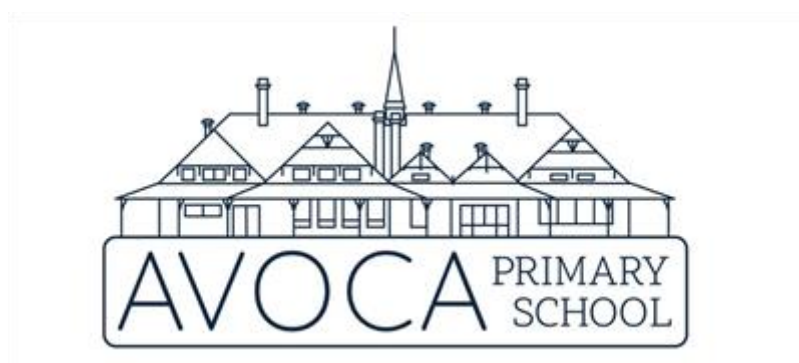


# 2025 Annual Implementation Plan

## for improving student outcomes

Avoca Primary School (0004)



Submitted for review by Jacinta Dellavedova (School Principal) on 11 December, 2024 at 02:33 PM  
Endorsed by Dale Power (Senior Education Improvement Leader) on 12 March, 2025 at 08:24 AM

## Self-evaluation summary

	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.	
<b>Wellbeing</b>	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
<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	
	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	

	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.	
	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	
	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	

	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>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<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
To improve student outcomes in reading	No	By 2026, increase the percentage of Year 5 students being assessed as exceeding in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 5% (2023) to 15% (calculated on 2024-2026 three year moving average)</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 Year 3 students achieving exceeding in NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 27% (2023) to 30% (calculated on 2024-2026 three year moving average)</li> </ul>	
		By 2026, increase the percentage of students working at or above the expected level against the Victorian Curriculum (time series growth) in Reading and Viewing from 87% (Sem 2 2020 - Sem 2 2021) to 88%.	
To improve student outcomes in writing	Yes	By 2026, increase the percentage of Year 5 students assessed as achieving exceeding in NAPLAN Writing from 5% (2023) to 15% (calculated on 2024-2026 three year moving average). By 2026, decrease the percentage of Year 5 students assessed as requiring additional support NAPLAN Writing from 20% (2023) to 15% (calculated on 2024-2026 three year moving average).	Increase the percentage of students in Year 5 assessed as achieving exceeding in NAPLAN writing from 0% in 2024 to 10% in 2025.

		By 2026, increase the percentage of students achieving exceeding in NAPLAN Year 3 Writing from 0% (2023) to 15% (calculated on 2024-2026 three year moving average).	Increase the percentage of students achieving exceeding in NAPLAN Year 3 writing from 7% in 2024 to 12% in 2025.
		By 2026, decrease the percentage of Year 3 students in the needs additional support for NAPLAN Writing from 9% (2023) to 6% (calculated on 2024-2026 three year moving average).	By 2026, maintain the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Year 3 Reading 0 children in 2024 Year 3 Numeracy 0 children in 2024
		By 2026, increase the percentage of students working at or above expected level growth against the Victorian Curriculum (time series growth) in Writing from 85% (Sem 2 2020 - Sem 2 2021) to 88%.	Maintain the percentage of students working at or above expected level growth against the Victorian Curriculum (time series growth) in Writing at 94%(sem 2 2024 to sem 2 2025)
To improve student mental health and wellbeing outcomes.	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> <li>attitudes to attendance from 83% (2021) to 90% (2026)</li> <li>perseverance from 75% (2021) to 86% (2026)</li> </ul>	By 2025, increase the percent positive responses score on AtoSS for attitudes to attendance from 88% in 2024 to 90% in 2025.
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> <li>parent participation and involvement will increase from 86% (2021) to 92% (2026)</li> </ul>	By 2025, increase the percentage positive endorsement in the Parent Opinion Survey for Parent participation and involvement from 91% in 2024 to 93% in 2025.

		<ul style="list-style-type: none"> <li>teacher communication will increase from 79% (2021) to 90% (2026)</li> </ul>	
		By 2026, increase the percent positive responses score on AtoSS for <i>emotional awareness and regulation</i> from 74% (2021) to 86% (2026).	By 2025, decrease the number of students according to teacher judgements below expected level for Personal, social and capability Victorian Curriculum Statements, currently 19% (17 students) in 2024 to 10% in 2025.

