2025 Annual Implementation Plan

for improving student outcomes

Weeden Heights Primary School (5157)

Submitted for review by Kylie Campbell (School Principal) on 19 December, 2024 at 06:10 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2025

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

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

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-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 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Optimise learning growth for all students.	Yes	By 2027, increase the percentage of students above the expected age level in teacher judgements against the Victorian Curriculum in: • Reading and Viewing from 66 per cent (2022) to 70 per cent • Number and algebra from 55 per cent 2022) to 60 per cent • Writing from 42 per cent (2022) to 50 per cent	* Reading and Viewing - increase from 56%(2024) to 66% * Number and Algebra - maintain 56% (2024)* Writing - increase from 42% (2024) to 45%
		By 2027, increase the percentage of positive responses in the School Staff survey factors: • Academic emphasis from 86 per cent (2023) to 90 per cent • Understand How to Analyse data from 78 per cent (2023) to 84 per cent • Time to Share Pedagogical Content Knowledge from 67 per cent (2023) to 80 per cent	• Academic emphasis- maintain 88%(2024) to 88%• Understand How to Analyse data - maintain 100%(2024) to 100%• Time to Share Pedagogical Content Knowledge – maintain 100%(2024)
		NAPLAN targets - to be confirmed.	• By 2026, maintain 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 (maintain 0%).

Optimise student wellbeing.	Yes	By 2027, maintain the percentage of positive responses in the Student Attitudes to School survey factors: • Resilience at 91 per cent (2023) • Sense of Confidence at 97 per cent (2023).	• Resilience - 79% (2024) increase to 84% • Sense of Confidence – 96% (2024) to 97%
		By 2027, reduce the percentage of student who are absent for 20 or more days from 25 per cent (2022) to 15 per cent (2026).	Reduce the percentage of student absent for 20 or more days from 25% (2024) to 23% (2025)
		By 2027, increase or maintain the percentage of positive endorsement in the School Staff Survey factors: • Support Growth and Learning of Whole Student from 89 per cent (2023) to 90 per cent • Teacher Concern at 93 per cent (2023)	• Support Growth and Learning of Whole Student (SS) – maintain 100%• Teacher Concern (AToSS) – increase from 90 % (2024) to 93%

Goal 2	Optimise learning growth for all students.
12-month target 2.1-month target	* Reading and Viewing - increase from 56%(2024) to 66% * Number and Algebra - maintain 56% (2024) * Writing - increase from 42% (2024) to 45%
12-month target 2.2-month target	• Academic emphasis- maintain 88%(2024) to 88% • Understand How to Analyse data - maintain 100%(2024) to 100% • Time to Share Pedagogical Content Knowledge – maintain 100%(2024)
12-month target 2.3-month target	• By 2026, maintain 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 (maintain 0%).

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop staff capability to use data to differentiate teaching and learning.	Yes
KIS 2.b Teaching and learning	Build equitable and collaborative teams to empower voice and agency in teaching and learning.	Yes
KIS 2.c Leadership	Build teacher understanding of and capability to leverage HITS to promote higher order thinking.	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.	Weeden Heights PS completed a school review at the end of 2023 and developed the AIP early 2024. The AIP was rigorous and ambitious for a six-month implementation, therefore the 2025 AIP continues on the work established in 2023. With Weeden Heights PS performing exceptionally well against the system measures, the focus remains on understanding the learning needs of each student and extending them further through targeted point of need teaching. Extensive understandings about inquiry learning, numeracy and literacy were established in the previous AIP so the work of each PLC will be critical in the induction of new staff members to a school with strong instructional models and detailed curriculum planning. Student data has indicated that there are some discrepancies between teacher judgements and NAPLAN. The AIP has built in the ongoing development of a teacher's capacity, knowledge and data literacy to assist teachers in accurately making judgements against the Victorian Curriculum 2.0 and to ensure higher evidence of learning growth. Explicit teaching groups have focussed on supporting students at point of need and students have set rigours learning goals using 'I can statements'. After a detailed and comprehensive analysis of the data and student performance, traction can be made through evidence-based strategies and initiatives. Greater Student Voice and Learner Agency will provide more opportunities to co-construct success criteria and student goals while extending learning further through greater differentiation of teaching and student feedback, which increases learning outcomes for all. The school will explore this further and will be well supported through coaching, professional learning and teacher observations.	

