

2024 Annual Implementation Plan

for improving student outcomes

Broadford Primary School (1125)



Submitted for review by Jennene Cooney (School Principal) on 23 February, 2024 at 10:45 AM
Endorsed by Neil O'Sullivan (Senior Education Improvement Leader) on 23 February, 2024 at 10:47 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<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	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Increase the proportion of students in the 'exceeding/strong' proficiency level in Naplan from: Reading - Year 3 49%, Year 5 59% Writing - Year 3 70%, Year 5 51% Numeracy - Year 3 67%, Year 5 52% Teacher Judgement: In Writing decrease the number of students in year 2 making below expected growth from 32% to 24%. In Writing decrease the number of students in year 5 making below expected growth from 47% to 39% In Numeracy decrease the number of students in year 3 making below expected growth from 30% to 20% In numeracy decrease the number of students in year 6 making below expected growth from 53% to 38% Wellbeing Increase the positive responses in POS for: Student agency & voice to 80% from 74% 2023 Student motivation and support to 80% from 78% in 2023 Parent, community engagement to 85% from 80% in 2023 Increase the positive responses in factors (AToSS): Student voice & agency to 80% from % 74% in 2023 Sense of connectedness to 84% from 81% in 2023 Stimulated learning to 89% form 77% in 2023 Reduce the percentage of students with greater than 20 days absences per year to 37% from 45% in 2023</p>

Maximise learning growth and achievement of all students in literacy and numeracy.	No	<p>By 2024, increase the percentage of students achieving above benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 21% (2019) to 23% (2024) • writing from 6% (2019) to 12% (2024) • numeracy from 7% (2019) to 12% (2024) 	
		<p>By 2024, decrease the percentage of students achieving below benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 43% (2019) to 30% (2024) • writing from 41% (2019) to 30% (2024) • numeracy from 41% (2019) to 30% (2024) 	
		<p>By 2024, improve alignment between the percentage of students in the top two bands NAPLAN and Teacher Judgements above expected level within 10% variance:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • reading- NAPLAN top two bands 35% - TJ 8% (2019) to 30% (2024) • writing- NAPLAN top two bands 35% - TJ 6% (2019) 30% (2024) • numeracy –NAPLAN top two bands 30% -TJ 22% (2019) to 30% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> • reading –NAPLAN top two bands from 24%- TJ 21% (2019) to 26% (2024) • writing – NAPLAN top two bands from 9% -TJ 9% (2019) to 16%(2024) • numeracy –NAPLAN top two bands from 9% -TJ 19% (2019) to 20% (2024) 	
To enhance student engagement	No	<p>By 2024, increase the percentage of positive responses in factors: (Attitude To School Survey)</p> <ul style="list-style-type: none"> • Student voice and agency from 80% (2019) to 85% (2024) • Sense of connectedness from 79% (2019) to 84% (2024) • Stimulated learning from 84% (2019) to 89% (2024) 	

		<p>By 2024, increase the percentage of positive responses in factors: (Parent Opinion Survey)</p> <ul style="list-style-type: none"> • Parent, community engagement module from 76% (2019) to 81% (2024) • Student agency and voice from 84% (2019) to 89% (2024) • Student motivation and support from 74% (2019) to 79% (2024) • Effective teaching from 75% (2019) to 80% (2024) 	
		<p>By 2024, increase the percentage of positive responses in factors: (School Staff Survey)</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals 58% (2020) to 63% (2024) • Believe student engagement is key to learning 83% (2020) to 88% (2024) • Trust in students and parents 47% (2020) to 53% (2024) • Parent and community involvement 58% (2020) to 62% (2024) 	
		<p>By 2024, reduce the percentage of students with greater than 20 days absence per year from 37% to 32%</p>	
Enhance the wellbeing of all students	No	<p>By 2024, increase the percentage of positive endorsement factors in (AToSS) for:</p> <ul style="list-style-type: none"> • Resilience from 81% (2019) to 86% (2024) • Not experiencing bullying from 76% (2019) to 81% (2024) • Respect for diversity from 81% (2019) to 86% (2024) • Effective classroom behaviour from 84% (2019) to 89% (2024) 	
		<p>By 2024, increase the percentage of positive endorsement factors in POS for:</p> <ul style="list-style-type: none"> • Not experienced bullying from 48% (2019) to 60% (2024) 	

		<ul style="list-style-type: none"> • Student motivation and support from 74% (2019) to 79% (2024) • Parent community engagement module overall from 76% (2019) to 81% (2024) 	
		<p>By 2024, increase the percentage of positive endorsement factors in SSS (Staff survey) for:</p> <ul style="list-style-type: none"> • Support growth and learning of whole students from 82% (2019) to 87% (2024) • Trust in students and parents 48% (2019) to 53% (2024) • Parent and community involvement 54% (2019) to 59% (2024) 	

