

2025 Annual Implementation Plan

for improving student outcomes

Milgate Primary School (5212)



Submitted for review by Kate Mancarella (School Principal) on 17 December, 2024 at 02:29 PM
Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 03 March, 2025 at 08:59 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	

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
Optimise the learning growth and achievement for every student.	Yes	<p>Victorian Curriculum: By 2025, increase the percentage of students from Prep – 6 to be above the age expected level in Semester 2 for:</p> <ul style="list-style-type: none"> • Reading and Viewing from 30 per cent in 2020 to be at or above 40 per cent • Writing from 16 per cent in 2020 to be at or above 21 per cent • Number and Algebra from 32 per cent in 2020 to be at or above 28 per cent. 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Maintain Reading & Viewing at or above 51% in 2025</p> <p>Maintain Writing at or above 29% in 2025</p> <p>Maintain Number and Algebra at or above 45% in 2025</p>
		<p>NAPLAN: Benchmark Growth</p> <p>By 2025, increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Reading from 32 per cent in 2021 to be at or above 37 per cent • Writing from 21 per cent in 2021 to be at or above 26 per cent • Numeracy from 25 per cent in 2021 to be at or above 30 per cent. 	<p>Increase the % of Year 3 students in the Exceeding proficiency</p> <ol style="list-style-type: none"> 1. Numeracy above 32% 2. Reading above 35% 3. Writing above 15% <p>Increase the % of Year 5 in the Exceeding proficiency</p> <ol style="list-style-type: none"> 1. Numeracy above 30% 2. Reading above 47% 3. Writing above 31% <p>By 2026. reduce the number of NAS in each reading and numeracy in Y3 and Y5</p>

			compared to the number of NAS students in 2024.
		<p>School Staff Survey:</p> <p>By 2025, increase the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"> ● Academic emphasis from 71 per cent in 2021 to be at or above 77 per cent ● Monitoring effectiveness of using data from 69 per cent in 2021 to be at or above 74 per cent ● Understand how to analyse data from 64 per cent in 2021 to be at or above 70 per cent. 	<p>Increase academic emphasis from 60% to 70%</p> <p>Increase monitoring effectiveness of using data, from 76% to 86%</p> <p>Increase understand how to analyse data from 56% to 70%</p>
Empower all students as active agents in their learning.	Yes	<p>NAPLAN: By 2025, increase the percentage of students achieving in the top two bands in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> ● Writing from 68 per cent in 2021 to be at or above 73 per cent ● Numeracy from 63 per cent in 2021 to be at or above 68 per cent <p>Year 5:</p> <ul style="list-style-type: none"> ● Writing from 26 per cent in 2021 to be at or above 31 per cent ● Numeracy from 49 per cent in 2021 to be at or above 54 per cent. 	NA
		<p>Students' Attitudes To School Survey:</p> <p>By 2025, increase the percentage of positive endorsement for the factors of:</p> <ul style="list-style-type: none"> ● Stimulated learning from 75 per cent in 2021 to be at or above 81 per cent 	<p>Increase Stimulated learning from 69% to 79%</p> <p>Motivation and interest from 68% to 78%</p> <p>Self regulation and goal setting from 75% to 85%</p>

