

# 2025 Annual Implementation Plan

## for improving student outcomes

Frankston Primary School (1464)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2025

	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.	Evolving

<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Excelling
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	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	Evolving
	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	Evolving
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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	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	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	Evolving
	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	Evolving

	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>	<p>Focus Areas for 2025:</p> <p><b>IMPROVING STUDENT LEARNING:</b>  Strengthen whole school phonics and morphology approach:  * fidelity and consistency in F - 2 OG - structured synthetic phonics  * build consistency in 3 - 6 morphology - Spelling Mastery</p> <p>Build Teacher Knowledge and Understanding  * build and strengthen teacher knowledge of VTLM 2.0 concepts - relate to student learning and student wellbeing  * implementation of English 2.0  * build whole school English and Mathematics curriculum mapping and learning sequence  * data literacy - formative and summative assessment</p> <p>Explicit Teaching:  * build and strengthen whole school explicit teaching practice - EDI  * build and strengthen revised whole school instructional model - Literacy &amp; Numeracy</p> <p>Learning Support Planning:  * review TLI and learning supports to ensure high quality provision for students in need of support or extension</p> <p>* D &amp; I - review next steps in IOC work - enabling inclusive practice within classrooms utilising D &amp; I LS  * Coaching - review processes and structures for greater impact - Instructional Coaching  * Learning Walks &amp; Feedback - develop structures and routines to support this  * Observation (Observing to Learn) - review and refine structures for greater impact  * PLC - refine processes to enable greater impact in building teacher Tier One classroom practice  * Data Literacy - refocus and connect to teacher practice</p> <p><b>IMPROVING STUDENT WELLBEING:</b>  Enabling Learning:</p>
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	<ul style="list-style-type: none"> <li>* review student behaviour procedures and supports</li> <li>* build safe and orderly learning environment to enable learning - Positive Classroom Management Practices (DE)</li> <li>* build and strengthen positive classroom relationships - Restorative Practice (Real Schools)</li> <li>* review Berry Street learning to date - welcome circle routines, brain breaks, ready to learn plans</li> </ul> <p>Student Attendance:</p> <ul style="list-style-type: none"> <li>* increase student attendance - focused approach through 5 week data review meetings and explicit 5 week improvement and monitoring cycles - explicit tracking of students</li> </ul> <p>Student Wellbeing:</p> <ul style="list-style-type: none"> <li>* focus student groups - improving student voice and agency in school connectedness</li> <li>* implement focused work in Managing Bullying &amp; Racism (what is bullying, what is racism, what is inclusion)</li> <li>* review wellbeing planner - Termly focus on Respectful Relationships, Managing Bullying &amp; Racism,</li> </ul>
<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
Improve student learning outcomes.	Yes	By 2026, decrease the percentage of students achieving in the bottom two bands in NAPLAN Numeracy <ul style="list-style-type: none"> <li>Year 3 from 34% (2022) to 20%</li> <li>Year 5 from 33% (2022) to 20%</li> </ul>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		By 2026, increase the percentage of students achieving high benchmark growth Year 3-5 in NAPLAN Numeracy from 17% (2021) to 25%.	NAPLAN State Target:By 2026, reduce the number of NAS students in Reading and Numeracy in Year 3 and 5 compared to NAS students in 2024.Reading:* Year 3: 15% (4) in 2024 to 10% (3) in 2026.* Year 5: 17% (7) in 2024 to 10% (4) in 2026.Numeracy:* Year 3: 7% (2) in 2024 to 3% (1) in 2026.* Year 5: 21% (9) in 2024 to 15% (6) in 2026.
		By 2026, increase the percentage of students in top two bands in NAPLAN Writing <ul style="list-style-type: none"> <li>Year 3 from 33% (2022) to 55%</li> <li>Year 5 from 16% (2022) to 22%</li> </ul>	Benchmark Growth/Relative Growth:

		By 2026, increase the percentage of students achieving high benchmark growth Year 3-5 in NAPLAN Writing from 4% (2021) to 22%	NA ???
		By 2026, increase the percentage of students at or above the expected level in the Victorian Curriculum in Writing from 64% (2021, Semester 2) to 75%.	Teacher Judgement Achievement - Increase % of students achieving at or above expected level:* English - from 85% in 2022 to 90% in 2026.* Mathematics - from 77% in 2022 to 85% in 2026.
		By 2026, the percentage of positive responses by students to the ATOS factor <ul style="list-style-type: none"> <li>Stimulated learning will increase from 80% (2022) to 85%</li> <li>Sense of confidence will increase from 79% (2022) to 85%</li> </ul>	ATOSS Data:1. Stimulated Learning: maintain 90% and above achievement.2. Sense of Confidence: increase from 85% in 2024 to 90% in 2025.
To enhance student wellbeing outcomes.	Yes	By 2026, reduce the percentage of students with 20 or more absence days from 40% (2022 YTD) to 22%.	Attendance Data Target:1. 95 - 100% attendance: increase from 32% in 2024 to 36% in 2025.2. 90 - 95% attendance: increase from 34% in 2024 to 38% in 2025.3. 70% and below attendance: decrease from 12% in 2024 to 6% in 2025.
		By 2026, the percentage of positive responses by students to the ATOS factor <ul style="list-style-type: none"> <li>Student voice and agency will increase from 73% (2022) to 80%</li> <li>Perseverance will increase from 70% (2022) to 85%</li> <li>Effort will increase from 83% (2022) to 90%</li> </ul>	ATOSS Data:1. Voice and Agency: maintain 84% and above achievement.2. Perseverance: increase from 82% in 2024 to 85% in 2025. 3. Effort: increase from 87% in 2024 to 90% in 2025.

		By 2026, the percentage of positive responses by students to the ATOS factor Managing bullying will increase from 84% (2022) to 90%.	ATOSS Data:1. Managing Bullying: increase from 87% in 2025 to 90% in 2025.
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<b>Goal 2</b>	<b>Improve student learning outcomes.</b>
<b>12-month target 2.1-month target</b>	<p>NAPLAN State Target: By 2026, reduce the number of NAS students in Reading and Numeracy in Year 3 and 5 compared to NAS students in 2024.</p> <p>Reading: * Year 3: 15% (4) in 2024 to 10% (3) in 2026. * Year 5: 17% (7) in 2024 to 10% (4) in 2026.</p> <p>Numeracy: * Year 3: 7% (2) in 2024 to 3% (1) in 2026. * Year 5: 21% (9) in 2024 to 15% (6) in 2026.</p>
<b>12-month target 2.2-month target</b>	Benchmark Growth/Relative Growth:
<b>12-month target 2.3-month target</b>	<p>NAPLAN State Target: By 2026, increase the number of students achieving in 'strong &amp; exceeding' in Reading and Numeracy in Year 3 and 5 compared to students in 2024.</p> <p>Reading: * Year 3: 56% in 2024 to 65% in 2026. * Year 5: 58% in 2024 to 67% in 2026.</p> <p>Numeracy: * Year 3: 44% in 2024 to 55% in 2026. * Year 5: 48% in 2024 to 58% in 2026.</p>



<b>12-month target 2.4-month target</b>	NA ???
<b>12-month target 2.5-month target</b>	<p>Teacher Judgement Achievement - Increase % of students achieving at or above expected level:</p> <p>* English - from 85% in 2022 to 90% in 2026. * Mathematics - from 77% in 2022 to 85% in 2026.</p>
<b>12-month target 2.6-month target</b>	<p>ATOSS Data:</p> <p>1. Stimulated Learning: maintain 90% and above achievement.</p> <p>2. Sense of Confidence: increase from 85% in 2024 to 90% in 2025.</p>
<b>Key Improvement Strategies</b>	
	Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Enhance teacher knowledge and practice in evidence-based instruction. Yes
<b>KIS 2.b</b> Assessment	Enhance teacher capability in the use of data to inform responsive teaching. Yes
<b>KIS 2.c</b> Leadership	Strengthen the instructional leadership approach to 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.	<p><b>IMPROVING STUDENT LEARNING:</b> Strengthen whole school phonics and morphology approach: * fidelity and consistency in F - 2 OG - structured synthetic phonics * build consistency in 3 - 6 morphology - Spelling Mastery</p> <p><b>Build Teacher Knowledge and Understanding</b> * build and strengthen teacher knowledge of VTLM 2.0 concepts - relate to student learning and student wellbeing</p>