Goal 1	<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>
12-month target 1.1-month target	<p>Learning Increase the proportion of students in the 'exceeding/strong' proficiency level in Naplan from: Reading - Year 3 49%, Year 5 59%</p> <p>Writing - Year 3 70%, Year 5 51%</p> <p>Numeracy - Year 3 67%, Year 5 52%</p> <p>Teacher Judgement: In Writing decrease the number of students in year 2 making below expected growth from 32% to 24%.</p> <p>In Writing decrease the number of students in year 5 making below expected growth from 47% to 39%</p> <p>In Numeracy decrease the number of students in year 3 making below expected growth from 30% to 20%</p> <p>In numeracy decrease the number of students in year 6 making below expected growth from 53% to 38%</p> <p>Wellbeing</p>

	<p>Increase the positive responses in POS for: Student agency & voice to 80% from 74% 2023 Student motivation and support to 80% from 78% in 2023 Parent, community engagement to 85% from 80% in 2023</p> <p>Increase the positive responses in factors (AToSS): Student voice & agency to 80% from % 74% in 2023 Sense of connectedness to 84% from 81% in 2023 Stimulated learning to 89% form 77% in 2023</p> <p>Reduce the percentage of students with greater than 20 days absences per year to 37% from 45% in 2023</p>	
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.	

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<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>
<p>12-month target 1.1 target</p>	<p>Learning Increase the proportion of students in the 'exceeding/strong' proficiency level in Naplan from: Reading - Year 3 49%, Year 5 59%</p> <p>Writing - Year 3 70%, Year 5 51%</p> <p>Numeracy - Year 3 67%, Year 5 52%</p> <p>Teacher Judgement: In Writing decrease the number of students in year 2 making below expected growth from 32% to 24%.</p> <p>In Writing decrease the number of students in year 5 making below expected growth from 47% to 39%</p> <p>In Numeracy decrease the number of students in year 3 making below expected growth from 30% to 20%</p> <p>In numeracy decrease the number of students in year 6 making below expected growth from 53% to 38%</p> <p>Wellbeing Increase the positive responses in POS for: Student agency & voice to 80% from 74% 2023 Student motivation and support to 80% from 78% in 2023 Parent, community engagement to 85% from 80% in 2023</p> <p>Increase the positive responses in factors (AToSS): Student voice & agency to 80% from % 74% in 2023 Sense of connectedness to 84% from 81% in 2023 Stimulated learning to 89% form 77% in 2023</p> <p>Reduce the percentage of students with greater than 20 days absences per year to 37% from 45% in 2023</p>

<p>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</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>Action 1.A Build staff capacity in assessment and differentiation in order to identify and meet student's individual needs with a focus on mathematics Action 2.A Enhance collaborative practices to strengthen teaching and learning (planning, coaching, teaching practice)</p>
<p>Outcomes</p>	<p>Action 1.A Leaders will: <ul style="list-style-type: none"> - Support teachers to build assessment and differentiation practices through team planning - Prioritise time and professional learning for teachers to (share formative assessment practices, analyse and moderate student data - Develop and implement a tiered approach to intervention Teachers will: <ul style="list-style-type: none"> - Implement the Instructional Model and Assessment Schedule in Mathematics - Identify the learning needs of all of their students, including those requiring intervention in Literacy and/or Mathematics - Develop a consistent shared approach to formative assessment Students will: <ul style="list-style-type: none"> - Know how lessons are structured and how this supports their learning - Be provided with time to work on content at their individual point of need - Articulate what their next steps are to progress their learning Action 2.A Leaders will: <ul style="list-style-type: none"> - Support team leaders to refine collaborative planning sessions (agendas, Meeting Wise book club, time for learning walks in teams) - Develop a coaching process to build teaching capacity (middle leaders) Teachers will: <ul style="list-style-type: none"> - Refine collaborative processes in team planning sessions to develop shared curriculum knowledge, assessments and lessons - Engage in the PLC process to analyse, plan for and monitor student learning </p>