		<ul style="list-style-type: none"> ● Motivation and interest from 76 per cent in 2021 to be at or above 81 per cent. <p>By 2025, to maintain or exceed the percentage of positive endorsement for:</p> <ul style="list-style-type: none"> ● Self-regulation and goal setting of 85 per cent ● Student voice and agency of 70 per cent ● Perseverance of 78 per cent. 	<p>Student voice and agency from 62% to 70%</p> <p>Perseverance from 70% to 75%</p>
		<p>School Staff Survey:</p> <p>By 2025, increased the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"> ● Guaranteed and viable curriculum from 81 per cent in 2021 to be at or above 86 per cent ● Use of student feedback to inform practice from 82 per cent in 2021 to be at or above 87 per cent ● Moderate assessment tasks together from 72 per cent in 2021 to be at or above 77 per cent ● Understanding formative assessment from 72 per cent in 2021 to be at or above 77 per cent. ● Support growth and learning of the whole student from 77 per cent in 2021 to be at or above 82 per cent 	<p>Increase Understanding of formative assessment from 70% to 80%</p> <p>Support growth and learning of the whole student from 82% to 87%</p> <p>Use of student feedback to inform practice from 84% to 87%</p> <p>Maintain Guaranteed and viable curriculum at or above 83%</p> <p>Moderate assessment tasks together at or above 82%</p>
Improve the wellbeing of all students.	Yes	<p>Attitudes to Schools Survey:</p> <p>By 2025, increase the positive endorsement from Year 4 - 6 students combined for the factors of:</p> <ul style="list-style-type: none"> ● Attitudes to attendance from 86 per cent in 2021 to be at or above 91 per cent ● Respect for diversity from 78 per cent in 2021 to be at or above 83 per cent ● Managing bullying from 76 per cent in 2021 to be at or above 81 per cent 	<p>Increase</p> <p>Attitudes to attendance from 82% to 87%</p> <p>Respect for diversity from 69% to 74%</p> <p>Managing bullying from 65% to 70%</p> <p>Advocate at school from 78% to 83%</p> <p>Emotional Awareness and regulation from 72% to 77%</p>

		<ul style="list-style-type: none"> • Advocate at school from 85 per cent in 2021 to be at or above 90 per cent • Emotional Awareness and regulation from 71 per cent in 2021 to be at or above 76 per cent. 	
		<p>School Staff Survey:</p> <p>By 2025, increase the positive endorsement by staff for the factors of:</p> <ul style="list-style-type: none"> • Parent and community involvement from 84 per cent in 2021 to be at or above 89 per cent • Trust in students and parents from 80 per cent in 2021 to be at or above 85 per cent. 	<p>Increase Parent and community involvement from 77% to 82%</p> <p>Trust in students and parents from 69% to 74%</p>
		<p>Parent Opinion Survey:</p> <p>By 2025, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Student Motivation and support from 80 per cent 2020 to be at or above 85 per cent • Teacher communication from 71 per cent in 2020 to be at or above 76 per cent. 	<p>Maintain</p> <p>Student Motivation and support at or above 71%</p> <p>Teacher communication at or above 75%</p>

Goal 1	Optimise the learning growth and achievement for every student.
12-month target 1.1	<p>Maintain Reading & Viewing at or above 51% in 2025</p> <p>Maintain Writing at or above 29% in 2025</p> <p>Maintain Number and Algebra at or above 45% in 2025</p>

12-month target 1.2	<p>Increase the % of Year 3 students in the Exceeding proficiency</p> <ol style="list-style-type: none"> 1. Numeracy above 32% 2. Reading above 35% 3. Writing above 15% <p>Increase the % of Year 5 in the Exceeding proficiency</p> <ol style="list-style-type: none"> 1. Numeracy above 30% 2. Reading above 47% 3. Writing above 31% <p>By 2026. reduce the number of NAS in each reading and numeracy in Y3 and Y5 compared to the number of NAS students in 2024.</p>	
12-month target 1.3	<p>Increase academic emphasis from 60% to 70%</p> <p>Increase monitoring effectiveness of using data, from 76% to 86%</p> <p>Increase understand how to analyse data from 56% to 70%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Build teacher knowledge of the Victorian Curriculum to inform accurate teacher judgements.	No
KIS 1.b Excellence in teaching and learning	Build the data efficacy of all teachers to inform differentiation	Yes
KIS 1.c Excellence in teaching and learning	Review, refine and embed the school's pedagogical 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.	Our school has identified the need for a structured, whole-school approach to collecting and analysing wellbeing, mathematics, and language arts data to inform teaching and support students' social-emotional needs. Self-evaluation and school data highlight inconsistencies in formative assessment practices, particularly in tracking student progress and differentiating learning for PSD, EAL, and Equity-funded students. While initiatives like PhOrMeS have shown positive impacts, a more cohesive strategy is needed to ensure targeted support and challenge for all learners, including high achievers. Aligning with our School Strategic Plan, this focus will strengthen teachers' data literacy, improve goal setting, and enhance support structures, ensuring all students experience growth in both academic and social-emotional development.	
Goal 2	Empower all students as active agents in their learning.	
12-month target 2.1	NA	
12-month target 2.2	Increase Stimulated learning from 69% to 79% Motivation and interest from 68% to 78% Self regulation and goal setting from 75% to 85% Student voice and agency from 62% to 70% Perseverance from 70% to 75%	
12-month target 2.3	Increase Understanding of formative assessment from 70% to 80% Support growth and learning of the whole student from 82% to 87% Use of student feedback to inform practice from 84% to 87% Maintain Guaranteed and viable curriculum at or above 83% Moderate assessment tasks together at or above 82%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Build a consistent approach to create learning goals at the students' point of need	Yes