	<ul style="list-style-type: none"> <li>* implementation of English 2.0</li> <li>* build whole school English and Mathematics curriculum mapping and learning sequence</li> <li>* data literacy - formative and summative assessment</li> </ul> <p>Explicit Teaching:</p> <ul style="list-style-type: none"> <li>* build and strengthen whole school explicit teaching practice - EDI</li> <li>* build and strengthen revised whole school instructional model - Literacy &amp; Numeracy</li> </ul> <p>Leadership:</p> <ul style="list-style-type: none"> <li>* strengthen PLC leadership and Team PLC practice that builds high quality Tier One classroom instruction</li> <li>* implement learning walks - focus on building Tier One quality classroom instruction and enabling positive learning environments</li> <li>* implement effective instructional coaching that supports and builds high quality Tier One classroom instruction and enabling positive learning environments.</li> </ul>
<b>Goal 3</b>	<b>To enhance student wellbeing outcomes.</b>
<b>12-month target 3.1-month target</b>	<p>Attendance Data Target:</p> <ol style="list-style-type: none"> <li>1. 95 - 100% attendance: increase from 32% in 2024 to 36% in 2025.</li> <li>2. 90 - 95% attendance: increase from 34% in 2024 to 38% in 2025.</li> <li>3. 70% and below attendance: decrease from 12% in 2024 to 6% in 2025.</li> </ol>
<b>12-month target 3.2-month target</b>	<p>ATOSS Data:</p> <ol style="list-style-type: none"> <li>1. Voice and Agency: maintain 84% and above achievement.</li> <li>2. Perseverance: increase from 82% in 2024 to 85% in 2025.</li> <li>3. Effort: increase from 87% in 2024 to 90% in 2025.</li> </ol>
<b>12-month target 3.3-month target</b>	<p>ATOSS Data:</p> <ol style="list-style-type: none"> <li>1. Managing Bullying: increase from 87% in 2025 to 90% in 2025.</li> </ol>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Teaching and learning	Engage students as partners in their education.	No
<b>KIS 3.b</b> Engagement	Enhance the school's approach to student wellbeing.	Yes
<b>KIS 3.c</b> Engagement	Embed a whole school approach to improving attendance rates.	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><b>IMPROVING STUDENT WELLBEING:</b></p> <p><b>Enabling Learning:</b></p> <ul style="list-style-type: none"> <li>* review student behaviour procedures and supports</li> <li>* build safe and orderly learning environment to enable learning - Positive Classroom Management Practices (DE)</li> <li>* build and strengthen positive classroom relationships - Restorative Practice (Real Schools)</li> <li>* review Berry Street learning to date - welcome circle routines, brain breaks, ready to learn plans</li> </ul> <p><b>Student Wellbeing:</b></p> <ul style="list-style-type: none"> <li>* focus student groups - improving student voice and agency in school connectedness</li> <li>* implement focused work in Managing Bullying &amp; Racism (what is bullying, what is racism, what is inclusion)</li> <li>* review wellbeing planner - Termly focus on Respectful Relationships, Managing Bullying &amp; Racism,</li> </ul> <p><b>Student Attendance:</b></p> <ul style="list-style-type: none"> <li>* increase student attendance - focused approach through 5 week data review meetings and explicit 5 week improvement and monitoring cycles - explicit tracking of students.</li> </ul>	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve student learning outcomes.
<b>12-month target 2.1 target</b>	<p>NAPLAN State Target: By 2026, reduce the number of NAS students in Reading and Numeracy in Year 3 and 5 compared to NAS students in 2024.</p> <p>Reading: * Year 3: 15% (4) in 2024 to 10% (3) in 2026. * Year 5: 17% (7) in 2024 to 10% (4) in 2026.</p> <p>Numeracy: * Year 3: 7% (2) in 2024 to 3% (1) in 2026. * Year 5: 21% (9) in 2024 to 15% (6) in 2026.</p>
<b>12-month target 2.2 target</b>	Benchmark Growth/Relative Growth:
<b>12-month target 2.3 target</b>	<p>NAPLAN State Target: By 2026, increase the number of students achieving in 'strong &amp; exceeding' in Reading and Numeracy in Year 3 and 5 compared to students in 2024.</p> <p>Reading: * Year 3: 56% in 2024 to 65% in 2026. * Year 5: 58% in 2024 to 67% in 2026.</p> <p>Numeracy: * Year 3: 44% in 2024 to 55% in 2026. * Year 5: 48% in 2024 to 58% in 2026.</p>
<b>12-month target 2.4 target</b>	NA ???
<b>12-month target 2.5 target</b>	Teacher Judgement Achievement - Increase % of students achieving at or above expected level:

	<p>* English - from 85% in 2022 to 90% in 2026.</p> <p>* Mathematics - from 77% in 2022 to 85% in 2026.</p>
<b>12-month target 2.6 target</b>	<p>ATOSS Data:</p> <ol style="list-style-type: none"> <li>1. Stimulated Learning: maintain 90% and above achievement.</li> <li>2. Sense of Confidence: increase from 85% in 2024 to 90% in 2025.</li> </ol>
<p><b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Enhance teacher knowledge and practice in evidence-based instruction.
<b>Actions</b>	<p>VTLM 2.0</p> <ul style="list-style-type: none"> <li>* Build and strengthen teacher knowledge and understanding of VTLM 2.0 and alignment to implementing whole-school instructional model - particular focus on responsive and explicit teaching.</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>* Strengthen teacher capability implementing FPS Numeracy instructional model.</li> <li>* Build and strengthen teacher capability in planning for and implementing Mathematics 2.0 curriculum.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>* Build &amp; strengthen teacher capability implementing FPS Literacy instructional model - building literacy through novel/text study.</li> <li>* Build teacher capability in planning for and implementing English 2.0 curriculum within revised instructional model.</li> <li>* Implement OG structured synthetic phonics with consistency and fidelity F - 2.</li> <li>* Embed morphology program 3 - 6 with consistency - Spelling Mastery</li> </ul>
<b>Outcomes</b>	<p>Leaders will build and enhance teacher instructional practice in Literacy and Numeracy through professional learning.</p> <p>Leaders will support teachers to build and strengthen knowledge of English and Mathematics curriculum and planning.</p>

	<p>Teachers will use clear evidence-based instructional practice in support of high quality classroom practice.</p> <p>Teachers will build their knowledge of effective English and Mathematics curriculum planning and implementation.</p> <p>Teachers will build and strengthen knowledge of VTLM 2.0 related to concepts for improving student learning.</p> <p>Students in need to targeted support or intervention in Reading and Number will be identified and supported through TLI.</p> <p>Student learning outcomes will reflect an increase in achievement.</p>
<b>Success Indicators</b>	<p>Early Indicators:</p> <p>1. Teacher Practice:</p> <ul style="list-style-type: none"> <li>* Classroom observations/Learning walks will evidence embedding implementation of Literacy and Numeracy Instructional Model.</li> <li>* Team planning documentation will evidence early stages of sequential curriculum planning in Literacy and Mathematics.</li> </ul> <p>2. Student Learning:</p> <ul style="list-style-type: none"> <li>* 2025 Semester One Teacher Judgement data to reflect increase in student achievement at or above expected level P - 6 from 2024.</li> </ul> <p>Late Indicators:</p> <p>1. Teacher Practice:</p> <ul style="list-style-type: none"> <li>* Classroom Observations/Learning Walks will evidence clear and effective implementation of Literacy and Numeracy Instructional Model - reflecting strong alignment with VTLM 2.0.</li> <li>* Team planning documentation will evidence clear, effective and sequential curriculum planning in Literacy and Mathematics.</li> </ul> <p>Staff Opinion Survey Factors:</p> <ul style="list-style-type: none"> <li>* T &amp; L Planning - 'Understand Curriculum': increase from 82% in 2024 to 85% in 2025.</li> <li>* T &amp; L Planning - 'Use Data for Curriculum Planning': increase from 88% in 2024 to 92% in 2025.</li> <li>* T &amp; L Planning - 'Professional Learning Targeted to Improving Literacy and Numeracy': increase from 88% in 2024 to 92% in 2025.</li> <li>* Guaranteed and Viable Curriculum: increase from 77% in 2024 to 83% in 2025.</li> <li>* Instructional Leadership: increase from 74% in 2024 to 85% in 2025.</li> </ul>

	<p>2. Student Learning:  * 2025 Semester Two Teacher Judgement data reflects increase in student achievement at or above expected level from 2024.</p> <p>PAT Achievement Data:  Increase the % of students achieving above the 75th percentile of the norm reference data:  Reading:  * Year 2 - maintain 60% from 2024 to 2025.  * Year 4 - increase from 4% in 2024 to 20% in 2025.  * Year 6 - increase from 30% in 2024 to 40 % in 2025.</p> <p>Mathematics:  * Year 2 - increase from 25% in 2024 to 35% in 2025.  * Year 4 - increase from 12.5% in 2024 to 20% in 2025.  * Year 6 - increase from 34% in 2024 to 40% in 2025.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Teacher Practice - building and strengthening:</p> <p>Plan for and organise teacher professional learning in building and strengthening teacher instructional practice:</p> <p>* knowledge, understanding and practice implementation of VTLM 2.0 concepts and alignment to whole-school instructional model.</p> <p>* implementing whole-school instructional model - particular focus on explicit teaching (EDI and responsive teaching techniques) - Literacy and Numeracy.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Curriculum Planning:</p> <p>* plan and schedule for leaders to develop clear Rapid Action plan in drafting, implementing, reviewing and finalising 2025 whole school curriculum plan for supporting Victorian Curriculum English and Mathematics 2.0 and teaching approaches and practices aligned with VTLM 2.0 and FPS Instructional Model.</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Phonics Approach:</p> <p>Plan and schedule for leaders to develop clear Rapid Action Plans each term that enables structures and processes for:</p> <p>* F - 2: Implementation of OG structured synthetic phonics with consistency and fidelity.  * 3 - 6: Embed morphology program 3 - 6 with consistency - Spelling Mastery.</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p><b>KIS 2.b</b>  Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Enhance teacher capability in the use of data to inform responsive teaching.</p>			
<p><b>Actions</b></p>	<p>* Build and strengthen teacher use of data in PLC and Team collaborative planning to inform and support effective Tier One instruction.  * Implement Leadership and Team 5 Week Data Review cycles.</p>			
<p><b>Outcomes</b></p>	<p>Leaders will build and strengthen teacher capability to respond to summative and formative data through professional learning and high quality implementation of PLC implement and monitoring of student learning growth.  Teachers will engage in and build their use of formative and summative assessment in using data for effective curriculum</p>			