<b>Goal 2</b>	<b>To improve student outcomes in writing</b>
<b>12-month target 2.1</b>	Increase the percentage of students in Year 5 assessed as achieving exceeding in NAPLAN writing from 0% in 2024 to 10% in 2025.
<b>12-month target 2.2</b>	Increase the percentage of students achieving exceeding in NAPLAN Year 3 writing from 7% in 2024 to 12% in 2025.
<b>12-month target 2.3</b>	By 2026, maintain the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Year 3 Reading 0 children in 2024 Year 3 Numeracy 0 children in 2024
<b>12-month target 2.4</b>	Maintain the percentage of students working at or above expected level growth against the Victorian Curriculum (time series growth) in Writing at 94%(sem 2 2024 to sem 2 2025)
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?

<b>KIS 2.a</b> Assessment	Build teacher capability to utilise a range of assessment strategies to accurately determine and provide adjustments, support strategies and interventions to successfully meet the learning needs of all students	Yes
<b>KIS 2.b</b> Teaching and learning	Build teacher capacity to provide effective learning focused feedback to students to enhance student goal setting and ownership of learning	Yes
<b>KIS 2.c</b> Engagement	Embed opportunities for student choice, voice, and agency across curriculum areas and learning tasks	No
<b>KIS 2.d</b> Support and resources	Develop a whole-school approach to involving parents and carers in learning	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.	Build up teacher capacity and the writing instructional model for Avoca PS. Update and reinforce our assessment schedule for literacy instruction.	
<b>Goal 3</b>	<b>To improve student mental health and wellbeing outcomes.</b>	
<b>12-month target 3.1</b>	By 2025, increase the percent positive responses score on AtoSS for attitudes to attendance from 88% in 2024 to 90% in 2025.	
<b>12-month target 3.2</b>	By 2025, increase the percentage positive endorsement in the Parent Opinion Survey for Parent participation and involvement from 91% in 2024 to 93% in 2025.	
<b>12-month target 3.3</b>	By 2025, decrease the number of students according to teacher judgements below expected level for Personal, social and capability Victorian Curriculum Statements, currently 19% (17 students) in 2024 to 10% in 2025.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?



<b>KIS 3.a</b> Teaching and learning	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.	Yes
<b>KIS 3.b</b> Support and resources	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes	No
<b>KIS 3.c</b> Support and resources	Partner with local organisations to build a network of support for students' mental health	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.	We would like to work on our curriculum documentation for Wellbeing and Capabilities curriculum. Ensure Resilience, Rights and Respectful relationships are being completed in every classroom at an allocated time each week.	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To improve student outcomes in writing
<b>12-month target 2.1</b>	Increase the percentage of students in Year 5 assessed as achieving exceeding in NAPLAN writing from 0% in 2024 to 10% in 2025.
<b>12-month target 2.2</b>	Increase the percentage of students achieving exceeding in NAPLAN Year 3 writing from 7% in 2024 to 12% in 2025.
<b>12-month target 2.3</b>	By 2026, maintain the number of Needs Additional Support (NAS) students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. Year 3 Reading 0 children in 2024 Year 3 Numeracy 0 children in 2024
<b>12-month target 2.4</b>	Maintain the percentage of students working at or above expected level growth against the Victorian Curriculum (time series growth) in Writing at 94%(sem 2 2024 to sem 2 2025)
<b>KIS 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to utilise a range of assessment strategies to accurately determine and provide adjustments, support strategies and interventions to successfully meet the learning needs of all students
<b>Actions</b>	Build staff capacity in assessment and differentiation in Literacy and Numeracy in order to identify and meet students individual learning needs with a focus on Writing.
<b>Outcomes</b>	Students will know what the next steps are to progress their learning. Students will have a voice in setting and monitoring their goals. Teachers will plan for differentiation based on student learning data. Teachers will provide learning learning conferences to set and monitor student learning goals.

	Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning.			
<b>Success Indicators</b>	<p>Early:</p> <p>Curriculum documentation developed for writing instructional model  Formative and summative writing assessments will show student learning growth  Learning Growth demonstrated in students receiving additional support as per TLI intervention.  Numeracy Extension students demonstrate an ability to apply mathematics problems in real life scenarios and demonstrate continued growth in teacher judgements.</p> <p>Late:</p> <p>Victorian curriculum teacher judgements will show increased learning growth in Literacy and Numeracy, especially writing.  Student Individual Education plans will demonstrate short term goals and progress achieved through adjustments and intervention is implemented</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>
Numeracy Extension Group & TLI reading intervention	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$66,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Assessment Schedule for Literacy reflective current practices for formative and summative assessment.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Differentiated Teaching and teaching to student point of need. Individual Education Plans created for students at risk and requiring extension	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Learning Walks and Classroom observations - formalise the process complete at least one a term	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning Communities focusing on the data and supporting teachers to plan for differentiation	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Learning Conferences being utilised to provide students with feedback and next steps of learning.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to provide effective learning focused feedback to students to enhance student goal setting and ownership of learning			
<b>Actions</b>	Build staff capacity in assessment and differentiation in Literacy in order to identify and meet students individual learning needs with a focus on Writing and providing feedback.			
<b>Outcomes</b>	Students will know what the next steps are to progress their learning. Students will have a voice in setting and monitoring their goals. Teachers will plan for differentiation based on student learning data. Teachers will provide learning learning conferences to set and monitor student learning goals. Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning.			

