

2025 Annual Implementation Plan

for improving student outcomes

Skye Primary School (1222)



Submitted for review by Timothy Bernau (School Principal) on 19 December, 2024 at 09:13 PM
Endorsed by Debby Chaves (Senior Education Improvement Leader) on 03 April, 2025 at 09:16 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	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	
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Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Maximise the learning growth of every student in literacy and numeracy	Yes	<p>By 2026, increase the percentage of students achieving above NAPLAN benchmark growth (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2023, 2024 and 2025):</p> <ul style="list-style-type: none"> • Year 5 students above benchmark growth in reading from 21% to 35% • Year 5 students above benchmark growth in writing from 19% to 35% • Year 5 students above benchmark growth in numeracy from 18% to 35%. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 3 By 2026, reduce the number of NAS students in Reading from 13% to 10% By 2026, reduce the number of NAS students in Numeracy from 6% to 5% Year 5 By 2026, reduce the number of NAS students in Reading from 6% to 5% By 2026, reduce the number of NAS students in Numeracy from 4% to 3%</p>
		<p>By 2026, increase the percentage of students achieving in the NAPLAN top two bands (target baseline is a three-year average 2018, 2019 and 2021 and the target goal percentage to be an average of 2023, 2024 and 2025) for:</p> <ul style="list-style-type: none"> • Year 3 students in reading from 49% to 54% • Year 3 students in writing from 47% to 54% • Year 3 students in numeracy from 33% to 40% 	<p>By 2026, increase the percentage of students achieving in the NAPLAN 'Strong or Exceeding' (target baseline is a two-year rolling average from 2023 and 2024 and the target goal percentage to be an average of 2024 and 2025) for: Year 3 students in reading from 71% to 76% Year 3 students in writing from 73% to 80% Year 3 students in numeracy from 55% to 62% Year 5 students in reading from 77% to 82% Year 5 students in writing from 72% to</p>

			79%Year 5 students in numeracy from 53% to 60%
		By 2026, the correlation between the teacher judgements above expected level and NAPLAN top 2 bands in the NAPLAN comparison to teacher judgement to decrease: <ul style="list-style-type: none"> • In Year 3 and 5 reading from 32% in 2021 to 10% • In Year 3 and 5 Writing from 42% in 2021 to 10% • In Year 3 and 5 Numeracy from 30% in 2021 to 10% 	NA
		By 2026 increase the percentage of positive endorsement for the following School Staff Survey factors. Target baseline is a set as a four-year average over 2018-2021, and the target percentage will be set as an average over the four years of the review cycle, 2022-2026. Modules: School Climate <ul style="list-style-type: none"> • Academic emphasis from 62% to 80% • Collective efficacy from 65% to 80% Module-Teaching and Learning Evaluation <ul style="list-style-type: none"> • Skills to measure impact from 77% to 86% • Use student feedback to improve practice from 52% to 70%. 	Module-Teaching and Learning EvaluationUnderstand how to analyse data: 77% to 85%Module-Teaching and Learning PlanningUse Data for Curriculum Planning: 87% to 92%Module-Teaching and Learning ImplementationUnderstand Formative Assessment: From 77% to 85%
Empower students to be engaged, independent and self-regulating learners.	Yes	Improve the percentage of positive endorsements on the Attitudes to School Survey for the following factors (target baseline is a four-year average 2018-2021). By 2026 increase the percentage for: Domain: Social Engagement <ul style="list-style-type: none"> • Student voice and agency from 67% to 80% Domain: Effective teaching for cognitive engagement <ul style="list-style-type: none"> • Stimulating learning from 70% to 82% Domain-Teacher-student relationships <ul style="list-style-type: none"> • Teacher concern- from 74% to 90% 	Domain: Effective teaching practices for cognitive engagement:Effective teaching time: 79% to 84%Domain: Effective teaching for cognitive engagementStimulating learning from 73% to 77%

