

2025 Annual Implementation Plan

for improving student outcomes

Richmond West Primary School (5044)



Submitted for review by Trevor Strolla (School Principal) on 03 March, 2025 at 04:21 PM
Awaiting endorsement by Senior Education Improvement Leader

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving
	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	Evolving
	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	Evolving

	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.	Evolving
	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	Evolving
	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	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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Future planning	<p>The focus on Student Agency and Voice has been impacted by a significant workforce change at the beginning of 2024 and the level of staff readiness for some of this work. It was pertinent to revisit SWPB, build a whole school SEL curriculum and work to create calm and orderly learning and outdoor spaces.</p> <p>The teaching and learning focus also including the introduction of a new model for teaching writing, alongside the embedding of the instructional model.</p>
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
Strengthen student agency to improve engagement in learning.	Yes	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 71 per cent in 2022 to 80 per cent • Motivation and interest from 70 per cent in 2022 to 80 per cent • Student voice and agency from 54 per cent in 2022 to 68 per cent • Self-regulation and goal setting from 76 per cent in 2022 to 85 per cent. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Stimulated learning from 71 per cent in 2022 to 80 per cent. 2025 Target: 65%(55% - 2021, 71% - 2022, 60% - 2023, 55% - 2024) Student voice and agency from 54 per cent in 2022 to 68 per cent. 2025 Target: 60%(43% - 2021, 54% - 2022, 49% - 2023 52% - 2024) Self-regulation and goal setting from 76 per cent in 2022 to 85 per cent. 2025 Target: 80%(68% - 2021, 76% - 2022, 80% - 2023, 71% - 2024)</p>
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Use of student feedback to inform practice from 77 per cent in 2021 to 85 per cent • Understanding formative assessment from 62 per cent in 2021 to 72 per cent. 	<p>Use of student feedback to inform practice from 77 per cent in 2021 to 85 per cent 2025 Target: 63%(64% - 2020, 54% - 2021, 21% - 2022, 63% - 2023, 52% - 2024) 63%</p> <p>2025 Understanding formative assessment from 62 per cent in 2021 to 72 per cent. 2025 Target: 75%(93% - 2020, 62% - 2021, 71% - 2022, 69% - 2023, 70% - 2024)</p>
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p>	<p>Stimulating learning environment from 77 per cent in 2021 to 85 per cent</p>

		<ul style="list-style-type: none"> • Stimulating learning environment from 77 per cent in 2021 to 85 per cent • Student Motivation and support from 77 per cent 2021 to 85 per cent • Student agency and voice from 72 per cent in 2021 to 80 per cent • High expectations for success from 81 per cent in 2021 to 90 per cent. 	2025 Target: 75%(83% - 2020, 75% - 2021, 75% - 2022, 72% - 2023, 71% - 2024)
Maximise the learning growth of students within the Chinese bilingual program.	Yes	<p>By 2026, increase the percentage of students in the Chinese bilingual making above benchmark growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Reading from 21 per cent in 2021 to 30 per cent • Writing from 11 per cent in 2021 to 25 per cent • Spelling from 12 per cent in 2021 to 22 per cent • Numeracy from 25 per cent in 2021 to 30 per cent. 	Relative Growth in lieu of Benchmark Growth:Numeracy from 25 per cent in 2021 to 30 per cent.(2022 - 36%, 2023 - 25%, 2024 30%)
		<p>By 2026, increase the percentage of Year 2 to 6 students combined average in the Chinese bilingual program, to be making at or above expected growth over one year against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 87 per cent in 2021 to 92 per cent • Writing from 89 per cent in 2021 to 94 per cent • Number and Algebra from 87 per cent in 2021 to 92 per cent. 	All students (Prep-Year 6)Writing from 89 per cent in 2021 to 94 per cent2025 Target: 75%2020-2021 - 80%, 2021-2022 - 78%, 2022-2023 - 81%, 2023-2024 - 69%)Number and Algebra from 87 per cent in 2021 to 92 per cent.2025 Target: 65%2020-2021 - 81%, 2021-2022 - 69%, 2022-2023 - 77%, 2023-2024 - 54%)
		By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:	Collective efficacy from 67 per cent in 2021 to 78 per cent 2025 Target: 75%(2020 - 88%, 2021 - 80%, 2022 - 63%, 2023 - 75%, 2024 -

