2023 Annual Implementation Plan

for improving student outcomes

Wandiligong Primary School (0275)

Submitted for review by Bob Clyne (School Principal) on 27 January, 2023 at 04:20 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	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	Coming out of the nearly three years of disruption we are currently reviewing many of our practices. We don't want to return to doing everything that we used to do just because we used to do it. At this stage we know that we do a lot of things well, that we get results but it could be better.
Considerations for 2023	To focus our attention on a narrow area and to improve this to excelling.

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student voice and agency
Target 2.1	By 2023 increase positive endorsement in Attitudes to School Survey (AToSS) in the following factors: • student voice and agency from 82% (2019) to **95**% (2023) • sense of connectedness from 92% (2019) to 95**%** (2023) • effort from 79% (2019) to **95%** (2023) • teacher concern from 84% (2019) to **95%** (2023).
Target 2.2	By 2023 increase positive endorsement in Parent Opinion Survey (POS) in the following factors: • student voice and agency from 80% (benchmark set as a mean over three years prior to start of review period) to **90%** • stimulating learning environment from 78% (benchmark set as a mean over three years prior to start of review period) to 90**%**

	• student motivation and support from 84% (benchmark set as a mean over three years prior to start of review period) to **90%.**
Target 2.3	By 2023 increase positive endorsement in the School Staff Survey (SSS) teaching and learning modules: • focus on real life problems from 83% (benchmark set as a mean over three years prior to start of review period) to 100**%** • promote student ownership of learning goals from 90% (benchmark set as a mean over three years prior to start of review period) to 100**%** • use student feedback to improve practice from 72% (benchmark set as a mean over three years prior to start of review period) to 100**%** • monitor effectiveness using data 72% (benchmark set as a mean over three years prior to start of review period) to 100**%.**
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop teacher capabilities to activate student voice and agency
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop student capabilities to set realistic goals and monitor their own learning progress
Key Improvement Strategy 2.c Empowering students and building school pride	Implement a whole-school approach that promotes and enables student agency and voice
Goal 3	Improve student learning outcomes in literacy

Target 3.1	By 2023 increase the percentage of students achieving above benchmark growth in writing from 7% (benchmark set as a mean over three years prior to the start of review period) to 30%.
Target 3.2	By 2023 increase the percentage of students achieving in the top 2 bands NAPLAN in writing in Year 5 from 8% (benchmark set as a mean over three years prior to the start of review period) to 30%.
Target 3.3	By 2023 increase the percentage of students achieving above the expected level in Victorian Curriculum according to teacher judgements in writing from 7% (benchmark set as a mean over three years prior to the start of review period) to 25%.
Target 3.4	By 2023, increase positive endorsement in School Staff Survey (SSS) in the following factors: • guaranteed and viable curriculum from 79% (benchmark set as a mean over three years prior to the start of review period) to 90% • teacher collaboration from 81% (benchmark set as a mean over three years prior to the start of review period) to 100% • instructional leadership from 70% (benchmark set as a mean over three years prior to the start of review period) to 90% • use of data for curriculum planning from 72% (benchmark set as a mean over three years prior to the start of review period) to 90%.
Key Improvement Strategy 3.a Curriculum planning and assessment	Build curriculum knowledge and agreed instructional practice in writing
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build capability of teachers to implement evidence-based high impact teaching strategies to increase student achievement in writing

Key Improvement Strategy 3.c Evaluating impact on learning	Strengthen the capability of teachers to use data and a range of assessment strategies to plan for the learning needs of all students and evaluate the impact on learning
Key Improvement Strategy 3.d Curriculum planning and assessment	Develop and build staff capabilities to action learning continuums for writing to promote high impact teaching and learning
Goal 4	To improve learning growth for all students
Target 4.1	By 2023, increase the percentage of students achieving above benchmark growth in the following domains: • reading from 21% (benchmark set as a mean over three years prior to the start of review period) to **30%** • writing from 8% (benchmark set as a mean over three years prior to the start of review period) to **30%**
Target 4.2	By 2023 increase the percentage of students achieving at above expected level in Victorian Curriculum according to teacher judgements in: • reading & viewing from 16% (benchmark set as a mean over three years prior to the start of review period) to **25%** • speaking & listening from 0% (benchmark set as a mean over three years prior to the start of review period) to **15%** • writing from 7% (benchmark set as a mean over three years prior to the start of review period) to **25%** • measurement and geometry from 9% (benchmark set as a mean over three years prior to the start of review period) to **20%** • number & algebra from 12% (benchmark set as a mean over three years prior to the start of review period) to **20%** • statistics and probability from 7% (benchmark set as a mean over three years prior to the start of review period) to **20%**
Target 4.3	By 2023, increase the positive endorsement in the School Staff Survey (SSS) Teaching and learning modules factors: • use pedagogical model from 72% (benchmark set as a mean over three years prior to the start of review period) to 90% • collaborate to plan curriculum from 66% (benchmark set as a mean over three years prior to the start of review period) to 90%

