# 2024 Annual Implementation Plan

## for improving student outcomes

Narre Warren North Primary School (1901)

Submitted for review by Connie Vandervoort (School Principal) on 15 November, 2023 at 10:24 AM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 04 February, 2024 at 07:28 PM
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# 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 | Embedding |
| | 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 |
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| | 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 |
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| | 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 |
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| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

| Future planning | Learning: |
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| | Consolidate: |
| | Build teacher capacity to differentiate teaching to ensure challenge and progress for every student. |
| | Build teacher and team capability to utilise a range of assessment strategies to teach to students point of need. |
| | Focus on: |
| | Implement an Inquiry learning approach to promote student agency in learning. |
| | Enabling authentic student agency to provide opportunities for student to collaborate and make decisions around their |

learning.
Actions:
Continue targeted professional learning in understanding effective differentiation teaching and learning in Writing and Mathematics.
Embed consistent approaches to formative assessment, including responsive teaching strategies, to inform targeted planning for individual learning needs.
Build teacher knowledge in delivering an Inquiry approach to teaching and learning across the curriculum to promote student agency.
Activities:
Revisit the instructional model with a focus on how we teach Writing
Formalise common assessment tasks in Mathematics and Writing including checklists, rubrics and moderation for consistency.
Monitor ongoing reporting in Compass, including moderation of student assessment.
Strategy groups to be embedded consistently across the school.
Implement the Writing Revolution.
Consolidate the resources and Writing rubric for school consistency.
Professional Learning on Reimagining Student Engagement and responsive teaching strategies as per the Playbook.
Develop staff understanding of the Inquiry process and consolidate the understanding of steps of inquiry to improve the quality of planning.
Specialist program to incorporate inquiry topics when possible.
Inquiry links made to English and Mathematics in planning documentation.
Develop and assessment schedule for ongoing reporting.


Wellbeing:
Consolidate:
Strengthen access to supports and interventions for students and families.
Strengthen the partnership between staff, students and parents to create a shared responsibility for student inclusion and wellbeing.
Actions:
Implement the Disability Inclusion Profiles and Student Wellbeing Tracking Tool
Implement the Mental Health and Wellbeing program.
Implement Play is the Way in Ready to Learn.
Activities:
Absence data – PLC teams will continue to monitor and document discussions in PLCs and at the leadership level.
Leadership will follow up those students with high absences and continued data and documentation about impacts will be shared with the school community.

| | Ready to Learn – Wellbeing team and PLC's will continue to plan using Play is the Way resources. More resources for teams will be purchased as needed based on activities chosen. |
| --- | --- |
| | Student focus groups (SPAG) will continue on a regular bases to gain feedback on the students' attitudes to school survey, curriculum learning, ready to learn, attendance and SEL lessons. By asking for students feedback we can identify what students see as the issues within the school and provide them the opportunity to have a voice in changes that occur. |
| | Templates and Documents to collected data for DIP's will be sourced and shared by Leadership with class teachers for implementations in 2024. |
| | Student Wellbeing Tracking Tool- In term 4, 2023 to tool will be introduced to staff and staff will input current students' names to the system. The Wellbeing team will look at the data and students identified as 'at risk' in any of the areas. These students are compared to students currently receiving support and in 2024 this data will be updated and referred to as part of our wellbeing team meetings and leadership discussions. |
| | In 2024 Staff Professional Development will continue in providing details for student adjustments for DIP and the school will coordinate time for class teachers to ensure recording of adjustments is up to date and regularly modified. |
| **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<br><br>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| **Priorities goal**<br>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. | Yes | Support for the priorities | Learning:Teacher judgements (diagnostic, formative and summative) indicating growth for all students; with a particular focus on the Tutor Intervention and Excellence programs.Improvement in PAT Maths: A reduction in the percentage of students not making growth from 15% Improvement in PAT Reading: A reduction in the percentage of students not making growth from 28%NAPLAN:To increase the proportion of Grade 3 students in exceeding performance from 29% in Reading, from 2% in Writing and from 17% in Numeracy. To increase the proportion of Grade 5 students in exceeding performance from 33% in Reading, from 9% in Writing and from 7% in NumeracyTo increase the percentage of positive responses on the AtoSS for the factors to• 66% in Student Voice and Agency• 87% in Self Regulation and Goal Setting • 78% in Connectedness to School• 79% in Student Motivation • 79% in Sense of Confidence Wellbeing:To increase the percentage of positive responses in the AToSS for the factors to88% in Advocate at school81% in Connectedness at school81% in Resilience89% in Sense of inclusion77% in Respect for DiversityTo increase the |

