2024 Annual Implementation Plan

for improving student outcomes

Balwyn Primary School (1026)

Submitted for review by Karen Butler (School Principal) on 19 December, 2023 at 06:00 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	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	Excelling
	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	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.	Embedding
	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	Embedding
	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	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

| Future planning | As a school, we have shown growth in Wellbeing and Student Voice targets this year, and are tracking steadily against our SSP 4-year goals. However, the school did not achieve student learning targets in 2023.

All activities were implemented with only one not being completed in full due to a staff member's (with Reading Recovery training) extended absence.

Future learning foci: |
| --- | --- |

	Particular focus in 2024 on increasing above expected growth in Reading, Writing and Number and Algebra. Our continued learning goal is to support both those who need scaffolding and those who have thrived to continue to extend their learning. SSP 2024 goal in Reading (above expected growth) is from 7% in 2020 to 42%. In 2023 Reading, we achieved 22% above expected growth. SSP 2024 goal in Writing (above expected growth) is from 5.5% in 2020 to 38%. In 2023 Writing, we achieved 26% above expected growth. SSP 2024 goal in Number and Algebra (above expected growth) is from 23.5% in 2020 to 45%. In Number and Algebra, we achieved 31% above expected growth. Future staff climate foci: • Promote teacher collaboration and discussion of problems of practice across teaching teams. • Continue to build and enhance our data literacy skills and analysis of assessment. • Continue to develop consistent practices across the school regarding PLC practices. Future wellbeing foci: Continued goal in wellbeing to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable by; • introducing the School Wide Positive Behaviour Supports SWPBS. • the use of the Mental Health Menu to develop a services partnership with a Psychologist, Speech Pathologist and Occupational Therapist to provide PD for teachers and support for students in small group and year level cohorts. Continued goal in Student Voice to implement a common language, understandings and practices that support student voice and agency in learning, and shared development of student goals by; • continued partnerships with the Quaglia Institute to build staff capacity. • build student understanding of goal setting and self regulatory behaviours, e.g. higher order thinking skills.
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	
To optimise learning growth for all students in English and Mathematics.	Yes	By 2025, the percentage of Year 5 students achieving above benchmark growth in NAPLAN Writing will increase from 29% in 2021 to 37%.	To maintain and increase the percentage of students in Year 5 achieving "exceeding" in Writing from 41%.
		By 2025 the percentage of Year 5 students assessed as being in the top 2 bands for NAPLAN Writing would increase from 44% in 2021 to 50%.	To maintain and increase the percentage of students in Year 3 achieving "exceeding" in Writing from 26%.
		By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels as making above expected growth (i.e., greater than one VC Level of progress each school year) will increase: • in Reading from 7% in 2020 to 42% • in Writing from 5.5% in 2020 to 38% • in Number and Algebra from 23.5% in 2020 to 45%.	To increase the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) levels as making above expected growth (ie greater than one VC level of progress each school year):- in Reading from 22% to 36%- in Writing from 26% to 32%- in Number from 31% to 41%
		By 2025, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (i.e., less than one VC Level of progress each school year) will decrease:	To decrease the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below

		• in Reading from 29% in 2020 to 10% • in Writing from 30% in 2020 to 10% • in Number and Algebra from 16% in 2020 to 8%	expected growth (ie less than one VC level of progress each school year):- in Reading from 14% to 10%- in Writing from 11% to 10%- in Number from 10% to 8%
To create empowered learners who are actively engaged in and connected to their learning.	Yes	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey measures will increase: • In the social engagement domain Student Voice and Agency factor from 61% in 2020 to 75% • In the learner characteristics and dispositions domain Self-regulation and goal setting factor from 80% in 2020 to 88%.	To increase the percentage of Year4-6 students reporting positive endorsement to the student Attitudes to School Survey:- in the social engagement domain Student Voice and Agency from 65% to 70%- in the learner characteristics and dispositions domain Self-regulation and goal setting from 81% to 84%
		By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice factor will increase from 83% in 2020 to 85%.	To increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice from 84% to 85%.
To continue to develop respectful, resourceful, and resilient students who embody the school values.	Yes	By 2025, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in the social engagement domain: • School Connectedness (Sense of belonging) factor, from 82% in 2021 to 85% • Sense of inclusion factor, from 87% in 2021 to 92%	To increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey in the social engagement domain:- School Connectedness from 83% to 85%- Sense of Inclusion from 86% to 90%
		By 2025, the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Confidence and Resilience factor will increase from 85% in 2021 to 92%.	To maintain or increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student:- Student Confidence and Resilience from 92%

Goal 2	To optimise learning growth for all students in English and Mathematics.
12-month target 2.1-month target	To maintain and increase the percentage of students in Year 5 achieving "exceeding" in Writing from 41%.