	<p>planning.  Teachers will build and strengthen their use of formative and summative assessment to monitor and plan for maximising student learning growth.  Leaders and Teachers will use a variety of data to engage in conversation about student learning growth, including identifying students for TLI support through Team 5 Week Data Review cycles.  Student learning needs will be identified and met through teacher regular use of a variety of assessment and data.</p>			
<b>Success Indicators</b>	<p>Early Indicators:  * PLC Teams share growing positive endorsement of building data literacy knowledge, assessment and responsive teaching practice through 5 Weekly Data Review cycles and feedback 'Pulse Checks'.  * PAT Data Wall clearly indicating student learning progress - mid year.  * DIBELS Data Wall clearly indicating student learning progress - mid year.  * TLI groups will reflect intervention supporting student learning needs as identified through assessment data.</p> <p>Late Indicators:  * PAT Data Walls clearly indicating student learning progress - end year.  * DIBELS Data Wall clearly indicating student learning progress - end year.</p> <p>Staff Opinion Survey Factors:  * Collective Focus on Student Learning - increase from 81% in 2024 to 86% in 2025.  * T &amp; L Evaluation: 'Skills to Measure Impact' - increase from 82% in 2024 to 86% in 2025.  * T &amp; L Evaluation: 'Understand How to Analyse Data' - increase from 65% in 2024 to 75% in 2025.  * T &amp; L Evaluation: 'Use Evidence to Inform Teaching Practice' - increase from 76% in 2024 to 86% in 2025.  * T &amp; L Evaluation: 'Use Student Feedback to Improve Practice' - increase from 59% in 2024 to 75% in 2025.</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>
<p>Build and strengthen teacher use of data to inform and support effective Tier One instruction:</p> <p>* plan and schedule for leaders to develop clear Rapid Action Plans each term that defines processes and supports for teachers to build capability in understanding and using</p>	<p>✓ Learning specialist(s)  ✓ Principal  ✓ School improvement team</p>	<p>✓ PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	

<p>variety of formative and summative assessment in informing effective Tier One instruction.</p> <p>* PLC Leaders discuss, plan for and support teaching teams in using a variety of formative and summative assessment data, consistently in Team PLC and collaborative planning.</p>				
<p><b>KIS 2.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</p>	<p>Strengthen the instructional leadership approach to learning and wellbeing.</p>			
<p><b>Actions</b></p>	<p>* Strengthen PLC Leadership and Team PLC practice that builds high quality Tier One classroom instruction. * Build culture of Leadership Class Observation/Learning Walks that supports building of Tier One quality classroom instruction. * Build and strengthen school instructional coaching and peer observation practice that supports whole school high quality classroom instruction.</p>			
<p><b>Outcomes</b></p>	<p>PLC Leaders will regularly review the school's PLC approach and progress against the PLC Matrix and adopt responsive actions in embedding high quality PLC practice that supports implementation of high quality Tier One classroom instruction. Leaders will implement and engage in regular classroom observation/learning walks in order to give quality feedback. Teacher feedback will reflect active participation and strong understanding of the purpose of revised PLC inquiry cycles. Teacher Staff Opinion Survey data will reflect positive endorsement of related survey variables. Student learning outcomes will reflect an increase in achievement.</p>			
<p><b>Success Indicators</b></p>	<p>Early Indicators: * Positive teacher endorsement of PLC work through Team 5 Weekly Data Review cycles.</p> <p>Late Indicators:</p>			