| | | | percentage of positive responses on the Parent Opinion Survey for the Parent Satisfaction factor to 86% |
|---|---|---|---|
| To improve student learning outcomes in Literacy and Numeracy | No | To increase the percentage of students in grade 3 in the top 2 Naplan bands in:<br>• Reading from 66 per cent (benchmark set as a mean over 2017-21) to 69 per cent<br>• Writing from 57 per cent (benchmark set as a mean over 2017-21) to 61 per cent<br>• Numeracy from 44 per cent (benchmark set as a mean over 2017-21) to 47 per cent. | |
| | | To increase the percentage of students in grade 5 in the top 2 Naplan bands in:<br>• Reading from 47 per cent (benchmark set as a mean over 2017-21) to 50 per cent<br>• Writing from 18 per cent (benchmark set as a mean over 2017-21) to 21 per cent<br>• Numeracy from 31 per cent (benchmark set as a mean over 2017-21) to 33 per cent. | |
| | | To increase the percentage of students above the age expected level in Teacher Judgement against the Victorian curriculum in:<br>• Reading from 56 per cent (benchmark set as a mean over 2017-20) to 59 per cent<br>• Writing from 29 per cent (benchmark set as a mean over 2017-20) to 32 per cent<br>• Number from 41 per cent (benchmark set as a mean over 2017-20) to 44 per cent. | |
| To improve student engagement in learning. | No | Reduce the percentage of students scoring below Naplan benchmark growth in: | |

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|---|---|---|
| | | • Reading from 21 per cent (benchmark set as a mean over 2017-21) to 18 per cent<br>• Writing from 24 per cent (benchmark set as a mean over 2017-21) to 20 per cent<br>• Numeracy from 18 per cent (benchmark set as a mean over 2017-21) to 15 per cent. | |
| | | Increase the percentage of students scoring above Naplan benchmark growth in:<br>• Reading from 25 per cent (benchmark set as a mean over 2017-21) to 26 per cent<br>• Writing from 20 per cent (benchmark set as a mean over 2017-21) to 23 per cent<br>• Numeracy from 20 per cent (benchmark set as a mean over 2017-21) to 25 per cent. | |
| | | To increase the percentage of positive responses on the AtoS for the factors:<br>• Student Voice and Agency from 59 per cent (benchmark set as a mean over 2017-20) to 66 per cent<br>• Self Regulation and Goal Setting from 82 per cent (benchmark set as a mean over 2017-20) to 87 per cent<br>• Connectedness to School from 73 per cent (benchmark set as a mean over 2017-20) to 78 per cent<br>• Student Motivation from 74 per cent (benchmark set as a mean over 2017-20) to 79 per cent<br>• Sense of Confidence 74 per cent (benchmark set as a mean over 2017-20) to 79 per cent. | |
| To improve student resilience and wellbeing within an inclusive learning environment. | No | To increase the percentage of positive responses in the AtoS survey for the factors:<br>• Advocate at school from 82 per cent (benchmark set as a mean over 2017-20) to 88 per cent | |