12-month target 2.2-month target	To maintain and increase the percentage of students in Year 3 achieving "exceeding" in Writing from 26%.
12-month target 2.3-month target	To increase the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) levels as making above expected growth (ie greater than one VC level of progress each school year): - in Reading from 22% to 36% - in Writing from 26% to 32% - in Number from 31% to 41%
12-month target 2.4-month target	To decrease the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (ie less than one VC level of progress each school year): - in Reading from 14% to 10% - in Writing from 11% to 10% - in Number from 10% to 8%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Continue to build staff capacity, understanding and application of the differentiated instructional model.	Yes
KIS 2.b Excellence in teaching and learning	Build teacher capability in data analysis to improve student outcomes in English and Mathematics.	Yes
KIS 2.c Excellence in teaching and learning	Build teacher capacity to extend student writing capabilities through professional learning.	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.	School data sets and survey indicate the need to continue to build staff capacity in a consistent approach to differentiated teaching and learning with the use of the Instructional Model. To continue to build teacher's data literacy to inform both formative and summative assessment to support teachers targeting students point of need. To continue to build teacher capacity in student witting capabilities as per our four year plan.	
Goal 3	**To create empowered learners who are actively engaged in and connected to their learning.**	

12-month target 3.1-month target	To increase the percentage of Year4-6 students reporting positive endorsement to the student Attitudes to School Survey: - in the social engagement domain Student Voice and Agency from 65% to 70% - in the learner characteristics and dispositions domain Self-regulation and goal setting from 81% to 84%	
12-month target 3.2-month target	To increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice from 84% to 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Investigate and implement ways of measuring improvement in student voice and agency in our learners	Yes
KIS 3.b Positive climate for learning	Develop and implement common language, understandings and practices that support student voice and agency in learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	To build on our four year plan in student voice via professional learning with the Quaglia Institute to build capacity for teachers and students to co-create improvement measures and evaluation processes.	
Goal 4	**To continue to develop respectful, resourceful, and resilient students who embody the school values.**	
12-month target 4.1-month target	To increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey in the social engagement domain: - School Connectedness from 83% to 85% - Sense of Inclusion from 86% to 90%	
12-month target 4.2-month target	To maintain or increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student: - Student Confidence and Resilience from 92%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 4.a Positive climate for learning	Investigate and implement ways of measuring improvement in student personal wellbeing and connectedness.	No
KIS 4.b Positive climate for learning	Develop and embed a wholistic approach to wellbeing across the school.	Yes
KIS 4.c Positive climate for learning	Investigate authentic opportunities for students to develop and maintain a strong sense of personal wellbeing and connectedness.	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.	In order to support a holistic approach to wellbeing the school will introduce the school wide wellbeing interventions- Tier 1- Universal supports; School Wide Positive Behaviour Supports and continued implementing Zones of Regulation Tier 2- Mental health menu (Allied health services to target small group and cohort specific) Tier 3 - PSD and introduction to the Disability Inclusion	