		<ul style="list-style-type: none"> • Instructional Leadership from 46 per cent in 2021 to 65 per cent • Collective efficacy from 67 per cent in 2021 to 78 per cent • Guaranteed and viable curriculum from 72 per cent in 2021 to 81 per cent • Monitoring effectiveness of using data from 69 per cent in 2021 to 83 per cent • Moderate assessment tasks together from 62 per cent in 2021 to 80 per cent. 	67%)Monitoring effectiveness of using data from 69 per cent in 2021 to 83 per cent2025 Target: 70%(2020 - 79%, 2021 - 69%, 2022 - 57%, 2023 - 81%, 2024 - 61%)
Maximise the learning growth of students within the non-bilingual and Vietnamese program.	Yes	<p>By 2026, increase the percentage of equity funded students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 in:</p> <ul style="list-style-type: none"> • Reading from 22 per cent in 2021 to 27 per cent • Writing from 0 per cent in 2021 to 12 per cent • Spelling from 14 per cent in 2021 to 20 per cent • Numeracy from 22 per cent in 2021 to 27 per cent. 	Benchmark Data unavailable
		<p>By 2026, increase the percentage of students from Prep to 6 achieving at or above the expected level against the Victorian Curriculum in Semester 2 in:</p> <p>Reading and Viewing:</p> <ul style="list-style-type: none"> • Equity funded students from 66 per cent in 2021 to 71 per cent • EAL funded students from 74 per cent in 2021 to 80 per cent. <p>Writing:</p> <ul style="list-style-type: none"> • Equity funded students from 48 per cent in 2021 to 60 per cent 	<p>Writing:Equity funded students from 48 per cent in 2021 to 60 per cent2025 Target: 60%(2021 - 47%, 2022 - 42%, 2023 - 57%, 2024 - 56%)EAL funded students from 69 per cent in 2021 to 80 per cent.2025 Target: 70%(2021 - 53%, 2022 - 54%, 2023 - 67%, 2024 - 67%)Number & AlgebraEquity funded students from 67 per cent in 2021 to 72 per cent2025 Target: 60%(2021 - 66%, 2022 - 52%, 2023 - 62%, 2024 - 52%)EAL funded students from 80</p>

		<ul style="list-style-type: none"> EAL funded students from 69 per cent in 2021 to 80 per cent. <p>Number and Algebra:</p> <ul style="list-style-type: none"> Equity funded students from 67 per cent in 2021 to 72 per cent EAL funded students from 80 per cent in 2021 to 91 per cent. 	<p>per cent in 2021 to 91 per cent.2025 Target: 70%(2021 - 71%, 2022 - 60%, 2023 - 67%, 2024 - 62%)</p>
		<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> Sense of confidence from 73 per cent in 2022 to 78 per cent Sense of connectedness from 78 per cent in 2022 to 85 per cent Respect for diversity from 74 per cent in 2022 to 80 per cent Managing bullying from 67 per cent in 2022 to 78 per cent Advocate at school from 75 per cent in 2022 to 80 per cent. 	<p>Sense of connectedness from 78 per cent in 2022 to 85 per cent2025 Target: 65%(2021 - 68%, 2022 - 78%, 2023 - 71%, 2024 - 69%)</p>

Goal 1	Strengthen student agency to improve engagement in learning.
12-month target 1.1	<p>Stimulated learning from 71 per cent in 2022 to 80 per cent. 2025 Target: 65%</p> <p>(55% - 2021, 71% - 2022, 60% - 2023, 55% - 2024)</p> <p>Student voice and agency from 54 per cent in 2022 to 68 per cent. 2025 Target: 60%</p>