	- use data for curriculum planning from 72% (benchmark set as a mean over three years prior to the start of review period) to 90% - moderate assessment tasks together from 44% (benchmark set as a mean over three years prior to the start of review period) to 90% - monitor effectiveness using data 72% (benchmark set as a mean over three years prior to the start of review period) to 100%
Key Improvement Strategy 4.a Curriculum planning and assessment	Develop, document and implement an agreed whole-school curriculum that engages, challenges and enhances all student learning outcomes
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Develop an agreed pedagogical approach that is aligned with the school's vision and culture and enables teachers to implement high impact teaching strategies
Key Improvement Strategy 4.c Evaluating impact on learning	Build a whole-school and team approach to the use of data to inform differentiated planning, curriculum delivery and measuring the impact on learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Wellbeing (AToSS) - sense of connectedness from 65%(2022) to 80% (2023) Wellbeing (AToSS) - student voice and agency from 61% (2022) to 70% (2023) Wellbeing (Parent Survey) - student voice and agency from 85% (2022) to 90% Learning - increase the percentage of students achieving above benchmark growth in writing from 20% (benchmark set as a mean over three years prior to 2023) to 30%. Learning - increase the percentage of students achieving in the top 2 bands NAPLAN in writing in Year 5 from 16% (benchmark set as a mean over three years prior to 2023) to 25%. Learning - increase the percentage of students achieving above the expected level in Victorian Curriculum according to teacher judgements in writing from 17%

			(benchmark set as a mean over three years prior to 2023) to 25%. Learning (SSS) - teacher collaboration from 88% (2022) to 95% Learning (SSS) - collaborate to plan curriculum from 25% (2022) to 75% Learning (SSS) - moderate assessment tasks together from 50% (2022) to 75%
To improve student voice and agency	No	By 2023 increase positive endorsement in Attitudes to School Survey (AToSS) in the following factors: • student voice and agency from 82% (2019) to **95**% (2023) • sense of connectedness from 92% (2019) to 95**%** (2023) • effort from 79% (2019) to **95%** (2023) • teacher concern from 84% (2019) to **95%** (2023).	
		By 2023 increase positive endorsement in Parent Opinion Survey (POS) in the following factors: • student voice and agency from 80% (benchmark set as a mean over three years prior to start of review period) to **90%** • stimulating learning environment from 78% (benchmark set as a mean over three years prior to start of review period) to 90**%** • student motivation and support from 84% (benchmark set as a mean over three years prior to start of review period) to **90%.**	

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Improve student learning outcomes in literacy	No	By 2023 increase the percentage of students achieving above benchmark growth in writing from 7% (benchmark set as a mean over three years prior to the start of review period) to 30%.	
		By 2023 increase the percentage of students achieving in the top 2 bands NAPLAN in writing in Year 5 from 8% (benchmark set as a mean over three years prior to the start of review period) to 30%.	
		By 2023 increase the percentage of students achieving above the expected level in Victorian Curriculum according to teacher judgements in writing from 7% (benchmark set as a mean over three years prior to the start of review period) to 25%.	

		By 2023, increase positive endorsement in School Staff Survey (SSS) in the following factors: • guaranteed and viable curriculum from 79% (benchmark set as a mean over three years prior to the start of review period) to 90% • teacher collaboration from 81% (benchmark set as a mean over three years prior to the start of review period) to 100% • instructional leadership from 70% (benchmark set as a mean over three years prior to the start of review period) to 90% • use of data for curriculum planning from 72% (benchmark set as a mean over three years prior to the start of review period) to 90%.	
To improve learning growth for all students	No	By 2023, increase the percentage of students achieving above benchmark growth in the following domains: • reading from 21% (benchmark set as a mean over three years prior to the start of review period) to **30%** • writing from 8% (benchmark set as a mean over three years prior to the start of review period) to **30%**	
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		- measurement and geometry from 9% (benchmark set as a mean over three years prior to the start of review period) to **20%** - number & algebra from 12% (benchmark set as a mean over three years prior to the start of review period) to **20%** - statistics and probability from 7% (benchmark set as a mean over three years prior to the start of review period) to **20%**	
		By 2023, increase the positive endorsement in the School Staff Survey (SSS) Teaching and learning modules factors: - use pedagogical model from 72% (benchmark set as a mean over three years prior to the start of review period) to 90% - collaborate to plan curriculum from 66% (benchmark set as a mean over three years prior to the start of review period) to 90% - use data for curriculum planning from 72% (benchmark set as a mean over three years prior to the start of review period) to 90% - moderate assessment tasks together from 44% (benchmark set as a mean over three years prior to the start of review period) to 90% - monitor effectiveness using data 72% (benchmark set as a mean over three years prior to the start of review period) to 100%	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