	While there has been significant focus on professional learning and unpacking the Victorian Curriculum to align with concept development and student assessment, the school will continue to refine teaching and data practices to enhance and further differentiate learning.
Goal 3	**Optimise student wellbeing.**
12-month target 3.1-month target	• Resilience - 79% (2024) increase to 84% • Sense of Confidence – 96% (2024) to 97%
12-month target 3.2-month target	Reduce the percentage of student absent for 20 or more days from 25% (2024) to 23% (2025)
12-month target 3.3-month target	• Support Growth and Learning of Whole Student (SS) – maintain 100% • Teacher Concern (AToSS) – increase from 90 % (2024) to 93%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Embed multi-tiered systems of support to strengthen the school wellbeing framework.	Yes
KIS 3.b Leadership	Embed pedagogical practices that enhance student capabilities.	No
KIS 3.c Engagement	Build partnerships to enhance student learning and wellbeing.	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. | In 2024, the school made great use of the Mental Health and Wellbeing funding to introduce a school wellbeing dog, create a beautiful original mural with Kyle Brightside, conduct wellbeing workshops with Beautiful Minds, was introduced to a complementary program, Growing with Gratitude and maintained the Wellbeing Officer. With the funding model for Inclusion and Wellbeing increasing for Inner East next year, the focus will be on strengthening the programs within our school. Previously, the school had been supported to employ a Wellbeing Support. Initially this was partly through Chaplaincy Grants and later through the generous support of Crossways when the government Chaplaincy funding ceased. As a result, in 2025, the school will need to fully meet the cost of the Wellbeing Officer, along with supporting an Inclusion Co-ordinator.   The new Disability Impairment process will be implemented and the school needs to ensure that we are successful in our applications. |

Define actions, outcomes, success indicators and activities

Goal 2	Optimise learning growth for all students.
12-month target 2.1 target	* Reading and Viewing - increase from 56%(2024) to 66% * Number and Algebra - maintain 56% (2024) * Writing - increase from 42% (2024) to 45%
12-month target 2.2 target	• Academic emphasis- maintain 88%(2024) to 88% • Understand How to Analyse data - maintain 100%(2024) to 100% • Time to Share Pedagogical Content Knowledge – maintain 100%(2024)
12-month target 2.3 target	• By 2026, maintain 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 (maintain 0%).
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop staff capability to use data to differentiate teaching and learning.
Actions	• Audit curriculum documentation to implement the Victorian Curriculum 2.0 • Continue to provide opportunities to further build knowledge of teacher data literacy to support PLC process and problems of practice
Outcomes	Students will: • Access the curriculum at their point of need • Assist in negotiating further learning goals • Be further involved with developing success criteria based on the agreed learning outcomes.

	Teachers will: • Effectively analysis and use data to inform differentiated teaching and learning strategies to formulate next steps in teaching and learning based on student's learning needs • Provide students with opportunities to work at their level and be extended using differentiated resources in line with the Victorian Curriculum 2.0 • Participate in PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons • Continue to provide regular feedback and monitor student progress. SIT Team will: • Provide analysis of school wide data to the staff and support PLC's during planning • Track and monitor the assessment grids and further feedback to teams. Leaders will: • Further support staff to understand school wide data • Support PLC's through shared release planning time in teams • Ensure that extension is provided to support learning and priorities.
Success Indicators	Early Indicators: • Improved data and results from all staff members • Ongoing implementation of the Whole School Assessment Schedule and Whole School Data Tracking spreadsheet • Data used to identify students re extension and individualised supports • Student goals include greater student voice so students know exactly what they are focussing on and feedback is given to students based on their goals • Teachers effectively plan lessons that incorporate adjustments of content, process and product and extend the knowledge and skills of all students in class regardless of the starting point. Late Indicators: • Performance against the targets in reading and viewing, writing and number and algebra • Post test results • Semester 2 teacher judgements • PAT results (end of year) • Assessment data from extension groups.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning – with a data focus • Complete the Mathematics professional learning provided by the Riversdale Network (Peter Liljedahl) • Connect with EILS to support the review and alignment of the new instructional models to the new Victorian Teaching Model • Provide expertise in managing the whole school's Excel data assessment grid to assist in filtering data for student groupings and the extension program • Facilitate whole school reflection of NAPLAN data and analyse the impact on school programs P – 6 for future curriculum planning • Complete whole school moderation tasks • Sub-school leaders to focus on further unpacking data obtained through the assessment schedule in PLC's.	☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional Learning Communities (PLC) • Further review and refine the PLC structure including expectations, roles and documentation • Strengthen PLC structures to reinforce teacher planning collaboration and to identify and differentiate for individual's learning needs while supporting new staff members • Ensure 'problems of practice' are visible and reflect sub school data • PLC's to complete pre reading and professional learning initiated by data and problem of practice • Further analysis of student thinking and misconceptions to promote student learning growth to cater for student's learning needs • Maintain the data spreadsheets to track student	☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