	<p>(43% - 2021, 54% - 2022, 49% - 2023 52% - 2024)</p> <p>Self-regulation and goal setting from 76 per cent in 2022 to 85 per cent. 2025 Target: 80%</p> <p>(68% - 2021, 76% - 2022, 80% - 2023, 71% - 2024)</p>	
12-month target 1.2	<p>Use of student feedback to inform practice from 77 per cent in 2021 to 85 per cent 2025 Target: 63%</p> <p>(64% - 2020, 54% - 2021, 21% - 2022, 63% - 2023, 52% - 2024) 63% 2025</p> <p>Understanding formative assessment from 62 per cent in 2021 to 72 per cent. 2025 Target: 75%</p> <p>(93% - 2020, 62% - 2021, 71% - 2022, 69% - 2023, 70% - 2024)</p>	
12-month target 1.3	<p>Stimulating learning environment from 77 per cent in 2021 to 85 per cent 2025 Target: 75%</p> <p>(83% - 2020, 75% - 2021, 75% - 2022, 72% - 2023, 71% - 2024)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Build shared understanding of student voice and agency across the school community.	Yes
KIS 1.b Engagement	Build teacher practice to integrate student agency across the curriculum.	No
KIS 1.c Engagement	Further develop and expand the school's student leadership model.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The work in this space has not yet gained significant momentum due to staff changeover, high numbers of graduate teachers and leadership changes. There is a desire to develop this work in an authentic and meaningful way that enables 'voice' from all students and respects the unique profile and diversity of our school.
Goal 2	Maximise the learning growth of students within the Chinese bilingual program.
12-month target 2.1	Relative Growth in lieu of Benchmark Growth: Numeracy from 25 per cent in 2021 to 30 per cent. (2022 - 36%, 2023 - 25%, 2024 30%)
12-month target 2.2	All students (Prep-Year 6) Writing from 89 per cent in 2021 to 94 per cent 2025 Target: 75% (2020-2021 - 80%, 2021-2022 - 78%, 2022-2023 - 81%, 2023-2024 - 69%) Number and Algebra from 87 per cent in 2021 to 92 per cent. 2025 Target: 65% (2020-2021 - 81%, 2021-2022 - 69%, 2022-2023 - 77%, 2023-2024 - 54%)
12-month target 2.3	Collective efficacy from 67 per cent in 2021 to 78 per cent 2025 Target: 75% (2020 - 88%, 2021 - 80%, 2022 - 63%, 2023 - 75%, 2024 - 67%) Monitoring effectiveness of using data from 69 per cent in 2021 to 83 per cent 2025 Target: 70%

	(2020 - 79%, 2021 - 69%, 2022 - 57%, 2023 - 81%, 2024 - 61%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Review and embed the key elements of the school's instructional model.	Yes
KIS 2.b Assessment	Strengthen teacher use of assessment to inform planning for differentiation.	No
KIS 2.c Assessment	Develop the use of the PLC inquiry model to monitor students' growth to inform planning and teaching.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	With the introduction of the Victorian Teaching & Learning Model (VTLM) there is a need to review the school's Instructional Model alongside the VTLM and ensure the elements of both are aligned and consistently implemented across the school.	
Goal 3	Maximise the learning growth of students within the non-bilingual and Vietnamese program.	
12-month target 3.1	Benchmark Data unavailable	
12-month target 3.2	Writing: Equity funded students from 48 per cent in 2021 to 60 per cent 2025 Target: 60% (2021 - 47%, 2022 - 42%, 2023 - 57%, 2024 - 56%)	

	<p>EAL funded students from 69 per cent in 2021 to 80 per cent. 2025 Target: 70%</p> <p>(2021 - 53%, 2022 - 54%, 2023 - 67%, 2024 - 67%)</p> <p>Number & Algebra</p> <p>Equity funded students from 67 per cent in 2021 to 72 per cent 2025 Target: 60%</p> <p>(2021 - 66%, 2022 - 52%, 2023 - 62%, 2024 - 52%)</p> <p>EAL funded students from 80 per cent in 2021 to 91 per cent. 2025 Target: 70%</p> <p>(2021 - 71%, 2022 - 60%, 2023 - 67%, 2024 - 62%)</p>	
12-month target 3.3	<p>Sense of connectedness from 78 per cent in 2022 to 85 per cent 2025 Target: 65%</p> <p>(2021 - 68%, 2022 - 78%, 2023 - 71%, 2024 - 69%)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Develop targeted teaching approaches to support the needs of students.	No
KIS 3.b Assessment	Review and strengthen use of assessment to inform planning for differentiation.	No
KIS 3.c Support and resources	To strengthen and broaden learning and wellbeing supports for students.	Yes

<p>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>	<p>The 'soft-launch' of a whole school approach to wellbeing was launched in 2024 and in 2025 there is a desire to strengthen this for all students across the school and coordinate the extensive range of opportunities students at our school are afforded.</p>
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Define actions, outcomes, success indicators and activities