Define actions, outcomes, success indicators and activities

Goal 2	To optimise learning growth for all students in English and Mathematics.
12-month target 2.1 target	To maintain and increase the percentage of students in Year 5 achieving "exceeding" in Writing from 41%.
12-month target 2.2 target	To maintain and increase the percentage of students in Year 3 achieving "exceeding" in Writing from 26%.
12-month target 2.3 target	To increase the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) levels as making above expected growth (ie greater than one VC level of progress each school year): - in Reading from 22% to 36% - in Writing from 26% to 32% - in Number from 31% to 41%
12-month target 2.4 target	To decrease the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels making below expected growth (ie less than one VC level of progress each school year): - in Reading from 14% to 10% - in Writing from 11% to 10% - in Number from 10% to 8%
KIS 2.a Building practice excellence	Continue to build staff capacity, understanding and application of the differentiated instructional model.
Actions	Develop staff capacity in differentiated learning, in order to enhance student learning and optimise learning growth. Increased data literacy to direct both formative and summative assessment.
Outcomes	Whole School Level Increase data literacy of teachers to inform understanding of student needs utilising both formative and summative assessment Enhance PLC structures to strengthen teaching practice. Establish a whole school coaching culture to build capacity across the school. Classroom Level Embed consistent approaches to formative and summative assessment. Use PLCs to plan and target the needs of all students in the class. Effectively use data to plan for differentiated learning sequences.

	Individual & Group Level Build staff capacity to use data to implement a targeted and differentiated program at each student's point of need. Identify students to participate in small group intervention programs. One on one conferencing and or small group clinics. .
Success Indicators	Whole School Teachers accurately identify student learning needs Increased use of whole school differentiated planning documents Classroom Teachers will plan targeted instruction meeting all students needs Individual & Small Group Identified students will have targeted learning at their points of need, including through intervention, enrichment, TLI and EAL programs.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Timetabled PLC's across the school including a focus on staff culture, Instructional Model, curriculum and AIP goals	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Coaching and mentoring of staff focussed on best practise and building staff capacity	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00

Professional learning to deepen understanding of inclusive education	☑ Learning specialist(s) ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Evaluating impact on learning	Build teacher capability in data analysis to improve student outcomes in English and Mathematics.
Actions	Develop staff capacity in PLC's, in order to enhance student learning and optimise learning growth. Increased data literacy to direct both formative and summative assessment.
Outcomes	Whole School Level Increase data literacy of teachers utilising both formative and summative assessment Enhance PLC structures to strengthen teaching practice. Continue to build staff capacity in teaching writing through professional development Build staff understanding and use of the revised Mathematics curriculum Classroom Level Collect formative and summative assessment to identify and analyse cohort and class trends. Effectively use data to cater for students at point of need in planning. Individual & Group Level Build staff capacity to use data to identify and monitor students. Identify students to participate in small group intervention programs.
Success Indicators	Whole School Victorian Curriculum data indicating growth for English and Maths. Staff opinion survey indicates growth in school climate. Development of whole school documentation: - Assessment schedule - PLC schedule and minutes Classroom Evidence of triangulated data to indicate differentiated learning and assessment and reporting. Individual & Small Group

	Identified students will have targeted learning at their points of need, including through intervention, enrichment, TLI and EAL programs. Evidence of triangulated data to indicate differentiated learning and assessment and reporting.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Timetabled PLC's across the school including a focus on data and English and Mathematics	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Timetabled SIT and Leadership meetings for dedicated focus on PLC and curriculum direction	☑ Leadership team ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional learning on embedding the new mathematics curriculum/ score and sequence	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Learning support provided in reading, writing and numeracy in learning enhancement	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.c Building practice excellence	Build teacher capacity to extend student writing capabilities through professional learning.

Actions	Build staff capacity in teaching writing and effectively targeted writing goals for students.
	Teachers embed writing strategies from PD into their classroom practice.
	Teachers effectively use of writing clinics and one-on-one conferencing will support individual/group differentiation.
Outcomes	Whole School
	Teachers will confidently and accurately identify student writing learning needs of all of their students.
	Classroom
	Teachers will plan for students to work at their level using targeted instruction and resources, meeting all students needs.
Success Indicators	Whole School
	Victorian Curriculum data indicating growth for English and Maths.
	Staff opinion survey indicates growth in professional learning.
	Moderation of writing samples demonstrates progress in student learning.
	Development of whole school documentation:
	- Assessment schedule
	- Writing sequence of learning
	- PLC schedule and minutes
	Classroom
	Evidence of triangulated data including moderation and multiple writing samples to indicate differentiated learning and assessment and reporting.
	Classroom observations demonstrate practices targeted to identified student learning needs.
	Individual & Small Group
	Identified students will have targeted learning at their points of need, including through intervention, enrichment, TLI and EAL programs.
	Evidence of triangulated data to indicate differentiated learning and assessment and reporting.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning, whole school and year level targets, with a priority focus on Writing, with Terri Campbell.	☑ Curriculum co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 3	$14,000.00