progress.				
Peer Coaching and Teacher Leader Mentoring/Classroom Observations • Strengthen teacher practice through PLC, coaching and teacher observation in English and Mathematics • Learning specialist released to complete coaching with two staff members per term providing support and feedback on teaching goals • Numeracy Co-ordinator released to conduct learning walks, teacher observations and support staff by co-teaching • Literacy Co-ordinator released to conduct learning walks, teacher observations and support staff by co-teaching • Coaching and Observations are documented with the Learning Specialist, Numeracy and Literacy Co-ordinators meeting regularly to ensure that work with staff is shared and remains on the focus • Build on coaching, mentoring, peer observation and feedback practices for leaders and co-ordinators through professional learning • Support the implementation of the instructional models and PLC focus through research and professional learning initiated by teams based on their inquiry.	☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 2 to: Term 4	$0.00

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build equitable and collaborative teams to empower voice and agency in teaching and learning.

Actions	• Develop a two-year Inquiry Learning Cycle to establish a new scope and sequence in line with the Victorian Curriculum 2.0 • Continue to implement the Inquiry Learning instructional model allowing for greater student voice, choice, engagement and higher order thinking • Build students' awareness of student voice and student agency.
Outcomes	Students will: • Have greater input into the development of the inquiry learning investigation • Gain a detailed understanding of learning approaches that work best for them as a learner • Have a greater understanding of how they can have student voice and agency within classrooms and lessons. Teachers will: • Develop a scope and sequence for Inquiry Learning with a consultant (Dr Jeni Wilson) • Participate in professional learning opportunities to further strengthen inquiry learning understandings • Develop term investigations implementing the Victorian Curriculum, instructional model while supporting greater voice and agency for students. Leadership will: • Provide professional learning opportunities relating to inquiry learning, student voice and student agency.
Success Indicators	Early Indicators: • Completed and published Inquiry Learning investigation planner • Sharing and incorporation of strategies in lessons promoting student voice • Inquiry Learning investigation planners reflecting opportunities for student feedback. Late Indicators: • Improved Attitudes to School data results – student voice and agency • Curriculum planners and work programs allowing for increased flexibility in lessons, open investigative activities allowing for greater student input • Semester 2 teacher judgements.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Inquiry Learning •　Develop and publish a new Inquiry Learning Scope and Sequence based on the Victorian Curriculum with the school's consultant, Dr Jeni Wilson •　Document the instructional model for Inquiry Learning •　Refine the existing template used to plan inquiry investigations and ensure that all teams are documenting inquiries consistently •　Extend and purchase resources to support student investigations •　Build further opportunities and strategies into the inquiry process to allow students to have greater voice and agency during the inquiry process •　Provide ongoing support for teams to plan for authentic investigations through a consultant.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Student Voice and Agency •　Implement strategies providing opportunities for students to actively participate in the direction of their learning, share their understandings ad reflect on themselves as a learner. •　Strengthen existing activities for student voice and agency through literacy, numeracy and inquiry learning •　Identify how students of the past have demonstrated student voice and the impact it has had on the school. Share these opportunities with the students at assembly •　Maintain existing structures in the school promoting voice – Year 6 leaders, Student Representative Council (SRC) •　Continue to explore greater flexibility and choice of	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

learning tasks in the literacy block in years 3 – 6.					
Metacognition: • Extend teacher understanding of learner metacognition (HITS Strategy 9 – Metacognition) • PLC's explore and implement metacognition strategies that could be applied in both literacy and numeracy instructional models • Collaborate with staff to develop learner profiles for students • Develop and implement Student Learning Profiles within the Bright Beginnings Whole School Transition Program.	☑ All staff ☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.c 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 teacher understanding of and capability to leverage HITS to promote higher order thinking.
Actions	• Professional learning (including observations, coaching and sharing best practice) to continue to focus on the HITS (setting goals, questioning, metacognition, differentiated teaching) • Increase the awareness, understanding and implementation of the 'Critical and Creative Thinking' capability in the Victorian Curriculum • Build students' self-awareness and metacognitive skills.
Outcomes	Students will: • Be engaged and articulate personal learning goals and lesson learning intentions and success criteria • Work and complete learning tasks developing skills at their next learning stage