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|---|---|---|
| | | • Connectedness at school from 73 per cent (benchmark set as a mean over 2017-19) to 81 per cent<br>• Resilience from 77 per cent (benchmark set as a mean over 2017-19) to 81 per cent<br>• Sense of inclusion from 82 per cent (benchmark set as a mean over 2017-19) to 89 per cent<br>• Respect for Diversity from 75 per cent (benchmark set as a mean over 2017-19) to 77 per cent. | |
| | | To improve the percentage of positive responses on the Parent Opinion Survey for the factor:<br>    • Parent satisfaction to maintain or increase above 86 per cent (benchmark set as a mean over 2017-20). | |
| | | To improve the percentage of positive responses on the Staff Survey module:<br>    • School Staff Safety and Wellbeing from 52 per cent in 2016 to 66 per cent. | |

| **Goal 1** | **Priorities goal**<br>**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** | Learning:<br>Teacher judgements (diagnostic, formative and summative) indicating growth for all students; with a particular focus on the Tutor Intervention and Excellence programs.<br><br>Improvement in PAT Maths: A reduction in the percentage of students not making growth from 15%<br><br>Improvement in PAT Reading: A reduction in the percentage of students not making growth from  28%<br><br>NAPLAN: |

To increase the proportion of Grade 3 students in exceeding performance from 29% in Reading, from 2% in Writing and from 17% in Numeracy.

To increase the proportion of Grade 5 students in exceeding performance from 33% in Reading, from 9% in Writing and from 7% in Numeracy

To increase the percentage of positive responses on the AtoSS for the factors to
•          66% in Student Voice and Agency
•          87% in Self Regulation and Goal Setting
•          78% in Connectedness to School
•          79% in Student Motivation
•          79% in Sense of Confidence

Wellbeing:
To increase the percentage of positive responses in the AToSS for the factors to
88% in  Advocate at school
81% in Connectedness at school
81% in Resilience
89% in Sense of inclusion
77% in Respect for Diversity

To increase the percentage of positive responses on the Parent Opinion Survey for the Parent Satisfaction factor to 86%

| 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 |

| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024. |
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# Define actions, outcomes, success indicators and activities

| Goal 1 | **Priorities goal**<br>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** | Learning:<br>Teacher judgements (diagnostic, formative and summative) indicating growth for all students; with a particular focus on the Tutor Intervention and Excellence programs.<br><br>Improvement in PAT Maths: A reduction in the percentage of students not making growth from 15%<br><br>Improvement in PAT Reading: A reduction in the percentage of students not making growth from 28%<br><br>NAPLAN:<br>To increase the proportion of Grade 3 students in exceeding performance from 29% in Reading, from 2% in Writing and from 17% in Numeracy.<br><br>To increase the proportion of Grade 5 students in exceeding performance from 33% in Reading, from 9% in Writing and from 7% in Numeracy<br><br>To increase the percentage of positive responses on the AtoSS for the factors to<br>•          66% in Student Voice and Agency<br>•          87% in Self Regulation and Goal Setting<br>•          78% in Connectedness to School<br>•          79% in Student Motivation<br>•          79% in Sense of Confidence<br><br>Wellbeing:<br>To increase the percentage of positive responses in the AToSS for the factors to<br>88% in  Advocate at school<br>81% in Connectedness at school<br>81% in Resilience<br>89% in Sense of inclusion<br>77% in Respect for Diversity |