		<p>Improve the percentage of positive endorsements on the School Staff Survey for the following factors (target baseline is a four-year average 2018-2021). By 2026 increase the percentage for:</p> <p>Module: Teaching and Learning Evaluation</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 52% to 70%. <p>Module: Teaching and Learning Implementation</p> <ul style="list-style-type: none"> • Promote student ownership of learning from 79% to 87% 	<p>Improve the percentage of positive endorsements on the School Staff Survey for the following factors:</p> <p>Module: Teaching and Learning Evaluation Use student feedback to improve practice from 73% to 80%</p> <p>Module: Teaching and Learning Implementation Collaborate to scaffold student learning from 80% to 88%</p>
		<p>Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor (target baseline is four-year average 2018-2021). By 2026 increase the percentage for:</p> <p>Module-Student development:</p> <ul style="list-style-type: none"> • Student voice and agency from 73% to 80%. 	<p>Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor:</p> <p>Module-Student Cognitive Engagement Effective teaching: 70% to 76%</p>

Goal 1	Maximise the learning growth of every student in literacy and numeracy
12-month target 1.1	<p>Year 3</p> <p>By 2026, reduce the number of NAS students in Reading from 13% to 10%</p> <p>By 2026, reduce the number of NAS students in Numeracy from 6% to 5%</p> <p>Year 5</p> <p>By 2026, reduce the number of NAS students in Reading from 6% to 5%</p> <p>By 2026, reduce the number of NAS students in Numeracy from 4% to 3%</p>

12-month target 1.2	<p>By 2026, increase the percentage of students achieving in the NAPLAN 'Strong or Exceeding' (target baseline is a two-year rolling average from 2023 and 2024 and the target goal percentage to be an average of 2024 and 2025) for:</p> <p>Year 3 students in reading from 71% to 76%</p> <p>Year 3 students in writing from 73% to 80%</p> <p>Year 3 students in numeracy from 55% to 62%</p> <p>Year 5 students in reading from 77% to 82%</p> <p>Year 5 students in writing from 72% to 79%</p> <p>Year 5 students in numeracy from 53% to 60%</p>	
12-month target 1.3	NA	
12-month target 1.4	<p>Module-Teaching and Learning Evaluation Understand how to analyse data: 77% to 85%</p> <p>Module-Teaching and Learning Planning Use Data for Curriculum Planning: 87% to 92%</p> <p>Module-Teaching and Learning Implementation Understand Formative Assessment: From 77% to 85%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1.a Leadership	Further enhance teacher practice through embedding Professional Learning Communities.	Yes
KIS 1.b Assessment	Embed a whole-school approach to formative assessment and evaluate the impact of the teaching on learning growth.	Yes

KIS 1.c Teaching and learning	Implement and embed reciprocal feedback processes that enhance teacher practice, and learning growth for students.	No
<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>Rationale for KIS 1a: Further enhance teacher practice through embedding Professional Learning Communities (PLCs).</p> <p>We have chosen to prioritise the strengthening of Professional Learning Communities (PLCs) to further enhance teacher practice and address ongoing areas for improvement. This decision is based on several key factors:</p> <p>Self-Evaluation and School Data: The school’s self-evaluation highlighted variability in teacher practice across year levels, particularly in the consistency of instructional approaches. Learning growth data in both literacy and numeracy indicates that while students are making progress, the growth is not yet maximized across all cohorts. Diagnostic analysis points to a need for deeper collaboration among teachers to align planning, instructional strategies, and assessment approaches.</p> <p>Progress Against SSP Goals: The SSP goal to maximise student learning growth in literacy and numeracy remains a high priority. However, progress data has shown that greater consistency in teaching practice is required to accelerate growth further. PLCs provide a clear mechanism for collaboration, data analysis, and shared ownership of student outcomes, which are central to achieving the SSP targets.</p> <p>Issues Requiring Attention: Feedback from staff surveys has highlighted a need for greater clarity around the instructional model and how it can be implemented effectively. PLCs offer a structured approach for teachers to build professional capacity through collaborative planning, reflection, and evidence-based discussions. By embedding PLCs, Skye Primary aims to strengthen teacher practice through shared learning, consistent instructional routines, and data-driven decision-making. This will result in greater alignment, accountability, and ultimately, improved student learning outcomes.</p> <p>Rationale for KIS 1b: Embed a whole-school approach to formative assessment and evaluate the impact of teaching on learning growth.</p>	