	• Have a greater understanding of the way that they learn best. Teachers will: • Explore greater differentiation in the learning through developing the critical thinking skills of students • Confidently identify the learning needs of all students in their class • Understand the scope and sequence documents and design lessons to support students to achieve their next learning stage • Participate in professional reading and learning to unpack further their understanding of the HITS strategies. Leaders will: • Allocate time to release the Learning Specialist , Literacy and Numeracy Co-ordinators to work in classrooms co-teaching, mentoring/coaching or observing.
Success Indicators	Early Indicators: • Teachers formative assessments data and teacher judgements against the curriculum • School's data tracking spread sheet indicating student progress • Updated documentation of the scope and sequences to incorporate the Victorian Curriculum 2.0 • Completed PLC investigation cycle documentation with planned professional learning • Planning documents reflecting more open tasks. Late Indicators: • Benchmarking data - PAT • Semester 2 teacher judgements – Mathematics, English.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Instructional Models • Provide support and professional learning for teachers to develop genuine learning intentions (LI) and success criteria (SC)to build on differentiation, learner capabilities and proficiencies • PLC, coaching and teacher observations to support LI	☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

and SC development • Support students within the lessons to co-design rigorous success criteria based on their 'I can' statements and rubrics.				
HITS • Further implement the HITS through PLC and professional learning to increase the use of higher levels of questioning (Strategy 7 – Questioning) • Explore and implement in PLC's, higher levels of questioning that could be applied in both literacy and numeracy instructional models • Implement the whole school scope and sequence documents to ensure through PLCs, that lessons and activities are designed at the next stage of a student's learning (Strategy 10 – Differentiated Teaching).	☑ All staff ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Literacy Program • Review the new English 2.0 Curriculum and make the necessary adjustments to the school's English scope and sequence document • Familiarise staff with the new strands (Language, Literature and Literacy) and how they are taught through the language modes (reading and viewing, writing, and speaking and listening) • Review the instructional model in line with the new Victorian Teaching and Learning Model • Align and document the English Scope and Sequence document with the Victorian Curriculum 2.0 • Continue to explore opportunities to create greater flexibility within the reading and writing model to allow for student agency.	☑ All staff ☑ Learning specialist(s) ☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Mathematics Program • Publish and implement the Mathematics Scope and Sequence document aligned to the Victorian Curriculum 2.0 and explicitly link the 'Big Ideas' in Mathematics • Implement the Mathematics 2.0 Curriculum and assess against the student learning outcomes • Develop and strengthen teacher questioning skills to identify the various student entry points in each lesson • Investigate current practices for extending students and design curriculum to ensure learning tasks focus on the next level of learning • Explore and implement more open-ended tasks into lessons that require a variety problem solving approaches and strategies to be applied.	☑ All staff ☑ Learning specialist(s) ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	Optimise student wellbeing.
12-month target 3.1 target	• Resilience - 79% (2024) increase to 84% • Sense of Confidence – 96% (2024) to 97%
12-month target 3.2 target	Reduce the percentage of student absent for 20 or more days from 25% (2024) to 23% (2025)
12-month target 3.3 target	• Support Growth and Learning of Whole Student (SS) – maintain 100% • Teacher Concern (AToSS) – increase from 90 % (2024) to 93%
KIS 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Embed multi-tiered systems of support to strengthen the school wellbeing framework.

safe and orderly learning environment	
Actions	• Establish practices and approaches to strengthen the whole school approach to social, emotional, physical, cultural and civic wellbeing learning using the High Impact Wellbeing Strategies • Strengthen capacity and structure to implement the first year of Disability impairment Program (DIP).
Outcomes	Students will: • Feel supported and engaged with their class while contributing to a positive classroom and whole school culture • Strengthen their strong relationships with staff and in particular the Wellbeing Co-ordinator and Wellbeing Officer • Have access to additional supports if successful with Disability Inclusion Funding. Teachers will: • Implement the school wide social and emotional wellbeing program on a weekly basis and incorporate social and emotional wellbeing further into their classroom practice • Support students with wellbeing needs to remain engaged in learning and connected to peers • Utilise student engagement data to support all of their student's social and emotional wellbeing • Have a strong relationship with students and families • Participate in professional learning. Inclusion Leader will: • Provide ongoing professional learning related to the whole school wellbeing program • Provide support to implement the whole school wellbeing program • Unpack the relevant data (PIVOT and Attitudes to School) with staff to support the development of personal skills and individual goals. Leadership will: • Appoint an Inclusion co-ordinator and maintain the employment of the Wellbeing Officer • Support staff to effectively utilise absence, engagement data to improve student outcomes • Share a clear and collective understanding of the whole school approach.
Success Indicators	Early Indicators: • Updated documented multi-tiered Wellbeing Approach