| | To increase the percentage of positive responses on the Parent Opinion Survey for the Parent Satisfaction factor to 86% |
|---|---|
| **KIS 1.a**<br>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** | Continue targeted professional learning in understanding effective differentiation teaching and learning in Writing and Mathematics.<br>Embed consistent approaches to formative assessment, including responsive teaching strategies, to inform targeted planning for individual learning needs.<br>Build teacher knowledge in delivering an Inquiry approach to teaching and learning across the curriculum to promote student agency. |
| **Outcomes** | Leaders will:<br>Facilitate professional learning for PLC Leaders and teachers<br>Support the school's intervention, tutor and excellence programs for individual students<br>Foster student voice and agency by implementing Inquiry based learning<br><br>Teachers will:<br>Confidently and accurately identify learning needs of their students<br>Engage in reflective practice, evaluate and plan curriculum, assessments and lessons based on individual learning needs in PLCs<br>Understand the learning progressions<br>Provide regular feedback to students and monitor student progress using formative assessment practices<br>Develop an understanding of how to challenge students' learning<br>Analyse student data in PLC meetings to determine students' point of need<br>Provide necessary adjustments to respond to specific learning needs<br>Plan for differentiation based on student learning data and interests<br>Use real life scenarios to support authentic learning experiences<br>Provide targeted academic support for students.<br>Participate in the school's walkthrough program.<br>Enable students to collaborate and make decisions on their learning<br>Use the student continuum to teach and track student engagement levels |

| | Students will:<br>Have an understanding of what they are learning.<br>Have an understanding of how their needs are met.<br>Know their next steps to progress in their learning.<br>Have targeted academic support or intervention at point of need.<br>Contribute and collaborate to design learning experiences<br>Assess and articulate where they are on the student engagement continuum and how to move between levels.<br><br>Community will:<br>Develop an understanding of the learning programs that are used to engage students in their learning<br>Understand how various levels of support are used to address individual needs, e.g. tutoring, extension programs, in class differentiation<br>Access the range of communication channels to understand current learning foci and events |
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| **Success Indicators** | Teachers' formative assessment data and teacher judgement data of student progress<br>Improved student outcomes<br>Documentation and data from formative assessments, i.e. school developed consistent checklists; tracking growth; anecdotal records<br>Classroom observations<br>Data used to identify students for tailored supports<br>Differentiated resources used in tailored supports for all students.<br>Implemented, monitored and evaluated IEPs<br>Progress towards IEPs<br>Student surveys<br>Use of the engagement continuum<br>Feedback from SPAG |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Revisit the instructional model with a focus on how we teach Writing.<br>Review HITS. | ☑ Curriculum co-ordinator (s)<br>☑ Leadership team<br>☑ Learning specialist(s)<br>☑ PLC leaders | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $50,000.00<br><br>☑ Other funding will be used |

| | ☑ Teacher(s) | | | |
|---|---|---|---|---|
| Formalise common assessment tasks in Mathematics and Writing including checklists, rubrics and moderation for consistency. Monitor ongoing reporting in Compass, including moderation of student assessment. | ☑ Assessment & reporting coordinator<br>☑ Assistant principal<br>☑ Curriculum co-ordinator (s)<br>☑ PLC leaders<br>☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $50,000.00<br><br>☑ Other funding will be used |
| Strategy groups to be embedded consistently across the school. Implement the Writing Revolution. Consolidate the resources and Writing rubric for school consistency. Continue implementation of Intervention and  TLI for students who have made little progress in English – Reading and Writing. | ☑ Curriculum co-ordinator (s)<br>☑ Leadership team<br>☑ Learning specialist(s)<br>☑ Literacy leader<br>☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $66,000.00<br><br>☑ Equity funding will be used<br>☑ Other funding will be used |
| Professional Learning on Reimagining Student Engagement and responsive teaching strategies as per the Playbook. Add new strategies trialled to the playbook. Timetable group conversations into the meeting schedule to provide feedback on teaching practice videos. | ☑ Leadership team<br>☑ Learning specialist(s)<br>☑ PLC leaders<br>☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $50,000.00<br><br>☑ Other funding will be used |
| Develop staff understanding of the Inquiry process. Consolidate the understanding of steps of inquiry to improve the quality of planning and having a focus learning on real life problems. Include provision for authentic, real life tasks in Inquiry units through providing opportunities for student voice and decision making in their own learning. Specialist program to incorporate inquiry topics when possible. Inquiry links made to English and Mathematics in planning | ☑ Assistant principal<br>☑ Leadership team<br>☑ Literacy leader<br>☑ Numeracy leader<br>☑ PLC leaders<br>☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $50,000.00<br><br>☑ Other funding will be used |