	Staff Opinion Survey Factors: * Instructional Leadership - increase from 74% in 2024 to 85% in 2025. * Collective Efficacy - increase from 73% in 2024 to 80% in 2025. * T & L Practice Improvement - increase from 76% in 2024 to 85% in 2025.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
		<input type="checkbox"/> PLP Priority		
<b>Goal 3</b>	To enhance student wellbeing outcomes.			
<b>12-month target 3.1 target</b>	Attendance Data Target: 1. 95 - 100% attendance: increase from 32% in 2024 to 36% in 2025.  2. 90 - 95% attendance: increase from 34% in 2024 to 38% in 2025.  3. 70% and below attendance: decrease from 12% in 2024 to 6% in 2025.			
<b>12-month target 3.2 target</b>	ATOSS Data:  1. Voice and Agency: maintain 84% and above achievement.  2. Perseverance: increase from 82% in 2024 to 85% in 2025.  3. Effort: increase from 87% in 2024 to 90% in 2025.			
<b>12-month target 3.3 target</b>	ATOSS Data:  1. Managing Bullying: increase from 87% in 2025 to 90% in 2025.			

<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance the school's approach to student wellbeing.
<b>Actions</b>	Strengthen and build whole-school approach to student wellbeing: * Enhance positive relationships and school culture through strengthening Restorative Practice pedagogy. * Unpack, implement and monitor Positive Classroom Management Strategies that enable safe and orderly learning environments and maximise student learning opportunity within the classroom. * Support and build positive student wellbeing through review and revisit implementation of BSEM strategies. * Strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, and monitoring in short cycles for impact.
<b>Outcomes</b>	Leaders and teachers will utilise Restorative Practice philosophies and practice in connecting and building positive relationships and school environments. Leaders will support staff to build their knowledge and implementation of Positive Classroom Management Strategies in building positive and orderly environments that optimises student engagement. Leaders and teachers will have reviewed and refined the FPS whole school documented approach - ensuring clearly defined school philosophy, structures and processes that supports positive student wellbeing. Leaders will support staff to build positive student wellbeing practice utilising BSEM strategies. Teachers and staff will reflect an increase in orderly, focused learning environments. Student focus groups will be implemented twice per term. Student 'sense of connectedness' will maintain strong positive endorsement.
<b>Success Indicators</b>	Early Indicators: Leaders and staff using consistent positive restorative language. Classroom Observations/Learning Walks will evidence clear and effective implementation of Positive Classroom Management strategies. Teachers and staff will reflect an increase in orderly, focused learning environments. Positive endorsement from student focus groups - focused learning environments, connectedness and managing bullying.

	<p>Late Indicators: Revised and refined FPS Positive School Environments documentation.</p> <p>Staff Opinion Survey Factors:            * Academic Emphasis: 'orderly and focused learning environment' - improves from 43% in 2024 to 60% in 2025.            * overall Academic Emphasis - improves from 64% in 2024 to 70% in 2025.</p> <p>POS Factors:            * promoting positive behaviour - improves from 86% in 2024 to 90% and above in 2025.            * managing bullying - improves from 70% in 2024 to 75% in 2025.</p> <p>ATOS Factors:            * Sense of Connectedness - increase from 88% in 2024 to 90% and above in 2025.            * Managing Bullying - increase from 87% in 2024 to 90% and above in 2025.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Restorative Practice:            * schedule whole school Restorative Practice professional learning session - Real Schools.</p> <p>* schedule time for staff to review monthly Restorative Practice professional learning webinars.</p> <p>* schedule time for staff to participate in collaborative conversations sharing practice.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Positive Classroom Management Strategies:            * plan and develop whole-staff curriculum day Term One launching PCMS and connection to VTLM 2.0.</p> <p>* plan and schedule for leaders to develop clear Rapid Action Plans each term that enables structures and processes to be implemented that supports an increase in safe and orderly positive learning environments.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>FPS Whole School Positive Student Wellbeing Documentation:</p> <p>* plan and schedule for leaders to review and refined the FPS whole school Positive Student Wellbeing documented approach.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
<p>Berry Street:</p> <p>* plan and schedule for leaders to develop clear Rapid Action Plans each term that enables building and strengthening of current BSEM philosophies supporting positive student wellbeing.</p> <p>* schedule staff for BSEM professional learning through Northern Principal Network.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Disability and Inclusion Specialist:</p> <p>* establish and implement clear processes to strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, using evidence and monitoring for impact in short cycles.</p> <p>* RTI Tiered Model is updated on termly basis.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$137,007.56  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Enabling Student Wellbeing Supports:</p> <p>* NSWP - 0.32            * School Mental Health - 0.2</p> <p>* plan and schedule clear Rapid Action Plans that enable structures, processes and approaches to be implemented that proactively support and monitor with evidence, positive student wellbeing.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$41,229.09  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Student Wellbeing Resourcing Requirements:</p> <p>* Brainstrom Productions - anti-bullying</p> <p>* Other resourcing needs - eg. CRT</p>	<p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Wellbeing team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$9,901.20</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p><b>KIS 3.c</b></p> <p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a whole school approach to improving attendance rates.</p>			
<p><b>Actions</b></p>	<p>* Develop and implement clear whole school structures, processes and approaches that supports positive student attendance.</p>			
<p><b>Outcomes</b></p>	<p>Leaders will clearly communicate and support whole school structures, processes and approaches that supports positive student attendance.</p> <p>Leaders and teachers will have a clear understanding of school's structures, processes and appraoches that supports positive student attendance at a whole school and classroom level.</p> <p>Leaders and teachers will have a clear understanding of roles and responsibilities in supporting positive student attendance.</p> <p>Students identified with high absence iin 2024 will reflect an increase in school attendance in 2025.</p> <p>Students identified for attendance support plans will reflect a positive increase in school attendance.</p>			
<p><b>Success Indicators</b></p>	<p>Early Indicators:</p> <p>* Leaders and teachers will implement agreed structures, processes and approaches identified in developed Rapid Action Plans that supports positive student attendance.</p> <p>* Termly SSG Meeting minutes on Sentral reflect parent engagement and support of increasing student attendance for identified high absence students.</p>			