	• Individual Education Plans incorporate greater detail and individualisation • Student Support Group Meeting structures in line with new processes • Funding applications submitted in the DIP process • Observation of classroom practice changes. Late Indicators: • Attitudes to School Survey Results • Successful DIP applications • Attendance data • Semester 2 teacher judgements against the wellbeing capabilities curriculum.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Re-Establish the extended Wellbeing Team • Re-define roles of the Inclusion leader and Wellbeing Officer ensuring that there is a clear division within the two roles • Re-establish the Wellbeing Team to include the whole staff and schedule regular meetings through the meeting schedule to address core work • Ensure that there is a regular wellbeing meeting between the Inclusion Co-ordinator and the Wellbeing Officer. The team will identify strategies and approaches to support classroom programming, supporting student's emotional needs and implementing the classroom wellbeing program • Develop social and emotional evidence-based programs to support individuals and groups of students.	☑ Principal ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional Learning • Ensure that regular PL and briefings are incorporated through the meeting schedule	☑ Disability inclusion coordinator ☑ Principal	☑ PLP Priority	from: Term 1	$0.00

• Review the data collected in the Nationally Consistent Collection of Data (NCCD) to strengthen the understanding of making adjustments within the classroom.			to: Term 4	
Full Implementation of Disability Impairment Process • Inclusion co-ordinator to participate in regular meetings with the Health and Wellbeing Key Contact (HWKC) for support in the new funding process • Facilitate discussions amongst the staff to recognise students with additional needs to access the curriculum • Create a data base of students, beyond those identified on the NCCD, who potentially will meet criteria for the DIP process in consultation with the staff. Track and monitor students with educational needs • Participate in the DIP practise sessions with an authentic case student • Collect the evidence required to meet the expectations of a DIP applications and begin taking prioritised students through the process • Identify, track and record all students who require substantial adjustments to access the curriculum • Document the expectations for DIP applications outlining participants contributions and evidence that can be provided.	☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Review of processes and documentation • Document for staff the evidence required by teachers and wellbeing staff for the DIP process and the role of each participant in the process • Review the IEP and SSG format against the DE rubrics and requirements • Review every Individual Education Plan (IEP) to ensure they include the necessary detail requirements for the Disability Impairment Program (DIP)	☑ Disability inclusion coordinator ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

• Document any changes to the whole school wellbeing program and scope and sequence • Further align and document the whole school program and scope and sequence with the Personal and Social Capabilities in the Victoria Curriculum 2.0.					
Maintain the Wellbeing Officer • Plan, through the budget, to maintain the full cost of the employment of a Wellbeing Officer • Ensure that there is a clearly defined role that has developed based on the needs of the school and students.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$31,702.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole School Wellbeing Program • Maintain the school's wellbeing dog and support staff to make greater use of the resource during allocated time • Strengthen all wellbeing programs and document from the Mental Health Menu to strengthen the current wellbeing program • Document the process of gratitude journals and 'Growing with Gratitude' into the Wellbeing Scope and Sequence • Ensure that teams complete wellbeing planners each term and provide feedback and support.	☑ Disability inclusion coordinator ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

English as an Additional Language (EAL) • Document all students who require adjustments • Screen all new students and identify the level of support required to develop language skills and wellbeing needs • Specifically track the progress of EAL students • Ensure there are IEP's for every EAL student.	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build partnerships to enhance student learning and wellbeing.			
Actions	• Strengthen partnerships within and across the school to support the development of student's social and emotional learning • Promote further student agency through the Student Representative Council (SRC) and promotion of events to promote inclusion • Strengthen and develop partnerships beyond the school community to support programs that improve student learning and their wellbeing.			
Outcomes	Students will: • Have greater voice and agency within their learning • Feel supported and engaged with their class and school while contributing to a positive classroom and school culture • Strengthen their strong relationships with staff and students. Teachers will: • Seek opportunities to enhance learning outside of the school community • Implement the whole school wellbeing approach and student leadership opportunities while providing support for improved physical, social and emotional wellbeing			