Goal 3	To create empowered learners who are actively engaged in and connected to their learning.
12-month target 3.1 target	To increase the percentage of Year4-6 students reporting positive endorsement to the student Attitudes to School Survey: - in the social engagement domain Student Voice and Agency from 65% to 70% - in the learner characteristics and dispositions domain Self-regulation and goal setting from 81% to 84%
12-month target 3.2 target	To increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student Agency and Voice from 84% to 85%.
KIS 3.a Empowering students and building school pride	Investigate and implement ways of measuring improvement in student voice and agency in our learners
Actions	Continue professional learning and evaluate processes to enhance staff capacity to develop shared student goals across the school
Outcomes	Whole School A common language around goal setting across the school. The student voice team will build student and teacher capacity and student voice practices across the school, with a focus on goal setting and self regulatory behaviours. Planning days have the goal of developing student voice at the forefront of decision making for the term ahead Classroom Teachers will collaborate with their class to set goals and norms. Posters and vocabulary are displayed in every classroom, referred to by teachers and students, and it becomes part of everyday practice Individual & Small Group Students co-create goals with their teachers.
Success Indicators	By the end of 2024 the percentage of Year 4-6 students reporting positive endorsement to the Student Attitudes to School Survey measures will increase based on targets. Use of consistent language across the school. Consistent visuals in all learning spaces.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Processional development to continue to develop student voice with the Quaglia Institute	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00
Student voice team to have a planning day each term and will deliver professional learning at staff meeting	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	To continue to develop respectful, resourceful, and resilient students who embody the school values.
12-month target 4.1 target	To increase the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey in the social engagement domain: - School Connectedness from 83% to 85% - Sense of Inclusion from 86% to 90%
12-month target 4.2 target	To maintain or increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey Student: - Student Confidence and Resilience from 92%
KIS 4.b Health and wellbeing	Develop and embed a wholistic approach to wellbeing across the school.
Actions	To embed a whole school approach to wellbeing, including a priority to equip students for future success collaboration, and connectedness. For teachers to continue to support students to develop interpersonal an emotional skills including school values.
Outcomes	Whole School The introduction of the School Wide Positive Behaviour Supports (SWPBS) to enable a consistent approach to wellbeing. In Term 1, we will focus on building school culture. Programs such as Zones of Regulation and Respectful Relationships will support

	the development of social, emotional skills for future success, collaboration and connectedness. Allied Health support to provide professional learning Classroom Strengthen in-class relationships through peer and group learning activities. Teachers to continue to support students to develop interpersonal and emotional skills (e.g. school values) through modelling, Respectful Relationships lessons, Zones of Regulation, and SWPBS. Individual & Small Groups Tier 2 and Tier 3 students with emerging or acute wellbeing needs identified and referred appropriately. Tier 3 and identified Tier 2 students will have IEPS to ensure their success/development in their areas of need. Allied Heath support to provide small group intervention.
Success Indicators	Whole School Smooth transition into new year by prioritising Wellbeing in each classroom, and maintaining a consistent SWPBS approach throughout year. Improved student, staff and parent survey results. Localised student wellbeing survey conducted termly. Student Code of Conduct implemented across the school. Classroom SWPBS imbedded into classroom practice. Localised student wellbeing survey conducted termly, resulting in more emotionally sound, proactive and happy young people who feel connected to their peers, learning and school community. Individual & Small Groups Tier 3 and identified Tier 2 students will have IEPS in place to ensure their success/development. SWPBS and Zones of Regulations strategies in place Reduced Compass Chronicles for Tier 2 and Tier 3 students.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Introduction of SWPBS with the support of the wellbeing team, including whole school professional development.	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1	$0.00