12 Month Target 1.1	Wellbeing (AToSS) - sense of connectedness from 65%(2022) to 80% (2023)
	Wellbeing (AToSS) - student voice and agency from 61% (2022) to 70% (2023)
	Wellbeing (Parent Survey) - student voice and agency from 85% (2022) to 90%
	Learning - increase the percentage of students achieving above benchmark growth in writing from 20% (benchmark set as a mean over three years prior to 2023) to 30%.
	Learning - increase the percentage of students achieving in the top 2 bands NAPLAN in writing in Year 5 from 16% (benchmark set as a mean over three years prior to 2023) to 25%.
	Learning - increase the percentage of students achieving above the expected level in Victorian Curriculum according to teacher judgements in writing from 17% (benchmark set as a mean over three years prior to 2023) to 25%.
	Learning (SSS) - teacher collaboration from 88% (2022) to 95%
	Learning (SSS) - collaborate to plan curriculum from 25% (2022) to 75%
	Learning (SSS) - moderate assessment tasks together from 50% (2022) to 75%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Wellbeing (AToSS) - sense of connectedness from 65%(2022) to 80% (2023) Wellbeing (AToSS) - student voice and agency from 61% (2022) to 70% (2023) Wellbeing (Parent Survey) - student voice and agency from 85% (2022) to 90% Learning - increase the percentage of students achieving above benchmark growth in writing from 20% (benchmark set as a mean over three years prior to 2023) to 30%. Learning - increase the percentage of students achieving in the top 2 bands NAPLAN in writing in Year 5 from 16% (benchmark set as a mean over three years prior to 2023) to 25%. Learning - increase the percentage of students achieving above the expected level in Victorian Curriculum according to teacher judgements in writing from 17% (benchmark set as a mean over three years prior to 2023) to 25%. Learning (SSS) - teacher collaboration from 88% (2022) to 95% Learning (SSS) - collaborate to plan curriculum from 25% (2022) to 75% Learning (SSS) - moderate assessment tasks together from 50% (2022) to 75%
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build a whole-school and team approach to the use of data to inform differentiated planning, curriculum delivery and measuring the impact on learning in writing Develop an agreed pedagogical approach that is aligned with the school's vision and culture and enables teachers to implement high impact teaching strategies in writing

Outcomes	Leaders will be: - facilitating team meetings focusing on student data - prioritising time for teachers to share pedagogical content knowledge - ensuring students in need of targeted academic support or intervention will be identified and supported Teachers will be: - collaborating to analyse student data to identify point of need and strategies to move students forward - consistently implementing the agreed assessment schedule - providing students with the opportunity to work at their level using differentiated resources and instruction - providing regular feedback and monitor student progress using data walls - working collaboratively to plan and document the curriculum they teach - engaging in reflective practice, evaluate and plan curriculum, assessments, lessons in PLCs Students will be: - receiving formative feedback on their progress - aware of what their next steps are to progress their learning - giving feedback around their writing in ways that support them as a writer - writing with increased writing stamina and self efficacy - viewing themselves as writers and understand who they are writing for and why - engaging in rich and focused discussion around the text they create
Success Indicators	• PLC meeting minutes • Up to date data wall • Classroom observations reflect implementation of IM • Responses to 5 Clarity questions • The third teacher

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Documented protocols for PLC meeting outlining roles and responsibilities of all staff members	☑ Principal	☐ PLP Priority	from: Term 1	$0.00

			to: Term 1	☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop resources to support writing focus in PLCs	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
				☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish/support staff to embed the use of data walls for writing to inform targeted planning	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
				☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Organise Learning Walks (twice a term) to observe staff practice and collect data on student experiences of assessment and differentiation. Embed debrief time into meeting schedule	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review the assessment schedule for purpose and timing of assessments and embed time for moderation of student work in the professional learning calendar	☑ All Staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Embed PLC structures that support teacher collaboration and reflection by actively participating and improving process	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Use highly focused PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities. Establish common LI's and develop continuum of SC.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Develop and implement an agreed pedagogical approach	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used	

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Co Create school wide Bump It Up Walls for writing	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Track, display and share data that classroom teachers keep	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Unpack achievement standards in writing to support end of semester reporting and formative assessment	☑ All Staff ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to participate in network COP in writing.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				