	• Continue to support students wellbeing needs to remain engage with their school and learning while staying connected to peers. Inclusion Co-ordinator and Wellbeing Team will: • Provide the staff with understandings through professional learning • Implement the student leadership opportunities across the school • Support the SRC teacher leader • Seek partnerships with outside agencies and organisations to enhance the wellbeing program. Leadership will: • Ensure that resources are provided to support student activities and enhance their social and emotional wellbeing • Share a collective understanding and expectations of the whole school approach.
Success Indicators	Early Indicators: • Expansion of student engagement in the wellbeing program • Observation of classroom practice changes • Inclusion of a greater range of activities and processes to enhance leadership skills, student voice and social and emotional skills. Late Indicators: • Attitudes to School Survey results and analysis • Successful DIP applications resulting in support and funding • Semester 2 teacher judgements against the Wellbeing Capabilities curriculum.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole School Activities to Enhance Student Learning and Wellbeing • Organise Wellbeing Day P-6 and ensure students are in house groups to complete activities • Whole school incursion – professional performance with a wellbeing focus and conduct the follow up wellbeing	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 3	$0.00

activities in multiage groups.				
Student Initiated Activities: • Ensure Year 6 Leadership program facilitates students being linked with mentors to conduct lunchtime programs or student events • Senior students create and document their leadership role statements • Document student led events on a calendar, spreading out events and providing opportunities for all students across the school • Promote an active student voice through the ongoing work of the SRC and establish clear meeting protocols, reports to School Council and timelines to complete actions from student-initiated tasks • Lunch time student activity programs initiated by year 6 leaders and supported by the year 6 teachers, Wellbeing Officer and Inclusion Co-ordinator.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Inclusion: • Allocate a staff member to focus on inclusion across the school • Research relevant events, celebrations connected to Weeden Heights PS students • Promote cultural inclusion to the whole school community by providing information on cultures through social media, assemblies and the newsletter.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Partnerships to promote learning: • Ensure that applications are placed with Sporting Schools to access expert coaches to enhance the Health and PE program • Liaise with Bunnings to support the Stephanie	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Alexander Kitchen Garden Program with expertise, workshops and planting • Continue to work with Deakin University students (dietician, health and promotions, food technology) to provide volunteers for the kitchen program capitalising on their expertise to enhance the experience for students • Enrol with courses at Monash Technical College/John Monash Science School • Re-establish connections with local aged care facilities and develop a program to interact with the residents while promoting heath, wellbeing and enhance learn.				

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$6,422.60	$6,422.60	$0.00
Disability Inclusion Tier 2 Funding	$78,712.10	$78,712.10	$0.00
Schools Mental Health Fund and Menu	$27,602.50	$27,602.50	$0.00
Total	$112,737.20	$112,737.20	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Maintain the Wellbeing Officer • Plan, through the budget, to maintain the full cost of the employment of a Wellbeing Officer • Ensure that there is a clearly defined role that has developed based on the needs of the school and students.	$31,702.00
Totals	$31,702.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Maintain the Wellbeing Officer • Plan, through the budget, to maintain the full cost of the employment of a Wellbeing Officer • Ensure that there is a clearly defined role that has developed based on the needs of the school and students.	from: Term 1 to: Term 4	$4,100.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		$4,100.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Maintain the Wellbeing Officer • Plan, through the budget, to maintain the full cost of the employment of a Wellbeing Officer • Ensure that there is a clearly defined role that has developed based on the needs of the school and students.	from: Term 1 to: Term 4	$27,602.50	☑ Employ allied health professional to provide Tier 2 tailored support for students **This activity will use Mental Health Menu programs** o Employ Mental Health Staff in school (eduPay or non-teaching staff) Mental health practitioner

Totals		$27,602.50	

Additional funding planner – Total Budget

Activities and milestones	Budget
Inclusion Co-ordinator	$43,656.34
Integration Aide	$28,730.07
Inclusion Programs and Activities	$3,964.00
Staffing	$6,422.60
Totals	**$82,773.01**