	<ul style="list-style-type: none"> - Participate in learning walks and observations to strengthen their own teaching and learning practices <p>Students will:</p> <ul style="list-style-type: none"> - Be provided with a consistent lesson structure and content within year level units - Experience successes and celebrate the acquisition of knowledge
<p>Success Indicators</p>	<p>Action 1.A</p> <p>Early Indicators:</p> <ul style="list-style-type: none"> - Differentiation documented in planning documents - Documentation of common assessment tasks and data collection on planning documents - Individual learning goals linked to Victorian Curriculum progressions in Mathematics - Observed implementation of the Mathematics instructional model providing time for students to practise skills and strategies at their point of need - Team agendas and minutes documenting assessment and differentiation in planning <p>Late Indicators:</p> <ul style="list-style-type: none"> - NAPLAN results (students achieving 'Strong' or 'Exceeding') - Student, staff and parent perception survey results - Post-test results and PAT growth data - Student achievement/growth – Semester 2 teacher judgement - Students growth from those who have participated in intervention <p>Action 2.A</p> <p>Early Indicators:</p> <ul style="list-style-type: none"> - Formative assessment PL delivered - Team agendas (linked to Meeting Wise learning) - Agreed Coaching model documented - Agreed documented process being used for learning walks/observations - Team agendas will highlight PLC cycles <p>Late Indicators:</p> <ul style="list-style-type: none"> - Formative assessment documents and evidence used in planning meetings - Student, staff and parent perception survey results - Student achievement/growth – Semester 2 teacher judgement

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
1.A Assign roles and responsibilities in collaborative planning sessions, including the discussion of upcoming assessments and data sets for consistency within teams.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
1.A Review and update collaborative planning protocols to prioritise time for the discussion of assessment data in order to identify students requiring additional support	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
1.A Monitor the implementation of the revised Mathematics Assessment Schedule	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
1.A Collaborate with the Literacy and Numeracy CoP and engage in networking with other schools	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
1.A Embed processes and protocols for regular moderation of student work	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
1.A Embed the use of enabling and extending prompts to differentiate learning in Mathematics	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
1.A Strengthen the use of data for writing using the BPS Writing Assessment Tool	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
1.A Develop and implement a tiered approach to intervention to identify and respond to students' individual learning needs	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
1.A Build the capacity of ES to provide targeted Literacy intervention	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
1.A . Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
1.A Align the Instructional Model to formative assessment opportunities	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00

1.A Provide PL on formative assessment and responsive teaching practices	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
1.A Continue to investigate and develop assessment tools of Reading and Phonics across all year levels	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
1.B Investigate and choose a coaching model to used that will support strengthening our teaching practice	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
1.B Implement the developed agreed process for learning walks and observations	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
1.B Review and update collaborative planning protocols to prioritise time for the discussion of assessment data in order to identify students requiring additional support	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
1.B Conduct peer observations and learning walks within and across teams with a specific focus on improving teaching practice	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00
1.B Schedule SIT meetings for team leaders and leadership to attend	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
1.B Provide time for team leaders to plan and prepare for collaborative team meetings	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
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	1.B Continue to implement and strengthen a whole school approach to improve student attendance 2.B Build staff capabilities to implement a multi-tiered approach to improve whole school inclusion and student wellbeing and engagement			
Outcomes	<p>1.B Leaders will:</p> <ul style="list-style-type: none"> - Continue to collaborate with staff to implement and strengthen the BPS attendance strategy (Tiered Response) - Monitor and analyse student attendance records - Identify and create tools for early identification of students at risk using a tiered response - Provide professional learning to staff to implement strategies to increase attendance - Increase family awareness and provide support to increase their child's attendance - Support staff to develop IEP's and Attendance Plans - Develop a whole school approach to tracking student attendance effectively <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement the agreed school wide BPS attendance strategy (tiered response) - Use attendance data to identify students at risk and implement strategies to improve attendance - Follow up on all students absences using agreed protocols (BPS Attendance doc) - Develop and implement IEP's and attendance plans for students with chronic attendance (BPS Attendance doc) 			

- Engage in the PLC process to analyse, plan for and monitor student attendance

Students will:

- Explain the importance of being at school everyday
- Reduce their overall absences
- Attend school regularly

2.B

Leaders will:

- Continue to develop documentation and revision of whole school wellbeing approaches as needed
- Develop an whole school approach to tracking student wellbeing data
- Directly support students mental health and/or provide referrals
- Implement the DI roadmap
- Provide professional learning to have consistent understanding of the level of adjustments
- Review and strengthen IEP and SSG through professional learning
- Provide coaching support to implement adjustments
- Build staff capacity to collect, analyse and respond to wellbeing data
- Conduct regular wellbeing walks
- Introduce HIWS

Teachers will:

- Plan and implement wellbeing and mental health learning informed by student data
- Recognise, respond to, support and refer students mental health needs
- Articulate the difference in level of adjustments
- Develop and implement quality IEPs
- Identify students wellbeing needs and provide adjustments
- Begin to implement the Berry Street Education Model
- Identify an area for individual growth using the HIWS as a focus