	<p>The decision to embed a whole-school approach to formative assessment aligns directly with the school's focus on maximizing learning growth and improving teaching impact. The rationale for selecting this KIS includes the following key considerations:</p> <p>Self-Evaluation and School Data: Self-evaluation revealed inconsistent use of formative assessment practices across classrooms, leading to missed opportunities to monitor and respond to student learning needs in real time. Analysis of learning data showed that while summative assessments capture overall outcomes, a lack of consistent formative assessment limits the school's ability to identify gaps early and adapt teaching strategies effectively. Student learning growth in NAPLAN and internal assessment data highlights the need for more targeted feedback loops and short-cycle formative assessments to accelerate progress.</p> <p>Progress Against SSP Goals: The SSP goal to maximize learning growth necessitates a focus on evaluating the impact of teaching and ensuring that instructional decisions are informed by timely, actionable data. Formative assessment practices are essential for achieving the 12-month targets in literacy and numeracy by providing teachers with regular, evidence-based insights into student progress.</p> <p>Issues Requiring Attention: Observations during classroom walkthroughs and professional learning sessions identified inconsistent use of checks for understanding and feedback practices. Teachers require further professional learning and tools to implement short-cycle formative assessments effectively and to analyze student data collaboratively in PLCs. By embedding a whole-school approach to formative assessment, Skye Primary aims to create a culture of continuous feedback, targeted instruction, and reflective practice. This will ensure that teaching is responsive to student needs and that all learners experience sustained growth.</p>
Goal 2	Empower students to be engaged, independent and self-regulating learners.
12-month target 2.1	Domain: Effective teaching practices for cognitive engagement: Effective teaching time: 79% to 84%

	<p>Domain: Effective teaching for cognitive engagement</p> <p>Stimulating learning from 73% to 77%</p>	
12-month target 2.2	<p>Improve the percentage of positive endorsements on the School Staff Survey for the following factors:</p> <p>Module: Teaching and Learning Evaluation</p> <p>Use student feedback to improve practice from 73% to 80%</p> <p>Module: Teaching and Learning Implementation</p> <p>Collaborate to scaffold student learning from 80% to 88%</p>	
12-month target 2.3	<p>Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor:</p> <p>Module-Student Cognitive Engagement</p> <p>Effective teaching: 70% to 76%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop staff capabilities to activate student agency in classroom learning experiences.	No
KIS 2.b Teaching and learning	Implement evidence-based teaching practices to strengthen students' ability to actively engage in their learning.	No
KIS 2.c Support and resources	Embed a positive climate for learning that enhances student 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.

Rationale for KIS: Embed a positive climate for learning that enhances student wellbeing. We have prioritised embedding a positive climate for learning to enhance student wellbeing, recognising that wellbeing is foundational to engagement, independence, and self-regulation in learning. This decision is based on the following key factors:

Self-Evaluation and School Data:

The school's self-evaluation identified areas of improvement in fostering a consistent, positive learning climate across all classrooms. Results from the Attitudes to School Survey (AtoSS) indicated variability in student perceptions of connectedness, safety, and engagement. While many students feel supported, targeted strategies are required to address outliers and ensure a universally positive learning environment. Behavioural data from Sentral highlighted trends in minor disruptions and student disengagement, indicating a need for stronger Tier 1 wellbeing practices.

Progress Against SSP Goals:

The SSP wellbeing goal to empower students as engaged, independent, and self-regulating learners requires a whole-school commitment to consistent, evidence-based wellbeing practices. While progress has been made through previous initiatives (e.g., SWPBS), achieving higher fidelity and broader staff buy-in remains a priority. Strengthening wellbeing practices aligns with academic goals, as research consistently shows that a positive school climate enhances student engagement and achievement.