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Inclusion Co-ordinator	from: Term 1 to: Term 4		
Integration Aide	from: Term 1 to: Term 4		
Inclusion Programs and Activities	from: Term 1		

	to: Term 4		
Staffing	from: Term 1 to: Term 4	$6,422.60	☑ School-based staffing
Totals		$6,422.60	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Inclusion Co-ordinator	from: Term 1 to: Term 4	$43,656.34	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion leader
Integration Aide	from: Term 1 to: Term 4	$28,730.07	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Inclusion Programs and Activities	from: Term 1 to: Term 4	$2,225.69	☑ Teaching and learning programs and resources •
Staffing	from: Term 1 to: Term 4		

		$74,612.10	
Totals			

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Inclusion Co-ordinator	from: Term 1 to: Term 4		
Integration Aide	from: Term 1 to: Term 4		
Inclusion Programs and Activities	from: Term 1 to: Term 4		
Staffing	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
Professional Learning – with a data focus • Complete the Mathematics professional learning provided by the Riversdale Network (Peter Liljedahl) • Connect with EILS to support the review and alignment of the new instructional models to the new Victorian Teaching Model • Provide expertise in managing the whole school's Excel data assessment grid to assist in filtering data for student groupings and the extension program • Facilitate whole school reflection of NAPLAN data and analyse the impact on school programs P – 6 for future curriculum planning • Complete whole school moderation tasks • Sub-school leaders to focus on further	☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ PLC Initiative ☑ Internal staff ☑ Learning specialist ☑ External consultants Peter Liljedahl - consultant for Riversdale Network ☑ Numeracy leader	☑ Off-site Onsite Riversdale Network Meetings/Days

unpacking data obtained through the assessment schedule in PLC's.						
Professional Learning Communities (PLC) • Further review and refine the PLC structure including expectations, roles and documentation • Strengthen PLC structures to reinforce teacher planning collaboration and to identify and differentiate for individual's learning needs while supporting new staff members • Ensure 'problems of practice' are visible and reflect sub school data • PLC's to complete pre reading and professional learning initiated by data and problem of practice • Further analysis of student thinking and misconceptions to promote student learning growth to cater for student's learning needs • Maintain the data spreadsheets to track	☑ PLC leaders	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ PLC/PLT meeting	☑ PLC Initiative ☑ Learning specialist ☑ Literacy leaders ☑ Numeracy leader	☑ On-site

student progress.						
Peer Coaching and Teacher Leader Mentoring/Classroom Observations • Strengthen teacher practice through PLC, coaching and teacher observation in English and Mathematics • Learning specialist released to complete coaching with two staff members per term providing support and feedback on teaching goals • Numeracy Co-ordinator released to conduct learning walks, teacher observations and support staff by co-teaching • Literacy Co-ordinator released to conduct learning walks, teacher observations and support staff by co-teaching • Coaching and Observations are documented with the Learning Specialist,	☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	from: Term 2 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Literacy leaders ☑ Numeracy leader	☑ On-site

Numeracy and Literacy Co-ordinators meeting regularly to ensure that work with staff is shared and remains on the focus • Build on coaching, mentoring, peer observation and feedback practices for leaders and co-ordinators through professional learning • Support the implementation of the instructional models and PLC focus through research and professional learning initiated by teams based on their inquiry.						
Inquiry Learning • Develop and publish a new Inquiry Learning Scope and Sequence based on the Victorian Curriculum with the school's consultant, Dr Jeni Wilson • Document the instructional model for Inquiry Learning • Refine the existing template used to plan inquiry investigations and ensure that all teams are	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Individualised reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ External consultants Dr Jeni Wilson	☑ On-site

documenting inquiries consistently • Extend and purchase resources to support student investigations • Build further opportunities and strategies into the inquiry process to allow students to have greater voice and agency during the inquiry process • Provide ongoing support for teams to plan for authentic investigations through a consultant.						
Metacognition: • Extend teacher understanding of learner metacognition (HITS Strategy 9 – Metacognition) • PLC's explore and implement metacognition strategies that could be applied in both literacy and numeracy instructional models • Collaborate with staff to develop learner profiles for students	☑ All staff ☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site

• Develop and implement Student Learning Profiles within the Bright Beginnings Whole School Transition Program.						
Instructional Models • Provide support and professional learning for teachers to develop genuine learning intentions (LI) and success criteria (SC)to build on differentiation, learner capabilities and proficiencies • PLC, coaching and teacher observations to support LI and SC development • Support students within the lessons to co-design rigorous success criteria based on their 'I can' statements and rubrics.	☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Preparation ☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Literacy leaders ☑ Numeracy leader	☑ On-site
HITS • Further implement the HITS through PLC and professional learning to increase the use of higher levels of questioning	☑ All staff ☑ PLC leaders	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Literacy leaders ☑ Numeracy leader	☑ On-site