<b>Success Indicators</b>	<p>Early: Curriculum documentation developed for writing instructional model Formative and summative writing assessments will show student learning growth Learning Growth demonstrated in students receiving additional support as per TLI intervention.</p> <p>Late: Victorian curriculum teacher judgements will show increased learning growth in Literacy, especially writing. Student Individual Education plans will demonstrate short term goals and progress achieved through adjustments and intervention is implemented</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>
School Visit - Trentham PS to look at literacy success stories. Utilise a Pupil Free Day	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Pupil Free Day - to unpack and create a writing instructional model for Avoca Primary School	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Complete our synthetic phonics program F-2 five days at week. Purchase of more readers for synthetic phonics.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Individual Education plans developed for students at risk and requiring extension in learning areas. Monitored regularly and reviewed termly.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Report and plan using the Victorian Curriculum Literacy 2.0. Modify our curriculum documentation.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 3</b>	To improve student mental health and wellbeing outcomes.			
<b>12-month target 3.1</b>	By 2025, increase the percent positive responses score on AtoSS for attitudes to attendance from 88% in 2024 to 90% in 2025.			
<b>12-month target 3.2</b>	By 2025, increase the percentage positive endorsement in the Parent Opinion Survey for Parent participation and involvement from 91% in 2024 to 93% in 2025.			
<b>12-month target 3.3</b>	By 2025, decrease the number of students according to teacher judgements below expected level for Personal, social and capability Victorian Curriculum Statements, currently 19% (17 students) in 2024 to 10% in 2025.			
<b>KIS 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.			
<b>Actions</b>	Strengthen the whole school approach towards social and emotional learning.			
<b>Outcomes</b>	Students will be able to explain what positive mental health means and where they can seek support at school. Students will be able to articulate their range of emotions they may experience throughout the day. Teachers will plan for and implement social and emotional learning within their curriculum areas. Teachers will actively plan and prepare weekly sessions from Resilience, Rights and Respectful relationships program. Leaders will support in the continuous documentation and revision of whole school wellbeing approaches. Leaders will timetable times for a whole school approach to wellbeing education at Avoca PS.			
<b>Success Indicators</b>	Early Indicators: Curriculum documentation will show plans for social and emotional learning			

	Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Scope and Sequence developed for wellbeing instruction at Avoca PS.			
	Late Indicators: Teacher judgement data from Victorian Curriculum - Personal and Social Capability Maintain our AtoSS data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Recruit additional wellbeing and mental health staff to support at risk students - One Red Tree Program of a provisional psychologist.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit current Curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social general capability.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,800.00
Develop and document a scope and sequence for the teaching of Personal and Social General Capability curriculum	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning Day in Resilience, Rights and Respectful Relationships curriculum delivery.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Develop a scope and sequence for wellbeing across all year levels at Avoca Primary School.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$102,536.81	\$102,564.75	-\$27.94
Disability Inclusion Tier 2 Funding	\$88,711.66	\$88,708.00	\$3.66
Schools Mental Health Fund and Menu	\$30,362.75	\$30,362.75	\$0.00
<b>Total</b>	<b>\$221,611.22</b>	<b>\$221,635.50</b>	<b>-\$24.28</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Numeracy Extension Group & TLI reading intervention	\$66,500.00
Complete our synthetic phonics program F-2 five days at week. Purchase of more readers for synthetic phonics.	\$7,000.00
Recruit additional wellbeing and mental health staff to support at risk students - One Red Tree Program of a provisional psychologist.	\$24,000.00
<b>Totals</b>	<b>\$97,500.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Numeracy Extension Group & TLI reading intervention	from: Term 1 to: Term 4	\$66,500.00	<input checked="" type="checkbox"/> School-based staffing
Complete our synthetic phonics program F-2 five days at week. Purchase of more readers for synthetic phonics.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$73,500.00	

### Activities and milestones - Disability Inclusion Funding

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

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

Activities and milestones	When	Funding allocated (\$)	Category
Recruit additional wellbeing and mental health staff to support at risk students - One Red Tree Program of a provisional psychologist.	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students  <b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>○ Program delivered in school by external service provider</li> </ul>
<b>Totals</b>		\$24,000.00	