	<p>* Leaders and teachers will review and reflect on student attendance at 5 Weekly Data Meetings - identifying students for individual student attendance focus groups.</p> <p>* Panorama Attendance Report - reflect targets set to achieve for 2025.</p> <p>Late Indicators: Panorama Attendance Data Target:</p> <ol style="list-style-type: none"> <li>1. 95 - 100% attendance: increase from 32% in 2024 to 36% in 2025.</li> <li>2. 90 - 95% attendance: increase from 34% in 2024 to 38% in 2025.</li> <li>3. 70% and below attendance: decrease from 12% in 2024 to 6% in 2025.</li> </ol> <p>Panorama Absence Data Target:</p> <p>* Decrease in student absence reflecting 20 days or more - from 28% in 2024 to 20% in 2025.</p> <p>Student Survey Factors:</p> <p>* Attitudes to Attendance - maintain 90% and above in 2025.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
* Plan and schedule for leaders to develop clear Rapid Action Plans each term that enables structures, processes and approaches to be implemented that supports an increase in positive student attendance.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$151,547.72	\$10,000.00	\$141,547.72
Disability Inclusion Tier 2 Funding	\$152,645.74	\$137,007.56	\$15,638.18
Schools Mental Health Fund and Menu	\$32,850.29	\$6,000.00	\$26,850.29
<b>Total</b>	<b>\$337,043.75</b>	<b>\$153,007.56</b>	<b>\$184,036.19</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Restorative Practice: * schedule whole school Restorative Practice professional learning session - Real Schools.  * schedule time for staff to review monthly Restorative Practice professional learning webinars.  * schedule time for staff to participate in collaborative conversations sharing practice.	\$10,000.00
Berry Street:  * plan and schedule for leaders to develop clear Rapid Action Plans each term that enables building and strengthening of current BSEM philosophies supporting positive student wellbeing.	\$6,000.00

* schedule staff for BSEM professional learning through Northern Principal Network.	
Disability and Inclusion Specialist:  * establish and implement clear processes to strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, using evidence and monitoring for impact in short cycles.  * RTI Tiered Model is updated on termly basis.	\$137,007.56
Enabling Student Wellbeing Supports: * NSWP - 0.32 * School Mental Health - 0.2  * plan and schedule clear Rapid Action Plans that enable structures, processes and approaches to be implemented that proactively support and monitor with evidence, positive student wellbeing.	\$41,229.09
Student Wellbeing Resourcing Requirements:  * Brainstrom Productions - anti-bullying * Other resourcing needs - eg. CRT	\$9,901.20
* Plan and schedule for leaders to develop clear Rapid Action Plans each term that enables structures, processes and approaches to be implemented that supports an increase in positive student attendance.	\$0.00
<b>Totals</b>	<b>\$204,137.85</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Restorative Practice: * schedule whole school Restorative Practice professional learning session - Real Schools.  * schedule time for staff to review monthly Restorative Practice professional learning webinars.  * schedule time for staff to participate in collaborative conversations sharing practice.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$10,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability and Inclusion Specialist:  * establish and implement clear processes to strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning	from: Term 1 to: Term 4	\$137,007.56	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Learning specialist</li> <li>Other Assistant Principal - Leader</li> </ul>

and wellbeing needs, using evidence and monitoring for impact in short cycles.  * RTI Tiered Model is updated on termly basis.			
<b>Totals</b>		\$137,007.56	

