2024 Annual Implementation Plan

for improving student outcomes

Porepunkah Primary School (1144)

Submitted for review by Jill Gillies (School Principal) on 02 February, 2024 at 12:34 PM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 08 February, 2024 at 05:46 PM
Endorsed by Elita Sams (School Council President) on 23 March, 2024 at 11:33 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	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 2024	
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Increase student learning growth in literacy and numeracy.	Yes	By 2027 increase the percentage of students assessed as achieving exceeding proficiency in NAPLAN: • Year 3 writing from 0% (2023) to 15% • Year 5 writing from 13% (2023) to 20% • Year 3 numeracy from 16% (2023) to 20% (To be confirmed)	In 2024, increase the percentage of students assessed as achieving exceeding proficiency in NAPLAN:* Year 3 writing from 0% (2023) to 12% (2)* Year 5 writing from 13% (2023) to 22% (2)*Year 3 numeracy from 16% (2023) to 19% (3)

		By 2027 increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum:
		• Year 3
		   ○ Reading from 9% (2022) to 15%
		   ○ Writing from 9% (2022) to 15%
		   ○ Number and algebra from 0% (2022) to 15%
		• Year 5
		   ○ Reading from 0% (2022) to 15%
		   ○ Writing from 14% (2022) to 20%
		   ○ Number and algebra from 14% (2022) to 20%
			In 2024, increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum:Year 3Reading from 9% (2022) to 12% (2)Writing from 9% (2022) to 12% (2)Number and algebra from 0% (2022) to 12% (2)Year 5Reading from 0% (2022) to 11% (1)Writing from 14% (2022) to 22% (2)Number and algebra from 14% (2022) to 22% (2)

		By 2027 increase the percentage of positive endorsement in the School Staff Survey for: • Moderate assessment tasks together from 80% (2023) to 85% • Academic emphasis from 75% (2023) to 85% • Professional learning through peer observation from 60% (2023) to 85% • Knowledge of high impact teaching strategies from 80% (2023) to 85%	In 2024, increase the percentage of positive endorsement in the School Staff Survey for:Moderate assessment tasks together from 80% (2023) to 82%Academic emphasis from 75% (2023) to 82%Professional learning through peer observation from 60% (2023) to 70%Knowledge of high impact teaching strategies from 80% (2023) to 82%
Empower students to be independent, engaged and active learners.	Yes	By 2027 increase the percentage of positive endorsement in the AtoSS for: • Motivation and interest from 70% (2023) to 85% • Self-regulation and goalsetting from 84% (2023) to 90% • Student voice and agency from 63% (2023) to 80% • Differentiated learning challenge from 86% (2023) to 90%	In 2024, increase the percentage of positive endorsement in the AtoSS for:Motivation and interest from 70% (2023) to 80%Self-regulation and goalsetting from 84% (2023) to 87%Student voice and agency from 63% (2023) to 70%Differentiated learning challenge from 86% (2023) to 88%
		By 2027 increase the percentage of positive endorsement in the POS for: • Student motivation and support from 79% (2023) to 90% • Student agency and voice from 81% (2023) to 90%	In 2024, increase the percentage of positive endorsement in the POS for:Student motivation and support from 79% (2023) to 85%Student agency and voice from 81% (2023) to 85%
		By 2027 maintain positive endorsement in the SSS at 90% for: • Promote student ownership of learning (100% in 2023) • Believe student engagement is key to learning (100% in 2023) • Use student feedback to improve practice (100% in 2023)	In 2024, maintain positive endorsement in the SSS at 90% for:Promote student ownership of learning (100% in 2023)Believe student engagement is key to learning (100% in 2023)Use student feedback to improve practice (100% in 2023)
Improve the resilience and social and emotional wellbeing of each student.	Yes	By 2027 increase the percentage of positive endorsement in the AtoSS for: • Emotional awareness and regulation from 77% (2023) to 90% • Help seeking from 64% (2023) to 70% • Sense of connectedness from 67% (2023) to 80% • Teacher concern from 75% (2023) to 78% • Resilience from 74% (2023) to 76%	In 2024, increase the percentage of positive endorsement in the AtoSS for:Emotional awareness and regulation from 77% (2023) to 80%Help seeking from 64% (2023) to 68%Sense of connectedness from 67% (2023) to 75%Teacher concern from 75%

