AP for Wellbeing to continue to develop MiPHs	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$49,148.60	\$49,000.00	\$148.60
Disability Inclusion Tier 2 Funding	\$179,464.66	\$180,000.00	-\$535.34
Schools Mental Health Fund and Menu	\$39,383.25	\$45,100.00	-\$5,716.75
Total	\$267,996.51	\$274,100.00	-\$6,103.49

Activities and milestones – Total Budget

Activities and milestones	Budget
Create role for Tier 3 learning support for students requiring adjustments to access learning to build capacity of mentor teachers and Education support staff in removing barriers to learning.	\$49,000.00
AP T&L lead professional learning for teachers to build a shared understanding of Big Ideas and Teaching Techniques in KPS 2025 Pedagogical Playbook	\$62,383.25
Purchase The Resilience Project curriculum scope and engage with assigned School Leader to support implementation	\$13,000.00
Appoint Behavioural Support Education Support staff member to work proactively within teams to support regulation of students	\$60,000.00

Implement The Resilience Project introductory PL to support staff in understanding the resources to effectively implement the curriculum.	\$5,000.00
Develop and distribute Wellbeing Playbook for 2025.	\$27,000.00
Plan and develop PL sequence of learning with school based Allied Heath team alongside Leadership that support staff capacity to implement Tier 1 Wellbeing strategies such as Zones of Regulation, Emotional Literacy.	\$100.00
Engage with community through online newsletter fortnightly from various sources such as The Resilience Project, school Allied Heath team and relevant resources.	\$10,000.00
Continue employ AP for Wellbeing to continue to develop MiPHs	\$60,000.00
Totals	\$286,483.25

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Create role for Tier 3 learning support for students requiring adjustments to access learning to build capacity of mentor teachers and Education support staff in removing barriers to learning.	from: Term 1 to: Term 4	\$49,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$49,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
AP T&L lead professional learning for teachers to build a shared understanding of Big Ideas and Teaching Techniques in KPS 2025 Pedagogical Playbook	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none">
Appoint Behavioural Support Education Support staff member to work proactively within teams to support regulation of students	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff
Engage with community through online newsletter fortnightly from various sources such as The Resilience Project, school Allied Health team and relevant resources.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other <ul style="list-style-type: none">
Continue employ AP for Wellbeing to continue to develop MiPHs	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Totals		\$180,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Purchase The Resilience Project curriculum scope and engage with assigned School Leader to support implementation	from: Term 1 to: Term 4	\$13,000.00	☑ The Resilience Project
Implement The Resilience Project introductory PL to support staff in understanding the resources to effectively implement the curriculum.	from: Term 1 to: Term 4	\$5,000.00	☑ Employ staff to support Tier 1 activities
Develop and distribute Wellbeing Playbook for 2025.	from: Term 1 to: Term 4	\$27,000.00	☑ Employ staff to support Tier 1 activities
Plan and develop PL sequence of learning with school based Allied Heath team alongside Leadership that support staff capacity to implement Tier 1 Wellbeing strategies such as Zones of Regulation, Emotional Literacy.	from: Term 1 to: Term 4	\$100.00	☑ Employ staff to support Tier 1 activities
Totals		\$45,100.00	

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
Team of 5, including AP for Teaching & Learning, participate in Momentum Project through La Trobe University to build understanding of Explicit Instruction and share learning widely with team	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants La Trobe University , Momentum Project	<input checked="" type="checkbox"/> On-site
Create meeting schedule to support structured and cyclical data driven inquiry and set up protocols and documentation to support process.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
AP T&L lead professional learning for teachers to build a shared understanding of Big Ideas and Teaching Techniques in KPS 2025 Pedagogical Playbook	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Instructional coaching provided to teachers by leadership team to improve understanding and application of Big	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Ideas and their associated Teaching Techniques						
Purchase The Resilience Project curriculum scope and engage with assigned School Leader to support implementation	✓ Assistant principal	from: Term 1 to: Term 4	✓ Curriculum development	✓ Formal school meeting / internal professional learning sessions	✓ External consultants TRP consultant	✓ On-site
Assistant Principal wage	✓ Assistant principal	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Develop and distribute Wellbeing Playbook for 2025.	✓ Assistant principal	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site