| documentation. | | | | | |
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| **KIS 1.b**<br>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** | Incorporate Play is the Way activities to engage students into SEL lessons and Ready to Learn.<br>Wellbeing team and PLCs will continue to plan using Play is the Way resources.<br>More resources for teams will be purchased as needed based on activities chosen<br>Professional learning on mental health and wellbeing.<br>Develop a model for MHWL to work with teachers for Tier 1 student wellbeing. |
| **Outcomes** | Leaders will:<br>Share a common understanding of the whole school approach to student inclusion and wellbeing.<br>Facilitate professional learning in inclusion and wellbeing programs.<br>Support  implementation of school programs.<br>Identify and implement a school wide attendance process.<br>Implement updated IEP and SSG processes and documents<br>Provide professional learning on DIP<br>Provide Mental Health and Wellbeing coordinator time for PL<br>Develop a model for the MHWL to work with teachers with Tier 1 wellbeing<br><br>Teachers will:<br>Analyse attendance data and implement whole school and individual attendance strategies.<br>Integrate social-emotional learning, including Respectful Relationships, into school practice, policies and programs.<br>Analyse and use wellbeing data to cater for students at their point of need in terms of wellbeing.<br>Implement tailored supports for all students and for those at risk.<br>Incorporate 'Play is the Way' to engage students in SEL and Ready to Learn.<br>Record reasonable adjustments to support learning in appropriate areas<br>Participate in PL around Mental Health and Wellbeing<br>Implement the Student Check In tool |

| | Students will:<br>Feel supported and engaged.<br>Develop positive relationships with peers.<br>Improve their resilience and wellbeing.<br>Progress towards goals in Individual Education Plans.<br>Improve their learning and attendance.<br><br>Community will:<br>Develop an understanding of the wellbeing programs that are used to engage students in their learning<br>Understand how various levels of support are used to address individual needs, e.g. IEPs, SSGs and parent/teacher interviews, TLI etc<br>Access the range of communication channels to understand current wellbeing foci and events |
|---|---|
| **Success Indicators** | Observations of changes to classroom practices/implementation of wellbeing programs<br>Documentation of frameworks, policies and programs<br>Implement process for DIP<br>Attendance at professional learning documented<br>Students engagement in wellbeing programs (feedback, participation, classroom observations)<br>Student Opinion survey results and focus groups' feedback<br>Teacher reports of student wellbeing concerns on Compass<br>Documentation of strategies students will use in classrooms and at the school level<br>Use of new IEPs and student support plans for individual students<br>Documentation of SSGs<br>Staff confidence in working with the Mental Health and Wellbeing leader to support student needs |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Professional learning for staff on Disability Inclusion Profiles, SMART goals, IEPs, SSGs and learning adjustments.<br>Templates and Documents to collect data for DIP's will be sourced and shared by Leadership with class teachers for implementations.<br>Use DET rubric to review IEPs and SSG documentation.<br>Develop and implement a whole school strategy, including a written document,  for the implementation of DIP, IEPs, SSGs, and NNCD, | ☑ Disability inclusion coordinator<br>☑ Education support<br>☑ Leadership team<br>☑ Leading teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $110,000.00<br><br>☑ Disability Inclusion Tier 2 Funding will be used |