Issues Requiring Attention:

Observations and staff feedback suggest inconsistency in classroom rules, routines, and behaviour management practices across levels. The school requires a systematic approach to addressing bullying and promoting inclusivity, ensuring all students feel safe and supported. Strengthening the school's wellbeing team and enhancing the use of behaviour data (e.g., via Sentral) are key priorities to identify trends and tailor interventions. By embedding a positive climate for learning, Skye Primary aims to ensure that all students feel valued, safe, and engaged. This will be achieved through initiatives such as Tier 1 wellbeing strategies, SWPBS implementation (Bronze status), and professional learning in trauma-informed and inclusive practices (e.g., BSEM). The integration of wellbeing approaches within the Skye PS instructional model will provide consistency and coherence across both academic and wellbeing priorities.

This focus reflects the school's understanding that a positive school climate not only supports student wellbeing but also directly enhances engagement, learning growth, and achievement.

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth of every student in literacy and numeracy
12-month target 1.1	<p>Year 3 By 2026, reduce the number of NAS students in Reading from 13% to 10% By 2026, reduce the number of NAS students in Numeracy from 6% to 5%</p> <p>Year 5 By 2026, reduce the number of NAS students in Reading from 6% to 5% By 2026, reduce the number of NAS students in Numeracy from 4% to 3%</p>
12-month target 1.2	<p>By 2026, increase the percentage of students achieving in the NAPLAN 'Strong or Exceeding' (target baseline is a two-year rolling average from 2023 and 2024 and the target goal percentage to be an average of 2024 and 2025) for:</p> <p>Year 3 students in reading from 71% to 76%</p> <p>Year 3 students in writing from 73% to 80%</p> <p>Year 3 students in numeracy from 55% to 62%</p> <p>Year 5 students in reading from 77% to 82%</p> <p>Year 5 students in writing from 72% to 79%</p> <p>Year 5 students in numeracy from 53% to 60%</p>
12-month target 1.3	NA
12-month target 1.4	<p>Module-Teaching and Learning Evaluation Understand how to analyse data: 77% to 85%</p> <p>Module-Teaching and Learning Planning Use Data for Curriculum Planning: 87% to 92%</p> <p>Module-Teaching and Learning Implementation Understand Formative Assessment: From 77% to 85%</p>

<p>KIS 1.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</p>	<p>Further enhance teacher practice through embedding Professional Learning Communities.</p>
<p>Actions</p>	<ol style="list-style-type: none"> 1. Refine and embed a whole-school instructional model 2. Strengthen collaborative planning protocols
<p>Outcomes</p>	<p>Teachers</p> <ul style="list-style-type: none"> - Demonstrate increased understanding and application of the Skye PS Instructional Model. - Consistently use engagement norms and attention signals in daily teaching practice. - Actively participate in feedback cycles (coaching, learning walks) to refine instructional routines. <p>Students</p> <ul style="list-style-type: none"> - Display improved engagement and participation through visible use of engagement norms. - Demonstrate increased achievement growth in literacy and numeracy as measured by formative and summative assessments. - Receive timely and specific feedback to improve their understanding and learning outcomes. <p>Leaders</p> <ul style="list-style-type: none"> - (SIT, level leaders, AP) will effectively facilitate professional learning, collaborative planning, and feedback processes to embed the instructional model.
<p>Success Indicators</p>	<p>Early Indicators (Semester 1)</p> <ul style="list-style-type: none"> - Level leaders appointed and termly planning days scheduled. - Consistent use of refined unit planners and curriculum documents across all levels. - Collaborative planning sessions include data analysis protocols (e.g., student work samples, pre/post-tests).