KIS 2.b Positive climate for learning	Enhance teacher capability to co-design learning opportunities with students to enable authentic learner agency.	No
KIS 2.c Positive climate for learning	Develop a shared understanding to engage students' metacognition and self-regulation.	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.	Our school has prioritised this KIS to strengthen curriculum documentation, enhance formative assessment practices, and improve student agency in learning. Self-evaluation and school data highlight the need for clearer Learning Intentions and Success Criteria aligned with the Victorian Curriculum to support differentiation and goal-setting. While teachers use assessment data, inconsistencies exist in how students engage with their progress and next steps. Aligning with our School Strategic Plan, this focus will ensure a structured approach to curriculum planning, feedback, and student-driven learning, fostering greater clarity, challenge, and ownership over learning for all students.	
Goal 3	Improve the wellbeing of all students.	
12-month target 3.1	Increase Attitudes to attendance from 82% to 87% Respect for diversity from 69% to 74% Managing bullying from 65% to 70% Advocate at school from 78% to 83% Emotional Awareness and regulation from 72% to 77%	
12-month target 3.2	Increase Parent and community involvement from 77% to 82% Trust in students and parents from 69% to 74%	
12-month target 3.3	Maintain Student Motivation and support at or above 71% Teacher communication at or above 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3.a Positive climate for learning	Embed and develop wellbeing supports and strategies, including School Wide Positive Behaviour Strategies.	No
KIS 3.b Community engagement in learning	Reviewing and developing communication with parents and carers about their child's learning growth.	No
KIS 3.c Positive climate for learning	Build teacher capacity in using the Personal and Social Capabilities to enhance 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.	Our school has selected this KIS to strengthen student wellbeing, inclusion, and a shared school identity through consistent values, routines, and targeted supports. Self-evaluation and school data indicate the need for deeper implementation of our tiered wellbeing model (SWPBS) to ensure all students feel safe, valued, and supported. While positive relationships are a strength, further work is needed to embed cultural responsiveness and disability inclusion practices. Aligned with our School Strategic Plan, this focus will enhance mental health initiatives, use data to drive decisions, and create a more inclusive and connected school community.	

Define actions, outcomes, success indicators and activities

Goal 1	Optimise the learning growth and achievement for every student.
12-month target 1.1	<p>Maintain Reading & Viewing at or above 51% in 2025</p> <p>Maintain Writing at or above 29% in 2025</p> <p>Maintain Number and Algebra at or above 45% in 2025</p>
12-month target 1.2	<p>Increase the % of Year 3 students in the Exceeding proficiency</p> <ol style="list-style-type: none"> 1. Numeracy above 32% 2. Reading above 35% 3. Writing above 15% <p>Increase the % of Year 5 in the Exceeding proficiency</p> <ol style="list-style-type: none"> 1. Numeracy above 30% 2. Reading above 47% 3. Writing above 31% <p>By 2026. reduce the number of NAS in each reading and numeracy in Y3 and Y5 compared to the number of NAS students in 2024.</p>
12-month target 1.3	<p>Increase academic emphasis from 60% to 70%</p> <p>Increase monitoring effectiveness of using data, from 76% to 86%</p> <p>Increase understand how to analyse data from 56% to 70%</p>
KIS 1.b Evaluating impact on learning	Build the data efficacy of all teachers to inform differentiation

