

2024 Annual Implementation Plan

for improving student outcomes

Norris Bank Primary School (3618)



Submitted for review by Sandra James (School Principal) on 19 November, 2023 at 02:13 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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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	

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

Future planning	We have made good progress on our last 4 year goals in terms of strategic actions however with the interruptions to schooling in the 4 years and staff turnover, we have not seen the success we wanted overall in our data. We now have a new 4 year SSP from our review in March 2023 and will be working on these new goals, which are a continuation and deepening of previous SSP goals.
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
<p>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.</p>	Yes	Support for the priorities	000
To optimise and accelerate the learning growth of every student.	Yes	<p>By 2026, the percentage of students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • in Year 3 Numeracy from 27 per cent in 2022 to 35 per cent • in Year 5 Numeracy from 33 per cent in 2022 to 35 per cent • in Year 3 Writing from 42 per cent in 2022 to 50 per cent • in Year 5 Writing from 17 per cent in 2022 to 24 per cent 	From 13% to 15% in Exceeding Proficiency in Year 3 To decrease needing extra support Proficiency from 25% to 20% From 0% to 15% in Exceeding proficiency in Year 5 To decrease needing extra support proficiency from 23% to 20%
		By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth in numeracy will increase from 77 per cent in 2022 to 90 per cent.	0000
		By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth in writing will increase from 92.3 per cent in 2022 to 93 per cent.	0000

To improve student agency and voice to actively engage in learning and well-being.	Yes	By 2026, the percentage of students having less than 20 days of approved absences per year will increase from 51% in 2022 to 64%	In 2024, Approved absences will increase to 60%
		By 2026, the percentage of students reporting positive endorsement to the student Attitudes to School Survey measures will increase for: <ul style="list-style-type: none"> • student voice and agency factor from 53% in 2022 to 65% • resilience from 58% in 2022 to 64% • sense of confidence from 68% in 2022 to 75% 	In 2024'Positive endorsement in Student Voice and Agency will increase to 65%Resilience will increase to 74%Sense of confidence to 70%and to decrease neutral responses.
		By 2026 increase the percentage of parents reporting positive endorsement to the Parent Opinion Survey measure: <ul style="list-style-type: none"> • High expectations for success from 85% in 2022 to 87% 	In 2024 Parents Positive Endorsement inHigh Expectations for success to 87%
		By 2026 increase the percentage of staff reporting positive endorsement to the School Staff Survey measure <ul style="list-style-type: none"> • Parent and Community Involvement from 56% in 2022 to 67% 	In 2024 Staff positive endorsement in Parent and Community Involvement to 80%

Goal 1	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.	
12-month target 1.1-month target	000	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

<p>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.</p>		
<p>Goal 2</p>	<p>To optimise and accelerate the learning growth of every student.</p>	
<p>12-month target 2.1-month target</p>	<p>From 13% to 15% in Exceeding Proficiency in Year 3 To decrease needing extra support Proficiency from 25% to 20% From 0% to 15% in Exceeding proficiency in Year 5 To decrease needing extra support proficiency from 23% to 20%</p>	
<p>12-month target 2.2-month target</p>	<p>0000</p>	
<p>12-month target 2.3-month target</p>	<p>0000</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 2.a Leadership</p>	<p>Develop, document, and embed an agreed instructional model for teaching and learning.</p>	<p>Yes</p>
<p>KIS 2.b Teaching and learning</p>	<p>Develop a common approach to curriculum planning and documentation across the school.</p>	<p>Yes</p>
<p>KIS 2.c Assessment</p>	<p>Strengthen teacher capacity through PLCs to expertly analyse and use learning and wellbeing data to inform differentiated learning.</p>	<p>Yes</p>

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.	Due to our low results in Numeracy over the last whole school strategic plan, our reflections and changes in staffing profile resulting in inconsistency in classroom practice. The development of an an agreed Instructional Model for teaching and learning is necessary to develop a common approach to planning and instruction. Monitoring and evidence based over a sustained period of 2024.	
Goal 3	To improve student agency and voice to actively engage in learning and well-being.	
12-month target 3.1-month target	In 2024, Approved absences will increase to 60%	
12-month target 3.2-month target	In 2024' Positive endorsement in Student Voice and Agency will increase to 65% Resilience will increase to 74% Sense of confidence to 70% and to decrease neutral responses.	
12-month target 3.3-month target	In 2024 Parents Positive Endorsement in High Expectations for success to 87%	
12-month target 3.4-month target	In 2024 Staff positive endorsement in Parent and Community Involvement to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Embed a whole-school approach to student agency in learning and wellbeing	No
KIS 3.b Engagement	Embed a whole-school approach to improving attendance rates through a consistent approach to supporting students' sense of confidence and connectedness	Yes
KIS 3.c	Develop, document, and embed positive mental health approaches across the school	Yes