Goal 1	Strengthen student agency to improve engagement in learning.
12-month target 1.1	<p>Stimulated learning from 71 per cent in 2022 to 80 per cent. 2025 Target: 65%</p> <p>(55% - 2021, 71% - 2022, 60% - 2023, 55% - 2024)</p> <p>Student voice and agency from 54 per cent in 2022 to 68 per cent. 2025 Target: 60%</p> <p>(43% - 2021, 54% - 2022, 49% - 2023 52% - 2024)</p> <p>Self-regulation and goal setting from 76 per cent in 2022 to 85 per cent. 2025 Target: 80%</p> <p>(68% - 2021, 76% - 2022, 80% - 2023, 71% - 2024)</p>
12-month target 1.2	<p>Use of student feedback to inform practice from 77 per cent in 2021 to 85 per cent 2025 Target: 63%</p> <p>(64% - 2020, 54% - 2021, 21% - 2022, 63% - 2023, 52% - 2024) 63% 2025</p> <p>Understanding formative assessment from 62 per cent in 2021 to 72 per cent. 2025 Target: 75%</p> <p>(93% - 2020, 62% - 2021, 71% - 2022, 69% - 2023, 70% - 2024)</p>
12-month target 1.3	<p>Stimulating learning environment from 77 per cent in 2021 to 85 per cent 2025 Target: 75%</p> <p>(83% - 2020, 75% - 2021, 75% - 2022, 72% - 2023, 71% - 2024)</p>
KIS 1.a	Build shared understanding of student voice and agency across the school community.

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					
Actions	Implement a school wide Learning 2 Learn Program Build regular opportunities to gain authentic feedback from students to staff				
Outcomes	Students will - understand what they are learning, why they are learning it and how they know if they are successful - explain how they have input into their learning and their experience at school Teachers will - make learning visible through consistent Instructional Model implementation - have a consistent understanding of Student Voice, Leadership and Agency. Leaders will: - support staff to define student voice and agency - support staff build shared vocabulary and understanding of what student voice and agency looks like				
Success Indicators	Early indicators - Increased visibility and consistent implementation of Instructional Model in all classes and specialist subjects Late Indicators - Beginning opportunities for students to give feedback to teachers on their learning - Development of collaborative planning processes				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
MHWB Leader to work alongside teachers on a rotating basis to co-teach SEL (Friendly Schools & RR)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items	

	<input checked="" type="checkbox"/> Teacher(s)			will be used which may include DET funded or free items
Conduct termly AtoSS check ins for key areas identified by leadership team or sample surveys	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <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
Focus groups/allocated check ins for a specific groups of students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Release one person to conduct the AtoSS for Years 4-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Seek out appropriate PL opportunities to build a consistent understanding of student agency and voice		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 2	Maximise the learning growth of students within the Chinese bilingual program.				
12-month target 2.1	Relative Growth in lieu of Benchmark Growth: Numeracy from 25 per cent in 2021 to 30 per cent. (2022 - 36%, 2023 - 25%, 2024 30%)				
12-month target 2.2	All students (Prep-Year 6) Writing from 89 per cent in 2021 to 94 per cent 2025 Target: 75% 2020-2021 - 80%, 2021-2022 - 78%, 2022-2023 - 81%, 2023-2024 - 69%) Number and Algebra from 87 per cent in 2021 to 92 per cent. 2025 Target: 65% 2020-2021 - 81%, 2021-2022 - 69%, 2022-2023 - 77%, 2023-2024 - 54%)				
12-month target 2.3	Collective efficacy from 67 per cent in 2021 to 78 per cent 2025 Target: 75% (2020 - 88%, 2021 - 80%, 2022 - 63%, 2023 - 75%, 2024 - 67%) Monitoring effectiveness of using data from 69 per cent in 2021 to 83 per cent 2025 Target: 70% (2020 - 79%, 2021 - 69%, 2022 - 57%, 2023 - 81%, 2024 - 61%)				

KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and embed the key elements of the school's instructional model.				
Actions	Review and redevelop the school's instructional model in line with VTLM 2.0 Implement collaborative planning sessions to ensure a consistent experience for all learners				
Outcomes	Leaders will: - Have a clear and consistent narrative about the school's Instructional Model Staff will: - have a consistent understanding of the Instructional Model - understand the impact a consistent Instructional Model has on student learning and engagement Students will: - have a consistent cross and within year experience - be able to articulate elements of the Instructional Model (e.g. Learning Intention & Success Criteria)				
Success Indicators	Early indicators - Increased visibility and consistent implementation of Instructional Model in all classes and specialist subjects - Teachers use learning walks as a means to monitor the consistent implementation of the RWPS Instructional Model Late indicators				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Evaluate and audit the RWPS Instructional Model to Victorian Teaching & Learning Model and update as needed.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00	