Actions	<p>Theory of Action If teachers use formative assessment in their planning, teaching will be explicitly based on the learning, so that students will be taught at, and understand, their point of need, then overall student achievement will increase.</p> <p>Big Work Develop a whole school approach to collecting and analysing wellbeing, mathematics and language arts data to inform teaching and support students' social-emotional needs. Enhance teachers' use of formative assessment for planning, goal setting, and data-driven learning. Use formative assessment to identify student progress, tailor learning for PSD, EAL, and Equity-funded students, and ensure challenge for all learners, including high achievers.</p> <p>Short Term Goals Record formative assessment tools weekly in planners for consistency and visibility. Allocate time to build teacher capacity in: Using formative assessment to support social, emotional, and academic wellness. Applying rigorous formative assessments in Language Arts and Mathematics. Identifying student progress, differentiating for diverse needs, and supporting high achievers. Facilitate team discussions on formative assessment data during planning meetings to strengthen practice.</p> <p>Long Term Goals Build a whole school approach to data collection and analysis for teaching and student support. Strengthen teacher capacity in formative assessment and differentiation. Standardise formative assessment for consistent progress monitoring and goal setting. Use data to drive tailored interventions and challenge all learners.</p>
Outcomes	<p>Vulnerable students' needs will be identified and supported, improving access to learning and narrowing achievement gaps.</p> <p>Teachers will use data to inform planning, differentiation, and evidence-based strategies.</p> <p>Formative assessment aligned with curriculum goals will drive student progress.</p> <p>Teachers will confidently apply formative tools to meet diverse needs.</p>

	<p>Enhanced teaching practices will reflect professional growth and improve student outcomes.</p> <p>Classrooms will foster a feedback culture where students set goals, reflect, and take ownership of learning.</p> <p>Teachers will adapt instruction based on feedback to support continuous improvement.</p>			
Success Indicators	<p>Evidence of improved learning outcomes, particularly in Language, Maths, and wellbeing. Eg. increase the amount of students in Exceeding band in NAPLAN</p> <p>Formative assessment practices are routinely documented in planners and evident in classroom practices</p> <p>Teachers can clearly articulate and demonstrate how formative assessment informs their differentiation strategies.</p> <p>Wellbeing data is regularly collected, analysed, and used to tailor teaching practices.</p> <p>Growth in teacher data efficacy and ability to plan and teach based on formative assessment.</p> <p>Improved learning outcomes for PSD, EAL, and Equity-funded students through targeted interventions.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Principal Class will: Allocate dedicated time in the term calendar for teams to analyse data effectively.</p> <p>Prepare and distribute data sets for staff to analyse and inform their planning.</p>	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>SILT will: Analyse data to identify and address the specific needs of student cohorts.</p>	<input type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>Develop an assessment schedule that ensures assessments are purposeful and timely, focusing on gathering formative data.</p> <p>Meet with Education Support staff and teachers of Disability Inclusion (DI) students to clarify roles and responsibilities.</p>			to: Term 1	
<p>Leading Teachers / Learning Specialists will: Conduct coaching and mentoring sessions to support teacher growth.</p> <p>Model effective collaborative planning practices.</p> <p>Deliver professional learning sessions for staff, focusing on the use of formative assessment to enhance teaching and learning.</p> <p>Plan learning sequences that embed formative assessment tools and practices.</p> <p>Collaborate together to plan and implement necessary adjustments for student support.</p>	<input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Learning Leaders will: Strategically integrate the analysis of formative data into the collaborative planning process to ensure team-driven, data informed decision making.</p> <p>Facilitate collaborative planning meetings that prioritise identifying formative assessment strategies for each learning area to enhance student outcomes.</p>	<input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Teachers will: Apply formative assessments, collect data and bring to Collaborative Planning</p> <p>Regularly communicate student achievement with the students and co-create relevant and timely learning goals</p>		<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Education Support Staff will: Support teachers in implementing differentiated learning activities</p> <p>Collaborate with teachers to implement adjustments and accommodations for students with additional needs</p> <p>Assist in collecting and recording formative assessment data as directed by teachers.</p>		<input type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	Empower all students as active agents in their learning.				
12-month target 2.1	NA				
12-month target 2.2	<p>Increase Stimulated learning from 69% to 79% Motivation and interest from 68% to 78% Self regulation and goal setting from 75% to 85% Student voice and agency from 62% to 70% Perseverance from 70% to 75%</p>				
12-month target 2.3	<p>Increase Understanding of formative assessment from 70% to 80% Support growth and learning of the whole student from 82% to 87% Use of student feedback to inform practice from 84% to 87%</p>				