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

Activities and milestones	When	Funding allocated (\$)	Category
Berry Street:  * plan and schedule for leaders to develop clear Rapid Action Plans each term that enables building and strengthening of current BSEM philosophies supporting positive student wellbeing.  * schedule staff for BSEM professional learning through Northern Principal Network.	from: Term 1 to: Term 4	\$6,000.00	
Enabling Student Wellbeing Supports: * NSW - 0.32 * School Mental Health - 0.2  * plan and schedule clear Rapid Action Plans that enable	from: Term 1 to: Term 4		

structures, processes and approaches to be implemented that proactively support and monitor with evidence, positive student wellbeing.			
Student Wellbeing Resourcing Requirements:  * Brainstrom Productions - anti-bullying * Other resourcing needs - eg. CRT	from: Term 2 to: Term 4		
* Plan and schedule for leaders to develop clear Rapid Action Plans each term that enables structures, processes and approaches to be implemented that supports an increase in positive student attendance.	from: Term 1 to: Term 4		
<b>Totals</b>		\$6,000.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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### Additional funding planner – Disability Inclusion Funding

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

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

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Teacher Practice - building and strengthening:</p> <p>Plan for and organise teacher professional learning in building and strengthening teacher instructional practice:</p> <p>* knowledge, understanding and practice implementation of VTLM 2.0 concepts and alignment to whole-school instructional model.</p> <p>* implementing whole-school instructional model - particular focus on explicit teaching (EDT and responsive teaching techniques) - Literacy and Numeracy.</p>	<ul style="list-style-type: none"> <li>✓ Learning specialist(s)</li> <li>✓ Principal</li> <li>✓ School improvement team</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Formalised PLC/PLTs</li> <li>✓ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal school meeting / internal professional learning sessions</li> <li>✓ Network professional learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> <li>✓ Learning specialist</li> <li>✓ Departmental resources</li> </ul> <p>VTLM 2.0 support resources</p>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
<p>Curriculum Planning:</p> <p>* plan and schedule for leaders to develop clear</p>	<ul style="list-style-type: none"> <li>✓ Learning specialist(s)</li> <li>✓ Principal</li> </ul>	<p>from: Term 1</p>	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole school pupil free day</li> <li>✓ Formal school meeting / internal</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning specialist</li> <li>✓ Departmental resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

Rapid Action plan in drafting, implementing, reviewing and finalising 2025 whole school curriculum plan for supporting Victorian Curriculum English and Mathematics 2.0 and teaching approaches and practices aligned with VTLM 2.0 and FPS Instructional Model.		to: Term 4		professional learning sessions <input checked="" type="checkbox"/> Communities of practice	CoP Triad Work - local school partnership & expertise.	
<p>Build and strengthen teacher use of data to inform and support effective Tier One instruction:</p> <p>* plan and schedule for leaders to develop clear Rapid Action Plans each term that defines processes and supports for teachers to build capability in understanding and using variety of formative and summative assessment in informing effective Tier One instruction.</p> <p>* PLC Leaders discuss, plan for and support teaching teams in using a</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4				



variety of formative and summative assessment data, consistently in Team PLC and collaborative planning.						
<p>Restorative Practice: * schedule whole school Restorative Practice professional learning session - Real Schools.</p> <p>* schedule time for staff to review monthly Restorative Practice professional learning webinars.</p> <p>* schedule time for staff to participate in collaborative conversations sharing practice.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	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"/> Communities of practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Real Schools	<input checked="" type="checkbox"/> On-site
<p>Positive Classroom Management Strategies: * plan and develop whole-staff curriculum day Term One launching PCMS and connection to VTLM 2.0.</p> <p>* plan and schedule for leaders to develop clear Rapid Action Plans each term that enables structures and processes</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Positive Classroom Management Strategies.	<input checked="" type="checkbox"/> On-site

to be implemented that supports an increase in safe and orderly positive learning environments.						
<p>Berry Street:</p> <p>* plan and schedule for leaders to develop clear Rapid Action Plans each term that enables building and strengthening of current BSEM philosophies supporting positive student wellbeing.</p> <p>* schedule staff for BSEM professional learning through Northern Principal Network.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<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"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Berry Street Education Model Professional Learning.</p>	<input checked="" type="checkbox"/> Off-site <p>Mahogany Rise PS.</p>