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| including documentation for evidence of adjustments in domains. Staff Professional Development will continue in providing details for student adjustments for DIP/NCCD Coordinate time for class teachers to ensure recording of adjustments is up to date and regularly modified throughout the year. | ☑ Mental health and wellbeing leader<br><br>☑ Teacher(s) | | | ☑ Schools Mental Health Menu items will be used which may include DET funded or free items<br><br>☑ Other funding will be used |
| Implement the developed Attendance Policy and Attendance Strategy across the school.<br>Continue collection of attendance data and documentation about impacts of lack of attendance and share with the school community. | ☑ Administration team<br>☑ Leadership team<br>☑ Leading teacher(s)<br>☑ Mental health and wellbeing leader<br>☑ PLC leaders<br>☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $10,000.00 |
| Student focus groups (SPAG) meet on a regular basis to gain feedback on the students' attitudes to school survey, curriculum learning, ready to learn, attendance and SEL lessons (student voice).<br>Identify what students see as the issues within the school and provide them the opportunity to have a voice in changes that occur. | ☑ Leadership team<br>☑ Student wellbeing co-ordinator<br>☑ Teacher(s) | ☐ PLP Priority | from: Term 2 to: Term 4 | $5,000.00 |
| Student Wellbeing Tracking Tool implementation<br>Wellbeing team priories the analysis data and students identified as 'at risk' through the tool.<br>Tracking tool updated and referred to as part of our wellbeing team meetings and leadership discussions. | ☑ Mental health and wellbeing leader<br>☑ Student wellbeing co-ordinator<br>☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $5,000.00 |

| Staff professional learning on the Play is the Way program. Unpack the role description of the MHWL based on provided professional learning and Community of Practice. Document the school's referral process for identification of students. | ☑ All staff<br>☑ Disability inclusion coordinator<br>☑ Leadership team<br>☑ Mental health and wellbeing leader<br>☑ Teacher(s) | ☐ PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | $100,000.00 |
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# Funding planner

## Summary of budget and allocated funding

| Summary of budget | School's total funding ($) | Funding allocated in activities ($) | Still available/shortfall |
|---|---|---|---|
| Equity Funding | $24,094.40 | $24,094.40 | $0.00 |
| Disability Inclusion Tier 2 Funding | $167,549.77 | $167,549.77 | $0.00 |
| Schools Mental Health Fund and Menu | $45,096.57 | $45,096.57 | $0.00 |
| **Total** | **$236,740.74** | **$236,740.74** | **$0.00** |

## Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---|
| Strategy groups to be embedded consistently across the school.<br>Implement the Writing Revolution.<br>Consolidate the resources and Writing rubric for school consistency.<br>Continue implementation of Intervention and  TLI for students who have made little progress in English – Reading and Writing. | $66,000.00 |
| Professional learning for staff on Disability Inclusion Profiles, SMART goals, IEPs, SSGs and learning adjustments.<br>Templates and Documents to collect data for DIP's will be sourced and shared by Leadership with class teachers for implementations.<br>Use DET rubric to review IEPs and SSG documentation.<br>Develop and implement a whole school strategy, including a written document,  for the implementation of DIP, IEPs, SSGs, and NNCD, including  documentation for evidence | $110,000.00 |

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| of adjustments in domains.<br>Staff Professional Development will continue in providing details for student adjustments for DIP/NCCD<br>Coordinate time for class teachers to ensure recording of adjustments is up to date and regularly modified throughout the year. | |
| **Totals** | $176,000.00 |

## Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Strategy groups to be embedded consistently across the school. Implement the Writing Revolution. Consolidate the resources and Writing rubric for school consistency.<br>Continue implementation of Intervention and  TLI for students who have made little progress in English – Reading and Writing. | from:<br>Term 1<br>to:<br>Term 4 | $24,094.40 | ☑ School-based staffing<br>☑ Teaching and learning programs and resources<br><br>☑ Professional development (excluding CRT costs and new FTE) |
| **Totals** | | $24,094.40 | |