	<p>Maintain</p> <p>Guaranteed and viable curriculum at or above 83%</p> <p>Moderate assessment tasks together at or above 82%</p>
<p>KIS 2.a</p> <p>Evidence-based high-impact teaching strategies</p>	<p>Build a consistent approach to create learning goals at the students' point of need</p>
<p>Actions</p>	<p>Theory of Action</p> <p>If teachers develop Learning Intentions and Success Criteria that are sequential and aligned with the Victorian Curriculum,</p> <p>so that these can be articulated, reinforced and shared with the students,</p> <p>then individual students will understand how their data connects to their learning, be stretched in their learning and develop greater agency over their progress.</p> <p>Big Work</p> <p>Document the curriculum, including learning sequences and necessary adjustments.</p> <p>Embed teacher-student feedback and goal-setting processes based on assessment data.</p> <p>Short-Term Goals:</p> <p>Allocate time for professional learning on:</p> <p>Delivering and revisiting Learning Intentions and Success Criteria.</p> <p>Consistent feedback practices to help students track achievements and identify next steps.</p> <p>Establish consistent norms for:</p> <p>Setting Learning Intentions and Success Criteria.</p> <p>Providing actionable feedback.</p> <p>Teachers are able to use success criteria as part of their formative assessment protocols.</p> <p>Long Term Goals</p> <p>Document the curriculum with clear learning sequences and adjustments based on assessment data.</p> <p>Embed consistent practices for Learning Intentions, Success Criteria, and actionable feedback.</p> <p>Build teacher capacity in feedback and goal-setting to support student progress.</p> <p>Enable students to track achievements and identify next steps through aligned feedback processes.</p>

Outcomes	<p>Students can articulate their current learning progress, identify the next steps, and connect goals to assessment data.</p> <p>Teachers confidently identify where students are in their learning sequence and determine the next steps.</p> <p>Documented learning sequences are available for: Mathematics Reading Personal and Social Capabilities</p>			
Success Indicators	<p>Measurable improvements in student achievement data such as NAPLAN and PAT</p> <p>Evidence of students taking ownership of their learning in surveys and classroom observations.</p> <p>Learning Intentions, Success Criteria, and adjustments are embedded as standard practices in every classroom.</p> <p>AtoS and PIVOT survey results reflect higher levels of student motivation, engagement, and stimulated learning.</p> <p>Teachers and leaders demonstrate sustained growth in implementing data-informed, student-centered practices.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Principal Class will: Conduct Learning Walks to observe classroom practices.</p> <p>Establish a structured feedback process that: Filters into the work of Learning Specialists and Leading Teachers. Is shared with Learning Leaders for further feedback to Curriculum Leaders</p>	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>SILT will: Develop consistent practices for student Learning Intentions</p>	<input type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>and Goal Setting.</p> <p>Refine the Assessment Schedule to ensure assessments are purposeful, timely, and impactful for student learning.</p>			to: Term 4	
<p>Leading Teachers / Learning Specialists will: Provide Professional Learning (PL) on developing and implementing Learning Intentions and Success Criteria.</p> <p>Support teachers by: Modelling, Co-teaching, and Observing the use of Learning Intentions, Success Criteria, and their impact on student engagement and understanding.</p> <p>Facilitating collaborative planning sessions to ensure alignment and consistency.</p> <p>Developing sequential Learning Sequences that reflect skill and knowledge progression. Supporting teachers to make appropriate adjustments for all learners.</p>	<input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Learning Leaders will: Facilitate the development of learning intentions and sequential success criteria that follow a sequence of learning</p>	<input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Teachers will: Use data to understand student needs and inform planning.</p> <p>Plan Learning Intentions and Success Criteria collaboratively to ensure sequential progression of skills and knowledge.</p>	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Provide:</p> <ul style="list-style-type: none"> - Feedback to students that helps them track achievements and identify next learning steps. - Opportunities for students to reflect on their learning and set actionable goals. <p>Support students to develop explicit, challenging, and achievable learning goals based on Learning Intentions and Success Criteria.</p> <p>Include adjustments in planners to meet diverse learning needs.</p> <p>Use the end of 2024 Data to identify current skill and knowledge levels and inform planning at the start of 2025.</p>				
<p>Education Support Staff will: Develop an understanding of the specific learning needs of the students they support.</p> <p>Be aware of the learning goals set for each student and assist in achieving these goals through tailored support.</p>	<input type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Improve the wellbeing of all students.			
12-month target 3.1	Increase Attitudes to attendance from 82% to 87% Respect for diversity from 69% to 74% Managing bullying from 65% to 70% Advocate at school from 78% to 83% Emotional Awareness and regulation from 72% to 77%			