		(2023) to 76%Resilience from 74% (2023) to 75%
	By 2027 increase (and maintain) positive endorsement in the SSS at 90% for: • Confidence and resiliency skills from 89% (2023) • Managing bullying from 74% (2023) • Promoting positive behaviour from 89% (2023) • School connectedness from 83% (2023)	In 2024, increase (and maintain) positive endorsement in the SSS at 90% for:Confidence and resiliency skills from 89% (2023)Managing bullying from 74% (2023)Promoting positive behaviour from 89% (2023)School connectedness from 83% (2023)
	By 2027 increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum Personal and Social Capability from 3% (2022) to 15%.	In 2024, increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum Personal and Social Capability from 3% (2022) to 12% (15)

Goal 2	Increase student learning growth in literacy and numeracy.
12-month target 2.1-month target	In 2024, increase the percentage of students assessed as achieving exceeding proficiency in NAPLAN: * Year 3 writing from 0% (2023) to 12% (2) * Year 5 writing from 13% (2023) to 22% (2) *Year 3 numeracy from 16% (2023) to 19% (3)
12-month target 2.2-month target	In 2024, increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum: Year 3 Reading from 9% (2022) to 12% (2) Writing from 9% (2022) to 12% (2) Number and algebra from 0% (2022) to 12% (2) Year 5 Reading from 0% (2022) to 11% (1) Writing from 14% (2022) to 22% (2) Number and algebra from 14% (2022) to 22% (2)

12-month target 2.3-month target	In 2024, increase the percentage of positive endorsement in the School Staff Survey for: Moderate assessment tasks together from 80% (2023) to 82% Academic emphasis from 75% (2023) to 82% Professional learning through peer observation from 60% (2023) to 70% Knowledge of high impact teaching strategies from 80% (2023) to 82%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build teacher knowledge of, and capability to implement the Victorian Curriculum with fidelity	Yes
KIS 2.b Assessment	Develop, implement and embed a whole-school approach to formative and summative assessment	No
KIS 2.c Teaching and learning	Build teacher capability to differentiate learning tasks to meet students at the point of need	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.	Following the 2023 School Review the following were noted as opportunities for improvement under Teaching and Learning: 1. Embed the school's instructional model consistently and with fidelity across the school 2. Provide professional learning to support improved teaching practice for numeracy 3. Develop and embed a refined process of providing consistent feedback to students 4. Develop improved and consistent processes for the development of IEP for targeted students. The selection of this KIS is consistent with the recommendations made.	
Goal 3	**Empower students to be independent, engaged and active learners.**	
12-month target 3.1-month target	In 2024, increase the percentage of positive endorsement in the AtoSS for: Motivation and interest from 70% (2023) to 80% Self-regulation and goalsetting from 84% (2023) to 87% Student voice and agency from 63% (2023) to 70% Differentiated learning challenge from 86% (2023) to 88%	

12-month target 3.2-month target	In 2024, increase the percentage of positive endorsement in the POS for: Student motivation and support from 79% (2023) to 85% Student agency and voice from 81% (2023) to 85%	
12-month target 3.3-month target	In 2024, maintain positive endorsement in the SSS at 90% for: Promote student ownership of learning (100% in 2023) Believe student engagement is key to learning (100% in 2023) Use student feedback to improve practice (100% in 2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Build understanding of student agency in learning to develop opportunities that are challenging, engaging and promote curiosity	Yes
KIS 3.b Engagement	Develop teacher capability to support students to set goals and monitor own learning progress	No
KIS 3.c Teaching and learning	Strengthen teacher capacity to design and deliver student learning opportunities that are challenging, engaging and promote curiosity	No
KIS 3.d Support and resources	Build and embed structures and roles that support all staff to involve parents and carers as partners in their child's 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.	Following the 2023 School Review the following were noted as opportunities for improvement under Engagement: 1. Implement strategies to support improved student social interactions 2. Develop school expected practices for implementing a trauma informed approach to teaching 3. Develop teacher capability to support students to set goals and monitor their own learning progress 4. Build understanding of student agency in learning to develop opportunities that are challenging, engaging and promote curiosity. The selection of this KIS is consistent with the recommendations made.	
Goal 4	**Improve the resilience and social and emotional wellbeing of each student.**	