(Strategy 7 – Questioning) • Explore and implement in PLC's, higher levels of questioning that could be applied in both literacy and numeracy instructional models • Implement the whole school scope and sequence documents to ensure through PLCs, that lessons and activities are designed at the next stage of a student's learning (Strategy 10 – Differentiated Teaching).			☑ Formalised PLC/PLTs			
Literacy Program • Review the new English 2.0 Curriculum and make the necessary adjustments to the school's English scope and sequence document • Familiarise staff with the new strands (Language, Literature and Literacy) and how they are taught through the language modes (reading and viewing, writing, and speaking and listening) • Review the	☑ All staff ☑ Learning specialist(s) ☑ Literacy leader	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice	☑ Learning specialist ☑ Literacy leaders	☑ On-site

instructional model in line with the new Victorian Teaching and Learning Model • Align and document the English Scope and Sequence document with the Victorian Curriculum 2.0 • Continue to explore opportunities to create greater flexibility within the reading and writing model to allow for student agency.						
Mathematics Program • Publish and implement the Mathematics Scope and Sequence document aligned to the Victorian Curriculum 2.0 and explicitly link the 'Big Ideas' in Mathematics • Implement the Mathematics 2.0 Curriculum and assess against the student learning outcomes • Develop and strengthen teacher questioning skills to identify the various	☑ All staff ☑ Learning specialist(s) ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Communities of practice	☑ Learning specialist ☑ Numeracy leader	☑ On-site

student entry points in each lesson • Investigate current practices for extending students and design curriculum to ensure learning tasks focus on the next level of learning • Explore and implement more open-ended tasks into lessons that require a variety problem solving approaches and strategies to be applied.						
Re-Establish the extended Wellbeing Team • Re-define roles of the Inclusion leader and Wellbeing Officer ensuring that there is a clear division within the two roles • Re-establish the Wellbeing Team to include the whole staff and schedule regular meetings through the meeting schedule to address core work • Ensure that there is a regular wellbeing meeting between the	☑ Principal ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources Mental Health Menu High Impact Wellbeing Strategies	☑ On-site

Inclusion Co-ordinator and the Wellbeing Officer. The team will identify strategies and approaches to support classroom programming, supporting student's emotional needs and implementing the classroom wellbeing program • Develop social and emotional evidence-based programs to support individuals and groups of students.						
Professional Learning • Ensure that regular PL and briefings are incorporated through the meeting schedule • Review the data collected in the Nationally Consistent Collection of Data (NCCD) to strengthen the understanding of making adjustments within the classroom.	☑ Disability inclusion coordinator ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources High Impact Wellbing Strategies Mental Health Menu	☑ On-site
Full Implementation of Disability Impairment Process • Inclusion co-	☑ Disability inclusion coordinator	from: Term 1	☑ Planning ☑ Preparation	☑ Network professional learning	☑ Departmental resources	☑ On-site

ordinator to participate in regular meetings with the Health and Wellbeing Key Contact (HWKC) for support in the new funding process • Facilitate discussions amongst the staff to recognise students with additional needs to access the curriculum • Create a data base of students, beyond those identified on the NCCD, who potentially will meet criteria for the DIP process in consultation with the staff. Track and monitor students with educational needs • Participate in the DIP practise sessions with an authentic case student • Collect the evidence required to meet the expectations of a DIP applications and begin taking prioritised students through the process • Identify, track and record all students who require substantial adjustments to access the curriculum • Document the		to: Term 4			Health and Wellbeing Key Contact	

expectations for DIP applications outlining participants contributions and evidence that can be provided.						
Review of processes and documentation • Document for staff the evidence required by teachers and wellbeing staff for the DIP process and the role of each participant in the process • Review the IEP and SSG format against the DE rubrics and requirements • Review every Individual Education Plan (IEP) to ensure they include the necessary detail requirements for the Disability Impairment Program (DIP) • Document any changes to the whole school wellbeing program and scope and sequence • Further align and document the whole school program and scope and sequence with the Personal and Social	☑ Disability inclusion coordinator ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Capabilities in the Victoria Curriculum 2.0.						