## Additional funding planner – Total Budget

Activities and milestones	Budget
STAP - speech support	\$47,248.00
Additional Education Support Staff in classrooms	\$48,984.00
Purchase new technology for coding education. 20 new iPads	\$10,000.00
Dogs Connect Membership	\$385.00
Purchase PIVOT program to monitor student health and wellbeing	\$1,397.00
Active Schools - releasing a trained teacher to run bike ed program across the school and kids help line sessions.	\$1,280.75
Providing a LOTE, AUSLAN Online component delivered by school staff	\$7,500.00
Cool Kids - program to train staff and reduce anxiety in kids. Existing staff member to run this program.	\$7,662.75
Purchase additional resources for sensory play and withdrawal areas	\$460.00
Indigenous Children's Day & Regional Arts Acknowledgement to country incursion	\$2,218.00
<b>Totals</b>	<b>\$127,135.50</b>

## Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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STAP - speech support	from: Term 1 to: Term 4	\$0.00	
Additional Education Support Staff in classrooms	from: Term 1 to: Term 4	\$7,984.00	<input checked="" type="checkbox"/> School-based staffing
Purchase new technology for coding education. 20 new iPads	from: Term 1 to: Term 2	\$7,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Dogs Connect Membership	from: Term 1 to: Term 4	\$0.00	
Purchase PIVOT program to monitor student health and wellbeing	from: Term 1 to: Term 4		
Active Schools - releasing a trained teacher to run bike ed program across the school and kids help line sessions.	from: Term 1 to: Term 4		
Providing a LOTE, AUSLAN Online component delivered by school staff	from: Term 1 to: Term 4	\$7,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Cool Kids - program to train staff and reduce anxiety in kids. Existing staff member to run this program.	from: Term 1 to: Term 4	\$4,362.75	<input checked="" type="checkbox"/> School-based staffing
Purchase additional resources for sensory play and withdrawal areas	from: Term 1 to: Term 4		
Indigenous Children's Day & Regional Arts Acknowledgement to country incursion	from: Term 1 to: Term 4	\$2,218.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$29,064.75	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
STAP - speech support	from: Term 1 to: Term 4	\$47,248.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
Additional Education Support Staff in classrooms	from: Term 1 to: Term 4	\$41,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
Purchase new technology for coding education. 20 new iPads	from: Term 1	\$0.00	

	to: Term 2		
Dogs Connect Membership	from: Term 1 to: Term 4	\$0.00	
Purchase PIVOT program to monitor student health and wellbeing	from: Term 1 to: Term 4		
Active Schools - releasing a trained teacher to run bike ed program across the school and kids help line sessions.	from: Term 1 to: Term 4		
Providing a LOTE, AUSLAN Online component delivered by school staff	from: Term 1 to: Term 4		
Cool Kids - program to train staff and reduce anxiety in kids. Existing staff member to run this program.	from: Term 1 to: Term 4		
Purchase additional resources for sensory play and withdrawal areas	from: Term 1 to: Term 4	\$460.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Sensory resources</li> </ul>
Indigenous Children's Day & Regional Arts	from: Term 1		

Acknowledgement to country incursion	to: Term 4		
<b>Totals</b>		\$88,708.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
STAP - speech support	from: Term 1 to: Term 4	\$0.00	
Additional Education Support Staff in classrooms	from: Term 1 to: Term 4	\$0.00	
Purchase new technology for coding education. 20 new iPads	from: Term 1 to: Term 2	\$0.00	
Dogs Connect Membership	from: Term 1 to: Term 4	\$385.00	<input checked="" type="checkbox"/> Dogs Connect Program  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Activity-based non-consumables (equipment hire, etc)</li> </ul>
Purchase PIVOT program to monitor student health and wellbeing	from: Term 1 to: Term 4	\$1,397.00	<input checked="" type="checkbox"/> All-School Visible Wellbeing Program  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>

Active Schools - releasing a trained teacher to run bike ed program across the school and kids help line sessions.	from: Term 1 to: Term 4	\$1,280.75	<input checked="" type="checkbox"/> Kids Helpline @ School (yourtown)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> </ul>
Providing a LOTE, AUSLAN Online component delivered by school staff	from: Term 1 to: Term 4		
Cool Kids - program to train staff and reduce anxiety in kids. Existing staff member to run this program.	from: Term 1 to: Term 4	\$3,300.00	<input checked="" type="checkbox"/> Cool Kids at School (Macquarie University)  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>
Purchase additional resources for sensory play and withdrawal areas	from: Term 1 to: Term 4		
Indigenous Children's Day & Regional Arts Acknowledgement to country incursion	from: Term 1 to: Term 4		
<b>Totals</b>		\$6,362.75	



## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
School Visit - Trentham PS to look at literacy success stories. Utilise a Pupil Free Day	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA curriculum specialist	<input checked="" type="checkbox"/> Off-site Visit another school
Pupil Free Day - to unpack and create a writing instructional model for Avoca Primary School	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site
Professional Learning Day in Resilience, Rights and Respectful Relationships curriculum delivery.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site