12-month target 4.1-month target	In 2024, increase the percentage of positive endorsement in the AtoSS for: Emotional awareness and regulation from 77% (2023) to 80% Help seeking from 64% (2023) to 68% Sense of connectedness from 67% (2023) to 75% Teacher concern from 75% (2023) to 76% Resilience from 74% (2023) to 75%
12-month target 4.2-month target	In 2024, increase (and maintain) positive endorsement in the SSS at 90% for: Confidence and resiliency skills from 89% (2023) Managing bullying from 74% (2023) Promoting positive behaviour from 89% (2023) School connectedness from 83% (2023)
12-month target 4.3-month target	In 2024, increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum Personal and Social Capability from 3% (2022) to 12% (15)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Build a whole-school approach and culture that develops the resilience of students.	Yes
KIS 4.b Support and resources	Implement a whole-school approach to strengthen student social skills and build positive relationships.	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.	Following the 2023 School Review the following were noted as opportunities for improvement under Support and Resources: 1. Identify and engage appropriate staffing targeted to support improved student mental health and wellbeing 2. Embed SWPBS and provide teacher professional learning in disability inclusion and mental health and wellbeing to promote consistent positive behaviours across the school 3. Expand engagement with external services to provide responsive support for students. The selection of this KIS is consistent with the recommendations made.	

Define actions, outcomes, success indicators and activities

Goal 2	Increase student learning growth in literacy and numeracy.
12-month target 2.1 target	In 2024, increase the percentage of students assessed as achieving exceeding proficiency in NAPLAN: * Year 3 writing from 0% (2023) to 12% (2) * Year 5 writing from 13% (2023) to 22% (2) *Year 3 numeracy from 16% (2023) to 19% (3)
12-month target 2.2 target	In 2024, increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum: Year 3 Reading from 9% (2022) to 12% (2) Writing from 9% (2022) to 12% (2) Number and algebra from 0% (2022) to 12% (2) Year 5 Reading from 0% (2022) to 11% (1) Writing from 14% (2022) to 22% (2) Number and algebra from 14% (2022) to 22% (2)
12-month target 2.3 target	In 2024, increase the percentage of positive endorsement in the School Staff Survey for: Moderate assessment tasks together from 80% (2023) to 82% Academic emphasis from 75% (2023) to 82% Professional learning through peer observation from 60% (2023) to 70% Knowledge of high impact teaching strategies from 80% (2023) to 82%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher knowledge of, and capability to implement the Victorian Curriculum with fidelity

Actions	1. Adopt a consistent approach to curriculum planning across the school.
	2. Map clear learning sequences through literacy and numeracy.
	3. Review and embed the school's instructional model consistently across the school.
Outcomes	When our actions have been successfully implemented, the following changes in knowledge, skills and behaviours will be observed: Students will: - know the next steps to progress their learning. - be supported by adults to demonstrate growth in their learning - be able to articulate the instructional model Teachers will: - utilise agreed common planning documents - confidently and accurately identify student learning needs to differentiate learning needs - implement the school's instructional model with fidelity - support students to articulate their learning growth Leaders will: - provide collaborative planning time and professional learning time to support teaching staff to build knowledge and skills - articulate clear expectations for curriculum planning - support teaching staff to embed the school's instructional model
Success Indicators	Early success indicators: - development of curriculum documents - meeting schedule - discussions with students and short surveys - initial learning walk and feedback - revision of instructional model - peer observations - student learning goals and success criteria Late success indicators: - TJ data wall - published documents indicating consistency - consistent planning documents utilised - meeting schedules - meeting NAPLAN targets

	- positive endorsement on SSS for moderation, academic emphasis, professional learning, peer observation and knowledge of the HITS - evidence from student forums - fully implemented assessment schedule - increased percentage of students achieving 12 months growth for 12 months of learning

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit planning documents, develop agreed templates and utilise these during collaborative planning time.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Review curriculum planning guidelines and curriculum structure in English and Mathematics and use this to create updated scope and sequence documents that support student understanding of the next level of learning.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 2	$0.00
Revise, review and embed instructional model and co-construct an agreed document of protocols and expectations	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Develop framework and timetable for learning walks and expected outcomes based around the instructional model.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Other funding will be used
Professional learning in literacy and numeracy linked to student data, supporting differentiation of learning and learning growth.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Deliver targeted intervention for students who require catch up or learning support utilising the TLI program.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$26,500.00 ☑ Other funding will be used
Expand the high ability program to support identified students to set learning goals and meet targets.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Update and expand use of school data wall to show achievement, growth and targeted students.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Continue implementation of the Disability Inclusion program, utilisation of Disability Leader, complete Disability Inclusion Profiles and finalise consistent processes and protocols in the school.	☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$27,420.82 ☑ Disability Inclusion Tier 2 Funding will be used
Employ, timetable and utilise additional Education Support staff to work at student point of need, support the school intervention program and action programming from allied professionals.	☑ Disability inclusion coordinator ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Employ allied health professionals such as speech therapist to conduct screeners, provide capability building and other services	☑ Allied health	☐ PLP Priority	from: Term 1	$15,000.00