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|

| Professional learning for staff on Disability Inclusion Profiles, SMART goals, IEPs, SSGs and learning adjustments. Templates and Documents to collect data for DIP's will be sourced and shared by Leadership with class teachers for implementations. Use DET rubric to review IEPs and SSG documentation. Develop and implement a whole school strategy, including a written document, for the implementation of DIP, IEPs, SSGs, and NNCD, including documentation for evidence of adjustments in domains. Staff Professional Development will continue in providing details for student adjustments for DIP/NCCD Coordinate time for class teachers to ensure recording of adjustments is up to date and regularly modified throughout the year. | from: Term 1 to: Term 4 | $167,549.77 | ☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• Disability inclusion coordinator<br>• Education support staff<br>• Other<br>  wellbeing support<br><br>☑ Teaching and learning programs and resources<br><br>•<br><br>☑ Equipment, adaptive technology, devices, or materials to support learning<br><br>•<br><br>☑ Minor building or internal environmental modifications under $5,000 (GST inclusive)<br><br>• |
|---|---|---|---|
| **Totals** | | **$167,549.77** | |

## Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Professional learning for staff on Disability Inclusion Profiles, SMART goals, IEPs, SSGs and learning adjustments. | from: Term 1 | $45,096.57 | ☑ Employ teaching staff to support Tier 2 initiatives<br><br>**This activity will use Mental Health Menu programs** |

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| Templates and Documents to collect data for DIP's will be sourced and shared by Leadership with class teachers for implementations.<br>Use DET rubric to review IEPs and SSG documentation.<br>Develop and implement a whole school strategy, including a written document,  for the implementation of DIP, IEPs, SSGs, and NNCD, including  documentation for evidence of adjustments in domains.<br>Staff Professional Development will continue in providing details for student adjustments for DIP/NCCD<br>Coordinate time for class teachers to ensure recording of adjustments is up to date and regularly modified throughout the year. | to:<br>Term 4 | | ○   Assign existing staff member to initiative (eduPay) |
| **Totals** | | $45,096.57 | |

## 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 |
|---|---|---|---|---|---|---|
| Strategy groups to be embedded consistently across the school. Implement the Writing Revolution. Consolidate the resources and Writing rubric for school consistency. Continue implementation of Intervention and  TLI for students who have made little progress in English – Reading and Writing. | ☑ Curriculum co-ordinator (s) ☑ Leadership team ☑ Learning specialist(s) ☑ Literacy leader ☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection | ☑ Whole school pupil free day ☑ PLC/PLT meeting | ☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Practice Principles for Excellence in Teaching and Learning | ☑ On-site |
| Develop staff understanding of the Inquiry process. Consolidate the understanding of steps of inquiry to improve the quality of planning and having a focus learning on real life problems. Include provision for authentic, real life tasks in Inquiry units through providing opportunities for student voice and decision making in their own learning. Specialist program to incorporate inquiry topics | ☑ Assistant principal ☑ Leadership team ☑ Literacy leader ☑ Numeracy leader ☑ PLC leaders ☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Student voice, including input and feedback | ☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff ☑ Learning specialist | ☑ On-site |

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|---|---|---|---|---|---|---|
| when possible.<br>Inquiry links made to English and Mathematics in planning documentation. | | | | | | |
| Professional learning for staff on Disability Inclusion Profiles, SMART goals, IEPs, SSGs and learning adjustments.<br>Templates and Documents to collect data for DIP's will be sourced and shared by Leadership with class teachers for implementations.<br>Use DET rubric to review IEPs and SSG documentation.<br>Develop and implement a whole school strategy, including a written document, for the implementation of DIP, IEPs, SSGs, and NNCD, including documentation for evidence of adjustments in domains.<br>Staff Professional Development will continue in providing details for student adjustments for DIP/NCCD<br>Coordinate time for class teachers to ensure recording of adjustments is up to date and regularly modified throughout the year. | ☑ Disability inclusion coordinator<br>☑ Education support<br>☑ Leadership team<br>☑ Leading teacher(s)<br>☑ Mental health and wellbeing leader<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | ☑ Preparation<br>☑ Collaborative inquiry/action research team<br>☑ Student voice, including input and feedback | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ School improvement partnerships<br>☑ Internal staff | ☑ On-site |