Students will:

- Report improved emotional literacy awareness and resilience
- Explain what positive mental health means and where they can seek support at school
- Recognise and respond to and refer mental health emergencies
- Have strong relationships with peers/staff

Success Indicators

Action 2.A

Early Indicators

- Increased attendance
- PLC minutes - tracking students
- Documented Attendance strategy
- Planning documents - focus on attendance Term 1
- Family communication
- Attendance Plans
- IEP's

Action 2.A

Late Indicators

- Panorama data set - decrease of student absences 20 plus days to 37%
- ATOSS - Attitudes to attendance increases from 75% - 80%
- Staff implementing the tiered response to attendance (BPS Document)
- Decreased number of unexplained absences - indicated staff following the up on the agreed attendance processes
- Targeted students - using an attendance tracking tool
- Team meeting minutes - targeting students to increase attendance

Action 2.B

Early Indicators

- Wellbeing learning walks data
- Documentation of Scope and sequence, term planners, weekly planners for wellbeing teaching and learning
- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns
- Student engagement and wellbeing programs
- Documents recording and identifying tier two students
- Data used to identify students in need of targeted support
- Student support resources displayed around the school (anchor charts. wellbeing check in)

Action 2.B

Late Indicators

- ATOSS - Sense of inclusion increased from 88% to 90%
- Feedback from students focus groups will show increase in understanding mental health supports
- Use of an assessment rubric for personal social and capabilities
- Recording evidence for students adjustments
- Success of a Disability Inclusion Profile

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
2.B Provide PL to build staff capability to implement a whole wellbeing check in system	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
2.B .Define roles and recruit staff for Wellbeing (DI Coach/ DI leader/ SWPBS Leader/ Counselling Coordinator/ Counselling Team/ MHWL)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$100,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2.B Introduce staff to the HIWS Staff select 1 area to focus on - MHWAL to support/ coach staff to build individual capacity with wellbeing strategies	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
2.B Schedule regular wellbeing walks	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00

2.B Develop and implement a professional learning plan to increase staff capacity to explicitly teach wellbeing and mental health strategies	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
2.B Participate in the Berry Street Education Model	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2.B To develop rubrics using the Victorian curriculum personal social capabilities to inform teaching and learning of wellbeing	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
2.B Develop and document processes that show how regular student wellbeing data will be collected and managed	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
2.B Professional Learning to develop staff capacity to explicit teach MH&W strategies	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
2.B Update and implement a the schools tiered approach to supporting MH&W (T1,2,3)	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

2.B Provide professional learning to staff to develop and implement IEPs	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
2.B Implement the DI roadmap	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,554.02 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
2.B Identify tier two and tier 3 students for DI	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
2.A Participate in the wellbeing COP	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
2.B Recruit allied health professional's and psychologist to support staff capacity to implement adjustments	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
2.B Develop documents to supports consistent understanding and language for adjustments	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Disability inclusion coordinator		to: Term 3	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
2.A Provide professional learning to develop and implement student engagement to increase attendance	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
2.A Engagement Activities'/groups during school (Breakfast Club, Lunch Club, BLISS, Wellbeing Groups)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
2.A Provide Information Sessions to support families engaging students at school	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
2. A Promote positive attendance habitats through school communication platforms	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
2.A Implement new strategies to share positive communication to families	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
2.A Implement tracking tool for attendance	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
2.PLC - Attendance focus	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$236,880.78	\$237,000.00	-\$119.22
Disability Inclusion Tier 2 Funding	\$213,288.83	\$213,288.83	\$0.00
Schools Mental Health Fund and Menu	\$46,265.19	\$46,265.19	\$0.00
Total	\$496,434.80	\$496,554.02	-\$119.22

Activities and milestones – Total Budget

Activities and milestones	Budget
1.A Monitor the implementation of the revised Mathematics Assessment Schedule	\$10,000.00
1.A Collaborate with the Literacy and Numeracy CoP and engage in networking with other schools	\$5,000.00
1.A Embed processes and protocols for regular moderation of student work	\$10,000.00
1.A Embed the use of enabling and extending prompts to differentiate learning in Mathematics	\$20,000.00
1.A Strengthen the use of data for writing using the BPS Writing Assessment Tool	\$10,000.00
1.A Develop and implement a tiered approach to intervention to identify and respond to students' individual learning needs	\$50,000.00
1.A Build the capacity of ES to provide targeted Literacy intervention	\$20,000.00