	<p>Late Indicators (Semester 2)</p> <ul style="list-style-type: none"> - Teacher practice surveys reflect improved perceptions of collaboration and team planning effectiveness. - Student learning data indicates consistent growth across literacy and numeracy levels. - PLC minutes and documentation show evidence of data-driven planning and decision-making. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Design a clear, visual representation of the Instructional Model for staff reference.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Development of a Draft Skye PS Instructional Model by SIT, incorporating VTLM 2.0 and cognitive load theory principles.	<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 1	\$0.00
Conduct structured professional learning sessions to build clarity and understanding of the model.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Present the 'Why' of the Instructional Model to staff (consistency of practice, science of learning, formative assessment, coachability, and resourcing).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Demonstrate the Instructional Model in action through demonstrations, classroom walkthroughs, and exemplar lesson videos.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Develop and deliver PL on engagement norms such as whiteboard routines, turn-and-talk, pair-share, and questioning strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Create instructional videos to model best practices for engagement norms, attention signals, and signal cues.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Regular learning walks to observe, provide feedback, and celebrate progress on instructional routines.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Investigate a coaching model (e.g., peer coaching, leadership coaching) to embed instructional practices.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop consistent team planning protocols to ensure alignment of teaching and learning across levels	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Appoint level leaders to facilitate team meetings and monitor collaborative planning.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Schedule termly PLC leader days for curriculum alignment and leadership development.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

			to: Term 4	
Assistant Principal (Teaching & Learning) to attend and support collaborative planning sessions.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Refine collaborative planning documents (e.g., unit planners, big picture curriculum documents).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build teacher capacity to provide immediate, actionable feedback to students based on CFU results	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole-school approach to formative assessment and evaluate the impact of the teaching on learning growth.			
Actions	1. Embed consistent formative assessment practices			
Outcomes	Teachers - Consistently implement short-cycle formative assessment practices (e.g., CFU, feedback loops). - Use formative assessment data to inform instructional decisions and differentiate teaching. - Demonstrate increased confidence in analysing and responding to student learning needs.			

	<p>Students</p> <ul style="list-style-type: none"> - Receive timely and specific feedback to improve their understanding and learning outcomes. - Show improved engagement and participation during formative assessment activities. - Demonstrate measurable growth in their learning, as evidenced through formative assessment data. <p>Leaders</p> <ul style="list-style-type: none"> - Leaders will ensure protocols, resources, and professional learning support teachers to embed formative assessment practices. - PLCs will regularly evaluate the effectiveness of formative assessment strategies on student learning growth 			
Success Indicators	<p>Early Indicators (Semester 1)</p> <ul style="list-style-type: none"> - Refined formative assessment protocol finalised and shared with staff. - Template spreadsheets developed and used by all teams to record CFU data. - Professional learning logs show that all staff have participated in PL on short-cycle formative assessment. - Learning walks identify at least 2 CFU strategies consistently implemented in 80% of classrooms. <p>Late Indicators (Semester 2)</p> <ul style="list-style-type: none"> - Student formative assessment data shows improved understanding and growth over short cycles (measured through CFU). - Teachers demonstrate improved ability to analyze CFU data and adjust teaching, as evidenced in PLC minutes and learning walk feedback. - Student work samples show evidence of feedback being actioned to improve learning outcomes. - Teacher reflections and feedback indicate increased confidence and consistency in formative assessment practices. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Refine the formative assessment protocol introduced in 2024 to ensure clarity and alignment with Skye PS instructional model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Use data protocols in PLCs to analyse student outcomes and identify next steps for teaching and intervention.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 4	
Develop template spreadsheets for each team to record and analyse formative assessment data consistently.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Facilitate PL to support teachers in using the protocol effectively within short, focused assessment cycles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Conduct targeted PL on Checks for Understanding (CFU) strategies to embed short, frequent formative assessment practices (e.g., exit tickets, hinge questions, whiteboard responses).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Goal 2	Empower students to be engaged, independent and self-regulating learners.			
12-month target 2.1	Domain: Effective teaching practices for cognitive engagement: Effective teaching time: 79% to 84% Domain: Effective teaching for cognitive engagement Stimulating learning from 73% to 77%			
12-month target 2.2	Improve the percentage of positive endorsements on the School Staff Survey for the following factors: Module: Teaching and Learning Evaluation Use student feedback to improve practice from 73% to 80%			