		☑ Disability inclusion coordinator ☑ Principal		to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used

Goal 3	Empower students to be independent, engaged and active learners.
12-month target 3.1 target	In 2024, increase the percentage of positive endorsement in the AtoSS for: Motivation and interest from 70% (2023) to 80% Self-regulation and goalsetting from 84% (2023) to 87% Student voice and agency from 63% (2023) to 70% Differentiated learning challenge from 86% (2023) to 88%
12-month target 3.2 target	In 2024, increase the percentage of positive endorsement in the POS for: Student motivation and support from 79% (2023) to 85% Student agency and voice from 81% (2023) to 85%
12-month target 3.3 target	In 2024, maintain positive endorsement in the SSS at 90% for: Promote student ownership of learning (100% in 2023) Believe student engagement is key to learning (100% in 2023) Use student feedback to improve practice (100% in 2023)
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build understanding of student agency in learning to develop opportunities that are challenging, engaging and promote curiosity
Actions	1. Utilise the PLC structure to build an understanding of student agency in classroom practice 2. Design opportunities for student agency in planning for HST Inquiry units to promote challenge and engagement from a student perspective

Outcomes	When our actions have been successfully implemented, the following changes in knowledge, skills and behaviours will be observed: Students will: - be able to articulate examples of student agency - participate in planning the HST Inquiry unit with their teachers Teachers will: - confidently identify student agency opportunities in their classroom - participate in each PLC cycle - support students to activate student agency Leaders will: - provide PLC and professional learning time to support teaching staff to build knowledge and skills in identifying opportunities for student agency - articulate clear expectations around student agency across the school - provide planning time with teachers and students at the end of each term
Success Indicators	Early success indicators: - meeting schedule for PLC - discussions with students and short surveys - initial learning walk and feedback - articulation of student agency - term two planning documents demonstrating student agency Late success indicators: - established student agency activities - published planning documents showing evidence of student agency - meeting schedules demonstrating consistent PLC meetings - meeting AtoSS targets in motivation and interest, self regulation and goal setting, student agency and differentiated learning challenge - positive endorsement on SSS and POS - evidence from student forums

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Timetable PLC meetings and establish clear expectations for completion of cycles utilising the student agency topic.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide professional learning and professional connection through the lens of student agency.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Enable students to attend planning days to contribute to HST units in term 2, 3 and 4.	☑ All staff ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Goal 4	Improve the resilience and social and emotional wellbeing of each student.
12-month target 4.1 target	In 2024, increase the percentage of positive endorsement in the AtoSS for: Emotional awareness and regulation from 77% (2023) to 80% Help seeking from 64% (2023) to 68% Sense of connectedness from 67% (2023) to 75% Teacher concern from 75% (2023) to 76% Resilience from 74% (2023) to 75%
12-month target 4.2 target	In 2024, increase (and maintain) positive endorsement in the SSS at 90% for: Confidence and resiliency skills from 89% (2023) Managing bullying from 74% (2023) Promoting positive behaviour from 89% (2023) School connectedness from 83% (2023)
12-month target 4.3 target	In 2024, increase the percentage of students assessed as achieving above expected growth by teacher judgement against the Victorian Curriculum Personal and Social Capability from 3% (2022) to 12% (15)

KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build a whole-school approach and culture that develops the resilience of students.
Actions	1. Implement SWPBs tier one essential features 2. Engage in the Mental Health in Primary Schools program and activate the Mental Health and Wellbeing Leader role
Outcomes	When our actions have been successfully implemented, the following changes in knowledge, skills and behaviours will be observed: Students will: - be able to articulate and demonstrate positive behaviours across the school - demonstrate improved resilience skills - be supported in their mental health and wellbeing journey Teachers will: - promote the SWPBs features as part of a whole school approach - embed the Respectful Relationships program on a weekly basis - participate in professional learning on mental health and wellbeing Leaders will: - provide professional learning time to support the implementation of SWPBs and Mental Health in Primary Schools - articulate clear expectations around whole school wellbeing programs - participate in professional learning to support both staff, students and parents
Success Indicators	Early success indicators: - meeting schedule to align with professional learning in MHiPS - enrolment in professional learning for SWPBs and MHWL role - visible evidence of implementation - evidence in planning documents and timetables - student positive behaviour in evidence and higher levels of resilient reactions Late success indicators: - established SWPBs routines and practices - published SWPBs documents and established SWPBS