12-month target 3.2	Increase Parent and community involvement from 77% to 82% Trust in students and parents from 69% to 74%
12-month target 3.3	Maintain Student Motivation and support at or above 71% Teacher communication at or above 75%
KIS 3.c Health and wellbeing	Build teacher capacity in using the Personal and Social Capabilities to enhance student wellbeing.
Actions	<p>Theory of Action If we apply our tiered wellbeing supports (SWPBS, tiered model) with fidelity and rigour, so that positive relationships & cultural responsiveness will be formed, then students will feel safe and valued, and student wellbeing enhanced.</p> <p>Big Work Strengthen Milgate's identity by reviewing and embedding the school values, vision, and consistent routines across the community. Foster student wellbeing and inclusion through Mental Health Fund initiatives and improved Disability Inclusion practices. Use data to identify needs, plan targeted supports, and drive school-wide decisions.</p> <p>Short-Term Goals Establish and embed consistent classroom routines and expectations in Term 1. Review and make existing documentation accessible and visible to all staff. Conduct student surveys to gather data on positive relationships and cultural responsiveness. Implement a Yard Duty Buddy Mentor Program pairing Year 3 and Year 5 students for peer support and leadership.</p> <p>Long Term Goals Embed shared school values, vision, and norms with consistent routines and expectations. Enhance inclusion and belonging through Disability Inclusion practices and Mental Health Fund initiatives. Use data to inform decisions and plan targeted supports for student wellbeing and learning. Build student leadership and peer support to strengthen relationships and engagement.</p>

Outcomes	<p>All staff consistently implement and follow agreed-upon strategies to actively respond to student behaviour, creating a predictable and supportive environment.</p> <p>Students regularly participate in meaningful activities and decision-making, demonstrating greater agency and ownership of their learning.</p> <p>Students feel valued and connected to their peers and school community, showing increased care for others and positive contributions to school life.</p> <p>Every student identifies at least one safe, trusted adult within the school, fostering emotional security and well-being.</p>			
Success Indicators	<p>Consistent demonstration of school values, vision, and mission by all staff, with positive feedback from students, families, and the community.</p> <p>Improved student engagement, behaviour, and wellbeing, evidenced by data trends, Attos, PIVOT, student focus groups, and anecdotal observations.</p> <p>Increased attendance rates and reduced absenteeism, particularly among at-risk cohorts.</p> <p>Effective implementation of SWPBS, with staff applying strategies learned through professional development.</p> <p>Strong collaboration between teachers, ES staff, and leadership, resulting in increased support for all students.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>All Staff will: Uphold and model the school's values, vision, and mission in daily practices.</p> <p>Address behaviour that does not align with the school's values, vision, and mission promptly and consistently.</p>	<input type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