	<p>Module: Teaching and Learning Implementation</p> <p>Collaborate to scaffold student learning from 80% to 88%</p>
12-month target 2.3	<p>Improve the percentage of positive endorsements on the Parent Opinion Survey for the following factor:</p> <p>Module-Student Cognitive Engagement</p> <p>Effective teaching: 70% to 76%</p>
KIS 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a positive climate for learning that enhances student wellbeing.
Actions	Strengthen Tier 1 wellbeing practices
Outcomes	<p>Teachers</p> <ul style="list-style-type: none"> - Consistently apply Tier 1 wellbeing practices, including BSEM strategies, restorative practices, and classroom management routines. - Use Sentral data to identify and address student wellbeing needs effectively. - Foster positive learning environments through consistent use of the Skye PS Wellbeing Scope and Sequence. <p>Students</p> <ul style="list-style-type: none"> - Demonstrate improved emotional regulation, independence, and engagement in learning activities. - Report higher levels of connectedness, safety, and inclusion (measured through AtoSS). - Display improved classroom behaviours, with fewer Tier 2 and Tier 3 referrals. <p>Leaders</p> <ul style="list-style-type: none"> - Leaders will effectively drive SWPBS and wellbeing strategies, achieving Bronze Status.

	<ul style="list-style-type: none"> - The Wellbeing Team will monitor implementation fidelity and provide targeted support for staff. - Leaders will analyse Sentral data to inform whole-school and targeted wellbeing interventions. 			
Success Indicators	<p>Early Indicators (Semester 1)</p> <ul style="list-style-type: none"> - Development and launch of the Skye PS Instructional Model incorporating Tier 1 wellbeing approaches. - 100% of staff complete BSEM training and initial PL on PCMS. - The Wellbeing Scope and Sequence is developed, shared, and implemented in all classrooms. - Sentral tracking system enhanced, with improved consistency in behaviour data recording. <p>Late Indicators (Semester 2)</p> <ul style="list-style-type: none"> - Achieve SWPBS Bronze Status by meeting Tier 1 fidelity benchmarks. - AtoSS data shows measurable improvements in student connectedness, safety, and bullying prevention. - Behaviour tracking data (Sentral) indicates a reduction in Tier 2 and Tier 3 behaviour referrals. - Staff and student surveys reflect improved perceptions of classroom climate, routines, and emotional support. - Student focus group feedback demonstrates greater ownership of classroom wellbeing strategies and culture. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Embed Tier 1 wellbeing approaches (e.g., positive behaviour routines, emotional regulation strategies) into the Skye PS Instructional Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop a visual representation of the instructional model that explicitly connects Tier 1 wellbeing to the Victorian Teaching and Learning Model (VTLM) and cognitive load theory.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Present and discuss the integrated model with staff to build clarity around wellbeing's role alongside academic instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Complete Berry Street Education Model (BSEM) training to embed trauma-informed, relationship-focused strategies.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$14,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver targeted PL on Positive Classroom Management Strategies (PCMS), focusing on consistent classroom routines, rules, and relationships.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Facilitate PL to strengthen staff understanding of Tier 1 supports in School-Wide Positive Behaviour Support (SWPBS).	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Strengthen and implement whole-school Wellbeing Scope and Sequence, aligning practices with BSEM and SWPBS frameworks.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Strengthen the Wellbeing Team to drive effective implementation of Tier 1 Wellbeing practices across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Monitor and evaluate Tier 1 SWPBS practices using fidelity tools to achieve Bronze Status.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Enhance the behaviour tracking system on Sentral, ensuring consistent data recording and analysis of behavioural trends.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Strengthen processes for timely behaviour support interventions through clearer referral pathways and action plans.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Facilitate student focus groups to reflect on wellbeing data from the Attitudes to School Survey (AtoSS) and co-design improvements.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop targeted strategies to address bullying prevention and promote a culture of respect and inclusion.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$170,538.83	\$461,209.73	-\$290,670.90
Disability Inclusion Tier 2 Funding	\$290,670.90	\$290,670.90	\$0.00
Schools Mental Health Fund and Menu	\$56,411.78	\$0.00	\$56,411.78
Total	\$517,621.51	\$751,880.63	-\$234,259.12