Support and resources		
<p>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.</p>	<p>Attendance rates from 2018 -2022 did not improve with average absences staying around 85% for the four years. Diagnosis of issues is requiring consistent process and actions in following up on unexplained absences. Students sense of confidence has sat around 60% over the previous 4 years and connectedness an average of 73%. In reflection we don't have consistent mental health processes and teacher practice embedded in every classroom.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	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.
12-month target 1.1 target	000
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Whole School level Develop a school-wide numeracy strategy.</p> <p>Class level Establish/embed consistent approaches to formative assessment.</p> <p>Individual level Establish a targeted support program for students such as a Numeracy Tutoring Intervention Program.</p>
Outcomes	<p>Whole School level Teachers will confidently and accurately identify student learning needs of all of their students. Student will report higher levels of confidence with numeracy skills.</p> <p>Classroom School level Teachers will consistently implement the agreed assessment schedule. Teachers will provide regular feedback and monitor student progress using data walls</p>

	<p>Individual level Teachers and leaders will establish intervention/small group tutoring programs. Students in need of targeted academic support or intervention will be identified and supported.</p>			
Success Indicators	<p>Early indicators Teachers' formative assessment data and summative judgements against the curriculum Classroom observations and learning walks demonstrating use of strategies from professional learning. Students, staff and parent perception survey results</p> <p>Classroom indicators Data walls clearly indicating student progress.</p> <p>Late indicators Post-test results from assessments from sources such as Essential Assessments - including General All Assessments.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole School: Appoint a Learning Specialist in Numeracy with additional time release.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Classroom Level Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Individual/ Small Group Review and update staff meeting/PLC protocols to prioritise time	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

for discussion of assessment data in order to identify students requiring additional supports before planning commences.			to: Term 4	
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Whole school Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year.</p> <p>Classroom Implement classroom interventions in mentoring, cognitive skills, behavioural skills, exercise and relaxation.</p> <p>Individual Students with emerging or acute wellbeing needs identified and referred appropriately.</p>			
Outcomes	<p>Whole School Teachers will incorporate trauma informed practices in classes and in planning units of work. Teachers will implement and model consistent routines.</p> <p>Classroom At-risk students will be identified and receive targeted support in a timely manner. Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.</p> <p>Individual Students with emerging or acute wellbeing needs will remain connected to school and peers and experience learning success. Students and families will be connected to allied health and mental health services.</p>			

Success Indicators	<p>Whole School Early indicators Observations of changes to classroom practices Documentation of referrals/communication processes Late indicators Students, staff and parent perception survey results</p> <p>Classroom Early indicators Teacher reports of student wellbeing concerns Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Late indicators Semester 2 judgements against the Wellbeing Capabilities.</p> <p>Individual Early indicators Student pre and post wellbeing support surveys.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Appointment of a Disability Inclusion Leader to oversee, mentor and support the school's Disability Inclusion and Wellbeing Program.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Gather data on student wellbeing needs to inform recruitment of mental health professionals	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 2	To optimise and accelerate the learning growth of every student.			
12-month target 2.1 target	From 13% to 15% in Exceeding Proficiency in Year 3 To decrease needing extra support Proficiency from 25% to 20% From 0% to 15% in Exceeding proficiency in Year 5 To decrease needing extra support proficiency from 23% to 20%			
12-month target 2.2 target	0000			
12-month target 2.3 target	0000			
KIS 2.a 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	Develop, document, and embed an agreed instructional model for teaching and learning.			
Actions	<p>Whole School Level: Develop, document and embed an agreed instructional model for teaching and learning.</p> <p>Classroom Level: Use digital channels of communication to provide regular updates on weekly student learning programs using agreed and consistent planning documentation.</p> <p>Individual and Small Group: Prioritise time for teachers, specialist staff and support staff to engage in shared planning to adapt learning for students with additional needs and/or disability.</p>			