<p>Principal Class will: Lead the co-creation of updated school values, vision, and mission with staff, students, and the wider school community.</p> <p>Ensure CRTs (Casual Relief Teachers) are provided with clear class information and access to student support details.</p> <p>Support CRTs through professional development opportunities by compensating them to attend training sessions.</p>	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p>
<p>SILT will: Analyse attendance data and develop a strategic plan to improve student attendance.</p>	<input type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Leading Teachers / Learning Specialists Observe and model best practices for implementing school norms.</p> <p>Collect and analyse student wellbeing data to inform strategies.</p> <p>Collaborate with teachers to create Individual Education Plans (IEPs) and adjustments for vulnerable students.</p> <p>Coordinate and oversee the Buddy Program.</p> <p>Lead professional learning sessions on student engagement and SWPBS (School-Wide Positive Behaviour Support) systems.</p>	<input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$115,865.00</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

<p>Teachers Develop classroom profiles with students, ensuring CRTs understand student needs and preferences.</p> <p>Teach, model, and reinforce school values and expectations in daily interactions. Regularly communicate with parents through positive emails to celebrate student achievements and progress.</p> <p>Build strong, inclusive relationships with students by employing culturally responsive practices.</p> <p>Address student behaviour and wellbeing consistently, aligned with the school's values and mission.</p> <p>Work collaboratively with colleagues and ES staff to provide cohesive student support. Participate in professional learning to enhance SWPBS and culturally responsive teaching practices.</p> <p>Create classroom environments where all students feel safe, respected, and valued.</p>	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Education Support Support the implementation of SWPBS by reinforcing school values and expectations. Provide positive reinforcement for behaviours aligned with school values.</p> <p>Contribute to creating inclusive and culturally responsive environments through active participation in school activities.</p> <p>Collaborate with teachers to address student wellbeing concerns.</p>	<input type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$76,834.32 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				<p>will be used which may include DET funded or free items</p> <p><input type="checkbox"/> Other funding will be used</p>
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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	\$14,432.80	\$14,432.80	\$0.00
Disability Inclusion Tier 2 Funding	\$226,004.67	\$275,002.99	-\$48,998.32
Schools Mental Health Fund and Menu	\$76,834.32	\$76,834.32	\$0.00
Total	\$317,271.79	\$366,270.11	-\$48,998.32

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Leading Teachers / Learning Specialists Observe and model best practices for implementing school norms.</p> <p>Collect and analyse student wellbeing data to inform strategies.</p> <p>Collaborate with teachers to create Individual Education Plans (IEPs) and adjustments for vulnerable students.</p> <p>Coordinate and oversee the Buddy Program.</p> <p>Lead professional learning sessions on student engagement and SWPBS (School-Wide Positive Behaviour Support) systems.</p>	\$115,865.00

<p>Education Support</p> <p>Support the implementation of SWPBS by reinforcing school values and expectations.</p> <p>Provide positive reinforcement for behaviours aligned with school values.</p> <p>Contribute to creating inclusive and culturally responsive environments through active participation in school activities.</p> <p>Collaborate with teachers to address student wellbeing concerns.</p>	\$76,834.32
Totals	\$192,699.32

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Education Support</p> <p>Support the implementation of SWPBS by reinforcing school values and expectations.</p> <p>Provide positive reinforcement for behaviours aligned with school values.</p> <p>Contribute to creating inclusive and culturally responsive environments through active participation in school activities.</p> <p>Collaborate with teachers to</p>	<p>from:</p> <p>Term 1</p> <p>to:</p> <p>Term 4</p>	\$14,432.80	<input type="checkbox"/> School-based staffing

address student wellbeing concerns.			
Totals		\$14,432.80	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Leading Teachers / Learning Specialists Observe and model best practices for implementing school norms.</p> <p>Collect and analyse student wellbeing data to inform strategies.</p> <p>Collaborate with teachers to create Individual Education Plans (IEPs) and adjustments for vulnerable students.</p> <p>Coordinate and oversee the Buddy Program.</p> <p>Lead professional learning sessions on student engagement and SWPBS (School-Wide Positive Behaviour Support) systems.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$226,004.67</p>	<p><input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • Education support staff • Leading teacher • Other