	- completed professional learning - meeting AtoSS targets - positive endorsement on SSS and POS - evidence from student forums			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue fine tuned implementation of the Respectful Relationships program.	☑ All staff ☑ Respectful relationships implementation team	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish SWPBs implementation team, finalise whole school practices including positive behaviour matrix and tier behaviour response	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Induct Mental Health and Wellbeing Leader, timetable and complete initial training.	☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Fully implement the Mental Health in Primary Schools program utilising the leader.	☑ All staff	☑ PLP Priority	from: Term 1	$21,753.25

		☑ Mental health and wellbeing leader		to: Term 4	☑ 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	$13,530.70	$13,530.70	$0.00
Disability Inclusion Tier 2 Funding	$78,890.12	$78,890.12	$0.00
Schools Mental Health Fund and Menu	$30,753.25	$30,753.25	$0.00
Total	**$123,174.07**	**$123,174.07**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Continue implementation of the Disability Inclusion program, utilisation of Disability Leader, complete Disability Inclusion Profiles and finalise consistent processes and protocols in the school.	$27,420.82
Employ, timetable and utilise additional Education Support staff to work at student point of need, support the school intervention program and action programming from allied professionals.	$50,000.00
Employ allied health professionals such as speech therapist to conduct screeners, provide capability building and other services	$15,000.00
Continue fine tuned implementation of the Respectful Relationships program.	$3,000.00
Establish SWPBs implementation team, finalise whole school practices including positive behaviour matrix and tier behaviour response	$3,000.00

Induct Mental Health and Wellbeing Leader, timetable and complete initial training.	$5,000.00
Fully implement the Mental Health in Primary Schools program utilising the leader.	$21,753.25
Totals	**$125,174.07**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ, timetable and utilise additional Education Support staff to work at student point of need, support the school intervention program and action programming from allied professionals.	from: Term 1 to: Term 4	$13,530.70	☑ School-based staffing ☑ Support services
Totals		**$13,530.70**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Continue implementation of the Disability Inclusion program, utilisation of Disability Leader, complete Disability Inclusion Profiles and finalise consistent processes and protocols in the school.	from: Term 1 to: Term 4	$27,420.82	☑ Education workforces and/or assigning existing school staff to inclusive education duties •

Employ, timetable and utilise additional Education Support staff to work at student point of need, support the school intervention program and action programming from allied professionals.	from: Term 1 to: Term 4	$36,469.30	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Employ allied health professionals such as speech therapist to conduct screeners, provide capability building and other services	from: Term 1 to: Term 4	$15,000.00	☑ Other workforces to support students with disability •
Totals		**$78,890.12**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Continue fine tuned implementation of the Respectful Relationships program.	from: Term 1 to: Term 4	$3,000.00	☑ Respectful Relationships (free) **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar) o Employ CRT to release staff member
Establish SWPBs implementation team, finalise whole school practices including positive behaviour matrix and tier behaviour response	from: Term 1 to: Term 4	$3,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free) **This activity will use Mental Health Menu staffing** o Employ CRT to release staff member
Induct Mental Health and Wellbeing Leader, timetable and complete initial training.	from: Term 1 to: Term 4	$3,000.00	☑ Mental Health in Primary Schools (MHiPS)(free) **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar) o Assign existing staff member to initiative (eduPay)

Fully implement the Mental Health in Primary Schools program utilising the leader.	from: Term 1 to: Term 4	$21,753.25	☑ Bully Stoppers (free)
Totals		$30,753.25	

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
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Review curriculum planning guidelines and curriculum structure in English and Mathematics and use this to create updated scope and sequence documents that support student understanding of the next level of learning.	☑ All staff	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Professional learning in literacy and numeracy linked to student data, supporting differentiation of learning and learning growth.	☑ All staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Continue implementation of the Disability Inclusion program, utilisation of Disability Leader, complete Disability Inclusion Profiles and finalise consistent processes and protocols in the school.	☑ Disability inclusion coordinator	from: Term 1 to: Term 4	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Departmental resources DI Resources	☑ On-site
Timetable PLC meetings and establish clear expectations for completion of cycles utilising the student agency topic.	☑ All staff	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ PLC Initiative	☑ On-site

Establish SWPBs implementation team, finalise whole school practices including positive behaviour matrix and tier behaviour response	☑ All staff	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Departmental resources SWPBS	☑ Off-site SWPBS Online Modules
Induct Mental Health and Wellbeing Leader, timetable and complete initial training.	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	☑ Planning ☑ Individualised reflection	☑ Network professional learning	☑ External consultants MHiPS	☑ Off-site MHiPS
Fully implement the Mental Health in Primary Schools program utilising the leader.	☑ All staff ☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ External consultants MHiPS	☑ On-site