Actions	Implement a whole-school approach that promotes and enables student agency and voice in well being
	School wide implementation of PBIS
	Develop and implement structure & process for Tier 2 Disability Inclusion funding
Outcomes	Leaders will be: -leading the continuous development, documentation and revision of a multi-tiered response model to students with additional needs - developing a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing Teachers will be: - taking a consistent approach to promoting positive behaviour across the school - using language that supports a growth mindset - sharing a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing - implementing a range of interventions in their classroom to support student wellbeing Students will be: - (At-risk students) identified and receiving targeted support in a timely manner - feeling supported and engaged in school and contribute to a strong classroom culture
Success Indicators	• Attitude to School Survey • School based well being survey • Classroom and peer observations • Parent Survey • Focus interviews • Expected behaviours are displayed prominently throughout the school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

SAEBER testing ongoing for all students	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop school based survey of student wellbeing - complete survey in T1 & T4	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop PBS implementation plan with timelines and goals	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$500.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish lunchtime art club and further develop art therapy program	☑ Allied Health	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Refine and develop students leadership groups by formalizing and scheduling meetings	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Create more opportunities for parental involvement at school by either volunteering in class or sharing personal stories/skills.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review Values Awards from class and whole School level. Focus of awards and frequency.	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Review calendar for events that promote parental engagement - Pride night, assemblies, information sessions on Lit/Numeracy in classroom, welcome back BBQ.	☑ All Staff ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$0.00	$2,500.00	-$2,500.00
Disability Inclusion Tier 2 Funding	$0.00	$20,000.00	-$20,000.00
Schools Mental Health Fund and Menu	$0.00	$10,000.00	-$10,000.00
Total	$0.00	$32,500.00	-$32,500.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
SAEBER testing ongoing for all students	$500.00
Develop school based survey of student wellbeing - complete survey in T1 & T4	$0.00
Develop PBS implementation plan with timelines and goals	$500.00
Establish lunchtime art club and further develop art therapy program	$500.00
Review Values Awards from class and whole School level. Focus of awards and frequency.	$0.00
Totals	$1,500.00

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
SAEBER testing ongoing for all students	from: Term 1 to: Term 4	$500.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free) **This activity will use Mental Health Menu staffing** ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Develop school based survey of student wellbeing - complete survey in T1 & T4	from: Term 1 to: Term 4	$500.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Develop PBS implementation plan with timelines and goals	from: Term 1 to: Term 1	$500.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Establish lunchtime art club and further develop art therapy program	from: Term 1	$8,000.00	☑ Arts Therapists

	to: Term 4		**This activity will use Mental Health Menu programs** ○ Engage Mental Health Staff ad-hoc in person (eduPay or non-teaching staff) ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Review Values Awards from class and whole School level. Focus of awards and frequency.	from: Term 1 to: Term 4	$500.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Totals		$10,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Staffing to support MHF implementation	$20,000.00
Disability Inclusion Co-Ordinator	$10,000.00
Education Support staff	$10,000.00
Totals	$40,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Staffing to support MHF implementation	from: Term 1 to: Term 4	$0.00	☑ Other

Disability Inclusion Co-Ordinator	from: Term 1 to: Term 4	$0.00	
Education Support staff	from: Term 1 to: Term 4	$2,500.00	☑ School-based staffing
Totals		$2,500.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Staffing to support MHF implementation	from: Term 1 to: Term 4	$0.00	
Disability Inclusion Co-Ordinator	from: Term 1 to: Term 4	$10,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Other workforces to support students with disability •
Education Support staff	from: Term 1 to: Term 4	$10,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		$20,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Staffing to support MHF implementation	from: Term 1 to: Term 4	$20,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free) **This activity will use Mental Health Menu staffing** o Assign existing staff member to initiative (eduPay)
Disability Inclusion Co-Ordinator	from: Term 1 to: Term 4		
Education Support staff	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish/support staff to embed the use of data walls for writing to inform targeted planning	☑ All Staff	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL	☑ On-site
Organise Learning Walks (twice a term) to observe staff practice and collect data on student experiences of assessment and differentiation. Embed debrief time into meeting schedule	☑ Principal	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Internal staff	☑ On-site
Use highly focused PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities. Establish common LI's and develop continuum of SC.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Co Create school wide Bump It Up Walls for writing	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day	☑ Literacy expertise	☑ On-site

Unpack achievement standards in writing to support end of semester reporting and formative assessment	☑ All Staff ☑ Principal	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Curriculum development	☑ Whole School Pupil Free Day	☑ Literacy expertise	☑ On-site
Staff to participate in network COP in writing.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Communities of Practice	☑ Literacy expertise ☑ Literacy Leaders	☑ Off-site Network COP
Develop PBS implementation plan with timelines and goals	☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources SWPBS	☑ On-site