<p>Education Support Support the implementation of SWPBS by reinforcing school values and expectations. Provide positive reinforcement for behaviours aligned with school values.</p> <p>Contribute to creating inclusive and culturally responsive environments through active participation in school activities.</p> <p>Collaborate with teachers to address student wellbeing concerns.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$48,998.32</p>	<p><input type="checkbox"/> Other workforces to support students with disability</p> <ul style="list-style-type: none"> Other Education Support Staff
Totals		\$275,002.99	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<p>Education Support Support the implementation of SWPBS by reinforcing school values and expectations. Provide positive reinforcement for behaviours aligned with school values.</p> <p>Contribute to creating inclusive and culturally responsive</p>	<p>from: Term 1 to: Term 4</p>	<p>\$76,834.32</p>	<p><input type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students</p>

environments through active participation in school activities. Collaborate with teachers to address student wellbeing concerns.			
Totals		\$76,834.32	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

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
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Totals		\$0.00	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Leading Teachers / Learning Specialists will: Conduct coaching and mentoring sessions to support teacher growth.</p> <p>Model effective collaborative planning practices.</p> <p>Deliver professional learning sessions for staff, focusing on the use of formative assessment to enhance teaching and learning.</p> <p>Plan learning sequences that embed formative assessment tools and practices.</p> <p>Collaborate together to plan and implement necessary adjustments for student support.</p>	<input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site

<p>Teachers will: Apply formative assessments, collect data and bring to Collaborative Planning</p> <p>Regularly communicate student achievement with the students and co-create relevant and timely learning goals</p>	<input type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning	<input type="checkbox"/> Professional practice day <input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Timetabled planning day	<input type="checkbox"/> Primary Mathematics and Science specialists <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders	<input type="checkbox"/> On-site
<p>Leading Teachers / Learning Specialists will: Provide Professional Learning (PL) on developing and implementing Learning Intentions and Success Criteria.</p> <p>Support teachers by: Modelling, Co-teaching, and Observing the use of Learning Intentions, Success Criteria, and their impact on student engagement and understanding.</p> <p>Facilitating collaborative planning sessions to ensure alignment and consistency.</p>	<input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders	<input type="checkbox"/> On-site

Developing sequential Learning Sequences that reflect skill and knowledge progression. Supporting teachers to make appropriate adjustments for all learners.						
<p>Teachers will: Use data to understand student needs and inform planning.</p> <p>Plan Learning Intentions and Success Criteria collaboratively to ensure sequential progression of skills and knowledge.</p> <p>Provide: - Feedback to students that helps them track achievements and identify next learning steps. - Opportunities for students to reflect on their learning and set actionable goals. Support students to develop explicit, challenging, and achievable learning goals based on Learning Intentions and Success</p>	<input type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> Design of formative assessments <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input type="checkbox"/> On-site

<p>Criteria.</p> <p>Include adjustments in planners to meet diverse learning needs.</p> <p>Use the end of 2024 Data to identify current skill and knowledge levels and inform planning at the start of 2025.</p>						
<p>Teachers</p> <p>Develop classroom profiles with students, ensuring CRTs understand student needs and preferences.</p> <p>Teach, model, and reinforce school values and expectations in daily interactions.</p> <p>Regularly communicate with parents through positive emails to celebrate student achievements and progress.</p> <p>Build strong, inclusive relationships with students by employing culturally responsive practices.</p> <p>Address student behaviour</p>	<input type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff <input type="checkbox"/> External consultants Dan Petro	<input type="checkbox"/> On-site

<p>and wellbeing consistently, aligned with the school's values and mission.</p> <p>Work collaboratively with colleagues and ES staff to provide cohesive student support.</p> <p>Participate in professional learning to enhance SWPBS and culturally responsive teaching practices.</p> <p>Create classroom environments where all students feel safe, respected, and valued.</p>						
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