<p>Outcomes</p>	<p>Whole School Level: Students will know how lessons are structured and how this supports their learning. Students will be supported to learn at point of need.</p> <p>Classroom Level: Teachers will consistently implement the agreed instructional model for teaching and learning across all areas of the curriculum. Teachers will provide students with the opportunity to work at their level using differentiated resources.</p> <p>Individual and Small Group Level: Students and teachers will have more time to work on content at students' point of need by the provision of a full day PLC + Planning Session in Learning Communities once per week.</p>
<p>Success Indicators</p>	<p>Whole School Level Early indicators Observations of changes to classroom practices Documentation of learning plans using agreed instructional model for teaching and learning. Evidence of agreed, shared teaching strategies in weekly planners on staff shared google drive.</p> <p>Classroom Level: Early indicators Differentiated curriculum documents and evidence of student learning at different levels Late indicators Semester 2 teacher judgements</p> <p>Individual or Small Group: Early indicators: Differentiated resources used in tailored supports Late indicators Students, staff and parent perception survey results</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Organise Learning Walks each term, to observe staff practice and collect data on, instructional model, student experiences of mathematics assessment and differentiation.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Document plans for coaching/mentoring/observation of agreed teaching strategies, HITS, Guided and shared instructional pedagogy across the whole school.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a common approach to curriculum planning and documentation across the school.			
Actions	Whole School Level: Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs. Classroom Level: Establish processes and protocols for regular moderation of student work within teaching teams. Individual and Small Groups: Prioritise time for teachers, specialist staff and support staff to engage in shared planning with the Disability Inclusion Leader to			

	adapt learning for students with additional needs and/or disability.			
Outcomes	<p>Whole School Level: PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons once per week.</p> <p>Classroom Level: Build students' self-awareness and metacognitive skills using HITS.</p> <p>Individual or Small Group: Students will experience success and celebrate the acquisition of knowledge and demonstrate this in their goal reflections and student portfolios.</p>			
Success Indicators	<p>Whole School: Classroom observations and learning walks demonstrating use of strategies from professional learning.</p> <p>Classroom Level: Differentiated curriculum documents and evidence of student learning at different levels updated on staff shared google drive every week.</p> <p>Individual or Small Group: Late indicators Assessment data and student surveys from intervention groups</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Design of PLC / Planning Sessions in Learning Teams over 4.5 hours in one session once per week. Led by leadership.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 2.c	Strengthen teacher capacity through PLCs to expertly analyse and use learning and wellbeing data to inform differentiated learning.			

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Actions</p>	<p>Whole School Level: Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support. Establish/embed/maintain PLCs structures to support teacher collaboration and strengthen teaching practice.</p> <p>Classroom Level: Use 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 disability.</p> <p>Individual or Small Group Level: Build staff capacity to understand and implement IEPs Work with ES and teaching staff to assess learning and map progress against IEP goals</p>
<p>Outcomes</p>	<p>Whole School Level: PLC's will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons.</p> <p>Classroom Level: Teachers will provide regular feedback and monitor student progress using data walls and whole school spreadsheets.</p> <p>Individual or Small Group Level: Each Level 2 teacher and Principal and Assistant Principal will research and lead Professional Development in specific subject areas. Principal - Writing, HITS, Assistant Principal - Reading/ Disability Inclusion Practices, Teacher 1 - Vocabulary/Spelling, Learning Specialist - Numeracy, Teacher 2 - Smiling Minds/ Respectful Relationships, Teacher 3 - Oral Language, Teacher 4 - ICT/ Cybersafety, Teacher 5 - Science / Humanities and deliver to whole staff after school in PD sessions.</p>

Success Indicators	<p>Whole School Level: Early Indicators: PowerPoint Presentations of whole staff PD on google share drive. Teacher planning documentation on google share drive evidencing professional learning and HITS. Teacher records and observations of student progress Teachers' formative assessment data and summative judgements against the curriculum</p> <p>Classroom Level: Early Indicators: Data walls clearly indicating student progress Documentation and data from formative assessments Late indicators Semester 2 teacher judgements Summative assessments.</p> <p>Individual and Small Group Level: Early Indicators: Progress against Individual Education Plans Data used to identify students for tailored supports Late indicators Post-test results Summative assessments</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Whole School Deliver Professional Development on Data Literacy. Create a timeline within Assessment schedule that enables student data to be ready for use in planning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To improve student agency and voice to actively engage in learning and well-being.			
12-month target 3.1 target	In 2024, Approved absences will increase to 60%			
12-month target 3.2 target	In 2024' Positive endorsement in Student Voice and Agency will increase to 65% Resilience will increase to 74% Sense of confidence to 70% and to decrease neutral responses.			
12-month target 3.3 target	In 2024 Parents Positive Endorsement in High Expectations for success to 87%			
12-month target 3.4 target	In 2024 Staff positive endorsement in Parent and Community Involvement to 80%			
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole-school approach to improving attendance rates through a consistent approach to supporting students' sense of confidence and connectedness			
Actions	Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation. Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Assistant principal to monitor attendance rates and establish Student support groups for disengaged students.			

Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs				
Success Indicators	Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared reflections documentation Student absence plans /meeting minutes. Student wellbeing surveys				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise. Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used	
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop, document, and embed positive mental health approaches across the school				
Actions	Establish and embed the Berry Street Educational Model for student wellbeing across the whole school community which caters to the physical/social/ emotional/cultural/civic wellbeing of all students. Revisit the Respectful Relationships scope and sequence for the planning of SELS Continue to embed Smiling Minds Mindfulness program across every classroom with every student and staff member.				

Outcomes	<p>Teachers will incorporate trauma informed practices in classes and in planning units of work</p> <p>Teachers will implement and model consistent routines.</p> <p>The school will have a calm and orderly learning environment with reduced anxiety levels in all our students.</p>			
Success Indicators	<p>Documentation of frameworks and strategies.</p> <p>Internal and external professional learning attendance and shared readings for staff are documented.</p> <p>Students, staff and parent perception survey results</p> <p>Attendance data</p> <p>Semester 2 judgements against the Wellbeing Capabilities.</p> <p>Data used to identify students in need of targeted support</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole staff Professional Development with the Berry Street education Model over 4 Curriculum Days.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	<p>\$18,000.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$71,128.35	\$0.00	\$71,128.35
Disability Inclusion Tier 2 Funding	\$91,206.93	\$0.00	\$91,206.93
Schools Mental Health Fund and Menu	\$27,957.50	\$0.00	\$27,957.50
Total	\$190,292.78	\$0.00	\$190,292.78

Activities and milestones – Total Budget

Activities and milestones	Budget
Whole School: Appoint a Learning Specialist in Numeracy with additional time release.	\$20,000.00
Appointment of a Disability Inclusion Leader to oversee, mentor and support the school's Disability Inclusion and Wellbeing Program.	\$50,000.00
Gather data on student wellbeing needs to inform recruitment of mental health professionals	\$20,000.00
Organise Learning Walks each term, to observe staff practice and collect data on, instructional model, student experiences of mathematics assessment and differentiation.	\$5,000.00

Document plans for coaching/mentoring/observation of agreed teaching strategies, HITS, Guided and shared instructional pedagogy across the whole school.	\$5,000.00
Design of PLC / Planning Sessions in Learning Teams over 4.5 hours in one session once per week. Led by leadership.	\$10,000.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	\$5,000.00
Whole School Deliver Professional Development on Data Literacy. Create a timeline within Assessment schedule that enables student data to be ready for use in planning.	\$5,000.00
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise. Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders.	\$20,000.00
Whole staff Professional Development with the Berry Street education Model over 4 Curriculum Days.	\$18,000.00
Totals	\$158,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Whole School: Appoint a Learning Specialist in Numeracy with additional time release.	from: Term 1 to: Term 4		
Organise Learning Walks each term, to observe staff practice and collect data on, instructional model, student experiences of mathematics assessment and differentiation.	from: Term 1 to: Term 4		
Document plans for coaching/mentoring/observation of agreed teaching strategies, HITS, Guided and shared instructional pedagogy across the whole school.	from: Term 1 to: Term 4		
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4		
Whole School Deliver Professional Development on Data Literacy. Create a timeline within Assessment schedule that enables student data to be ready for use in planning.	from: Term 1 to: Term 4		

Totals		\$0.00	
---------------	--	--------	--

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appointment of a Disability Inclusion Leader to oversee, mentor and support the school's Disability Inclusion and Wellbeing Program.	from: Term 1 to: Term 4		
Gather data on student wellbeing needs to inform recruitment of mental health professionals	from: Term 1 to: Term 4		
Document plans for coaching/mentoring/observation of agreed teaching strategies, HITS, Guided and shared instructional pedagogy across the whole school.	from: Term 1 to: Term 4		
Design of PLC / Planning Sessions in Learning Teams over 4.5 hours in one session once per week. Led by leadership.	from: Term 1 to: Term 4		
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise. Review staff role statements to provide clarity of responsibility of	from: Term 1 to: Term 4		

teachers, education support staff and middle leaders.			
Totals			\$0.00

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Whole staff Professional Development with the Berry Street education Model over 4 Curriculum Days.	from: Term 1 to: Term 3		
Totals			\$0.00

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
Whole School: Appoint a Learning Specialist in Numeracy with additional time release.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Classroom Level Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Individual/ Small Group Review and update staff meeting/PLC protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports before planning commences.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Organise Learning Walks each term, to observe staff practice and collect data on, instructional model, student experiences of mathematics assessment and differentiation.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs			
Document plans for coaching/mentoring/observation of agreed teaching strategies, HITS, Guided and shared instructional pedagogy across the whole school.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Whole School Deliver Professional Development on Data Literacy. Create a timeline within Assessment schedule that enables student data to be ready for use in planning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Whole staff Professional Development with the Berry Street education Model over 4 Curriculum Days.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site