Make the school's Instructional Model visible to students, staff and families	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Develop a RWPS collaborative planning model as a means to guide collaborative planning	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Maximise the learning growth of students within the non-bilingual and Vietnamese program.			
12-month target 3.1	Benchmark Data unavailable			
12-month target 3.2	<p>Writing:</p> <p>Equity funded students from 48 per cent in 2021 to 60 per cent 2025 Target: 60%</p> <p>(2021 - 47%, 2022 - 42%, 2023 - 57%, 2024 - 56%)</p> <p>EAL funded students from 69 per cent in 2021 to 80 per cent. 2025 Target: 70%</p> <p>(2021 - 53%, 2022 - 54%, 2023 - 67%, 2024 - 67%)</p> <p>Number & Algebra</p> <p>Equity funded students from 67 per cent in 2021 to 72 per cent 2025 Target: 60%</p> <p>(2021 - 66%, 2022 - 52%, 2023 - 62%, 2024 - 52%)</p>			

	<p>EAL funded students from 80 per cent in 2021 to 91 per cent. 2025 Target: 70%</p> <p>(2021 - 71%, 2022 - 60%, 2023 - 67%, 2024 - 62%)</p>
12-month target 3.3	<p>Sense of connectedness from 78 per cent in 2022 to 85 per cent 2025 Target: 65%</p> <p>(2021 - 68%, 2022 - 78%, 2023 - 71%, 2024 - 69%)</p>
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	To strengthen and broaden learning and wellbeing supports for students.
Actions	<p>Implement a whole-school SEL curriculum for all students F-6 (Friendly Schools & RR)</p> <p>Implement mixed learning groups for bilingual and non-bilingual learners across the school</p> <p>Building staff capacity with Tier 3 learning and wellbeing supports to address the individual needs of students</p>
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> - understand the tiered model of intervention - use IEPs as part of their planning process <p>Leaders will:</p> <ul style="list-style-type: none"> - know who Tier 3 students are for Learning and Wellbeing - discuss Tier 3 students regularly as part of School Improvement Team meetings <p>Students will:</p> <ul style="list-style-type: none"> - know and understand their learning goals - describe and assess their progress to their learning goals
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Staff PL completed around Disability Inclusion and Tiered Intervention - Lesson plans reflect the differentiated needs for Tier 3 students

	Late Indicators - IEPs developed for all Tier 3 students and critical Tier 2 students (Wellbeing, Behaviour & Learning) - Planning demonstrates consideration of student learning at point of need for individual students			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Communicate with school community regularly about the school's SEL program and the implementation of Friendly Schools	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Ensuring consistent delivery of content through both languages	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of shared and collaborative planning	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Curriculum, DI and Wellbeing Leaders regularly checking in with teachers of Tier 3 students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue building consistent processes around the use of IEP/BSPs	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Numeracy leader			Funding will be used
Provide additional classroom support for equity funded students	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop Disability Inclusion Profiles for students who require adjustments to access learning.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$88,535.40	\$100,000.00	-\$11,464.60
Disability Inclusion Tier 2 Funding	\$148,109.28	\$78,000.00	\$70,109.28
Schools Mental Health Fund and Menu	\$31,350.92	\$17,000.00	\$14,350.92
Total	\$267,995.60	\$195,000.00	\$72,995.60

Activities and milestones – Total Budget

Activities and milestones	Budget
MHWB Leader to work alongside teachers on a rotating basis to co-teach SEL (Friendly Schools & RR)	\$10,000.00
Focus groups/allocated check ins for a specific groups of students	\$5,000.00
Release one person to conduct the AtoSS for Years 4-6	\$2,000.00
Continue building consistent processes around the use of IEP/BSPs	\$3,000.00
Provide additional classroom support for equity funded students	\$100,000.00
Develop Disability Inclusion Profiles for students who require adjustments to access learning.	\$75,000.00
Totals	\$195,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide additional classroom support for equity funded students	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$100,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue building consistent processes around the use of IEP/BSPs	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none">
Develop Disability Inclusion Profiles for students who require adjustments to access learning.	from: Term 1 to: Term 4	\$75,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Other Casual ES staff

Totals		\$78,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
MHWP Leader to work alongside teachers on a rotating basis to co-teach SEL (Friendly Schools & RR)	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Employ Mental Health Staff in school (eduPay or non-teaching staff) Mental health and wellbeing leaders
Focus groups/allocated check ins for a specific groups of students	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Release one person to conduct the AtoSS for Years 4-6	from: Term 2 to: Term 2	\$2,000.00	
Totals		\$17,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
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Totals	\$0.00
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Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Conduct termly AtoSS check ins for key areas identified by leadership team or sample surveys	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <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"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Evaluate and audit the RWPS Instructional Model to Victorian Teaching & Learning Model and update as needed.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Make the school's Instructional Model visible to students, staff and families	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)					
Develop a RWPS collaborative planning model as a means to guide collaborative planning	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of shared and collaborative planning	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site