			to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Allied Health to provide professional development to staff and small group student support	☑ Allied health ☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school student survey conducted termly.	☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Student Code Of Conduct to be implemented in Term 1.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Wellbeing team to have a planning day each term and will deliver professional learning at staff meeting	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ 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	$14,044.50	$14,044.50	$0.00
Disability Inclusion Tier 2 Funding	$91,400.32	$91,400.32	$0.00
Schools Mental Health Fund and Menu	$70,154.31	$70,154.31	$0.00
Total	**$175,599.13**	**$175,599.13**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Student voice team to have a planning day each term and will deliver professional learning at staff meeting	$12,000.00
Introduction of SWPBS with the support of the wellbeing team, including whole school professional development.	$0.00
Allied Health to provide professional development to staff and small group student support	$30,000.00
Wellbeing team to have a planning day each term and will deliver professional learning at staff meeting	$12,000.00
Totals	**$54,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Student voice team to have a planning day each term and will deliver professional learning at staff meeting	from: Term 1 to: Term 4	$14,000.00	☑ Employ staff to support Tier 1 activities
Introduction of SWPBS with the support of the wellbeing team, including whole school professional development.	from: Term 1 to: Term 4	$0.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Allied Health to provide professional development to staff and small group student support	from: Term 1 to: Term 4	$42,154.31	☑ Employ allied health professional to provide Tier 2 tailored support for students
Wellbeing team to have a planning day each term and will deliver professional learning at staff meeting	from: Term 1 to: Term 4	$14,000.00	☑ Employ staff to support Tier 1 activities

Totals		$70,154.31	

Additional funding planner – Total Budget

Activities and milestones	Budget
Additional Student Support Aides to support disability inclusion funding.	$86,766.00
Disability inclusion resources	$5,000.00
Inclusion and equity Professional Learning	$5,000.00
Learning Enhancement and Learning Support Program	$110,000.00
Totals	$206,766.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Additional Student Support Aides to support disability inclusion funding.	from: Term 1 to: Term 4	$0.00	
Disability inclusion resources	from: Term 1 to: Term 4	$0.00	
Inclusion and equity Professional Learning	from: Term 1	$5,000.00	☑ Professional development (excluding CRT costs and new FTE)

	to: Term 4		
Learning Enhancement and Learning Support Program	from: Term 1 to: Term 4	$9,044.50	☑ School-based staffing
Totals		$14,044.50	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Additional Student Support Aides to support disability inclusion funding.	from: Term 1 to: Term 4	$86,766.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Disability inclusion resources	from: Term 1 to: Term 4	$4,634.32	☑ Teaching and learning programs and resources •
Inclusion and equity Professional Learning	from: Term 1 to: Term 4	$0.00	
Learning Enhancement and Learning Support Program	from: Term 1 to: Term 4	$0.00	
Totals		$91,400.32	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Additional Student Support Aides to support disability inclusion funding.	from: Term 1 to: Term 4	$0.00	
Disability inclusion resources	from: Term 1 to: Term 4	$0.00	
Inclusion and equity Professional Learning	from: Term 1 to: Term 4	$0.00	
Learning Enhancement and Learning Support Program	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning, whole school and year level targets, with a priority focus on Writing, with Terri Campbell.	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 3	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Demonstration lessons	☑ PLC/PLT meeting	☑ External consultants Terri Campbell	☑ On-site
Processional development to continue to develop student voice with the Quaglia Institute	☑ School improvement team	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ External consultants Quaglia Institute	☑ On-site
Student voice team to have a planning day each term and will deliver professional learning at staff meeting	☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ Timetabled planning day	☑ Internal staff	☑ On-site
Introduction of SWPBS with the support of the wellbeing team, including whole school professional development.	☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Collaborative inquiry/action research team	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day ☑ Communities of practice	☑ Internal staff ☑ External consultants SWPBS Facilitator ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Allied Health to provide professional development to	☑ Allied health	from: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Allied Health	☑ On-site

| staff and small group student support | ☑ Assistant principal | to: Term 4 | | ☑ Communities of practice | | |
| Wellbeing team to have a planning day each term and will deliver professional learning at staff meeting | ☑ Wellbeing team | from: Term 1 to: Term 4 | ☑ Planning
☑ Collaborative inquiry/action research team
☑ Formalised PLC/PLTs | ☑ Timetabled planning day | ☑ Internal staff | ☑ On-site |