Activities and milestones – Total Budget

Activities and milestones	Budget
Complete Berry Street Education Model (BSEM) training to embed trauma-informed, relationship-focused strategies.	\$14,000.00
Strengthen the Wellbeing Team to drive effective implementation of Tier 1 Wellbeing practices across the school.	\$15,000.00
Totals	\$29,000.00

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
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Complete Berry Street Education Model (BSEM) training to embed trauma-informed, relationship-focused strategies.	from: Term 1 to: Term 3		
Strengthen the Wellbeing Team to drive effective implementation of Tier 1 Wellbeing practices across the school.	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Disability and Inclusion Leading Teacher	\$290,670.90

Additional ES (intervention)	\$290,670.90
Additional ES (intervention)	\$170,538.83
Teaching and Learning Assistant Principal	\$170,538.83
Student Support Groups	\$170,538.83
Resources	\$170,538.83
Totals	\$1,263,497.12

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability and Inclusion Leading Teacher	from: Term 1 to: Term 4	\$132,381.00	<input checked="" type="checkbox"/> School-based staffing
Additional ES (intervention)	from: Term 1 to: Term 4	\$158,289.90	
Additional ES (intervention)	from: Term 1 to: Term 4	\$34,235.12	<input checked="" type="checkbox"/> School-based staffing
Teaching and Learning Assistant Principal	from: Term 1 to: Term 4	\$86,969.00	<input checked="" type="checkbox"/> School-based staffing

Student Support Groups	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT
Resources	from: Term 1 to: Term 4	\$39,334.71	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$461,209.73	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability and Inclusion Leading Teacher	from: Term 1 to: Term 4	\$132,381.00	<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
Additional ES (intervention)	from: Term 1 to: Term 4	\$158,289.90	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Additional ES (intervention)	from: Term 1 to: Term 4		
Teaching and Learning Assistant Principal	from: Term 1		

	to: Term 4		
Student Support Groups	from: Term 1 to: Term 4		
Resources	from: Term 1 to: Term 4		
Totals		\$290,670.90	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Disability and Inclusion Leading Teacher	from: Term 1 to: Term 4		
Additional ES (intervention)	from: Term 1 to: Term 4		
Additional ES (intervention)	from: Term 1 to: Term 4		

Teaching and Learning Assistant Principal	from: Term 1 to: Term 4		
Student Support Groups	from: Term 1 to: Term 4		
Resources	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
Conduct structured professional learning sessions to build clarity and understanding of the model.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 1	<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"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Present the 'Why' of the Instructional Model to staff (consistency of practice, science of learning, formative assessment, coachability, and resourcing).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<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"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Demonstrate the Instructional Model in action through demonstrations, classroom walkthroughs, and exemplar lesson videos.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop and deliver PL on engagement norms such as whiteboard routines, turn-and-talk, pair-share, and questioning strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Create instructional videos to model best practices for engagement norms, attention signals, and signal cues.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Investigate a coaching model (e.g., peer coaching, leadership coaching) to embed instructional practices.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule termly PLC leader days for curriculum alignment and leadership development.	<input checked="" type="checkbox"/> Assistant principal	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
Build teacher capacity to provide immediate, actionable feedback to students based on CFU results	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Facilitate PL to support teachers in using the protocol effectively within short, focused assessment cycles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Conduct targeted PL on Checks for Understanding (CFU) strategies to embed	<input checked="" type="checkbox"/> Assistant principal	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

short, frequent formative assessment practices (e.g., exit tickets, hinge questions, whiteboard responses).	<input checked="" type="checkbox"/> Learning specialist(s)	to: Term 2		professional learning sessions		
Present and discuss the integrated model with staff to build clarity around wellbeing's role alongside academic instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<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
Complete Berry Street Education Model (BSEM) training to embed trauma-informed, relationship-focused strategies.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Banyan Fields Day 3 Skye PS Day 4
Deliver targeted PL on Positive Classroom Management Strategies (PCMS), focusing on consistent classroom routines, rules, and relationships.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	<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
Facilitate PL to strengthen staff understanding of Tier 1 supports in School-Wide Positive Behaviour Support (SWPBS).	<input checked="" type="checkbox"/> Assistant principal	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