1.A . Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data	\$20,000.00
1.A Provide PL on formative assessment and responsive teaching practices	\$10,000.00
1.A Continue to investigate and develop assessment tools of Reading and Phonics across all year levels	\$20,000.00
1.B Investigate and choose a coaching model to used that will support strengthening our teaching practice	\$10,000.00
1.B Schedule SIT meetings for team leaders and leadership to attend	\$10,000.00
1.B Provide time for team leaders to plan and prepare for collaborative team meetings	\$20,000.00
2.B Provide PL to build staff capability to implement a whole wellbeing check in system	\$10,000.00
2.B .Define roles and recruit staff for Wellbeing (DI Coach/ DI leader/ SWPBS Leader/ Counselling Coordinator/ Counselling Team/ MHWL)	\$100,000.00
2.B Participate in the Berry Street Education Model	\$20,000.00
2.B Professional Learning to develop staff capacity to explicit teach MH&W strategies	\$5,000.00
2.BProvide professional learning to staff to develop and implement IEPs	\$10,000.00
2.B Implement the DI roadmap	\$53,554.02
2.B Recruit allied health professional's and psychologist to support staff capacity to implement adjustments	\$60,000.00
2.B Develop documents to supports consistent understanding and language for adjustments	\$10,000.00
2.A Provide professional learning to develop and implement student engagement to increase attendance	\$10,000.00

2.A Engagement Activities'/groups during school (Breakfast Club, Lunch Club, BLISS, Wellbeing Groups)	\$5,000.00
2.A Provide Information Sessions to support families engaging students at school	\$1,000.00
2.A Implement new strategies to share positive communication to families	\$1,000.00
Totals	\$500,554.02

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
1.A Monitor the implementation of the revised Mathematics Assessment Schedule	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
1.A Collaborate with the Literacy and Numeracy CoP and engage in networking with other schools	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1.A Embed processes and protocols for regular moderation of student work	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1.A Embed the use of enabling and extending prompts to differentiate learning in Mathematics	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

1.A Strengthen the use of data for writing using the BPS Writing Assessment Tool	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1.A Develop and implement a tiered approach to intervention to identify and respond to students' individual learning needs	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1.A Build the capacity of ES to provide targeted Literacy intervention	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
1.A . Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data	from: Term 2 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1.A Provide PL on formative assessment and responsive teaching practices	from: Term 1 to: Term 1	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1.A Continue to investigate and develop assessment tools of Reading and Phonics across all year levels	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1.B Investigate and choose a coaching model to used that will support strengthening our teaching practice	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1.B Schedule SIT meetings for team leaders and leadership to attend	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

	to: Term 4		
1.B Provide time for team leaders to plan and prepare for collaborative team meetings	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
2.B Provide PL to build staff capability to implement a whole wellbeing check in system	from: Term 1 to: Term 1	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
2.B Professional Learning to develop staff capacity to explicit teach MH&W strategies	from: Term 4 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
2.A Provide professional learning to develop and implement student engagement to increase attendance	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
2.A Engagement Activities'/groups during school (Breakfast Club, Lunch Club, BLISS, Wellbeing Groups)	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
2.A Provide Information Sessions to support families engaging students at school	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
2.A Implement new strategies to share positive communication to families	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Totals		\$237,000.00	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
1.A Build the capacity of ES to provide targeted Literacy intervention	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Education support <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
2.B .Define roles and recruit staff for Wellbeing (DI Coach/ DI leader/ SWPBS Leader/ Counselling Coordinator/ Counselling Team/ MHWL)	from: Term 1 to: Term 1	\$69,734.81	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff • Disability inclusion coordinator
2.B Provide professional learning to staff to develop and implement IEPs	from: Term 2 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
2.B Implement the DI roadmap	from: Term 1 to: Term 4	\$53,554.02	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •

			<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> •
2.B Recruit allied health professional's and psychologist to support staff capacity to implement adjustments	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Speech pathologists • Psychologists • Occupational therapy
2.B Develop documents to supports consistent understanding and language for adjustments	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$213,288.83	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
2.B .Define roles and recruit staff for Wellbeing (DI Coach/ DI leader/ SWPBS Leader/ Counselling	from: Term 1	\$30,265.19	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students

Coordinator/ Counselling Team/ MHWL)	to: Term 1		
2.B Participate in the Berry Street Education Model	from: Term 3 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Totals		\$46,265.19	

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
1.A Embed the use of enabling and extending prompts to differentiate learning in Mathematics	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
1.A Develop and implement a tiered approach to intervention to identify and respond to students' individual learning needs	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
1.A . Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
1.A Provide PL on formative assessment and responsive teaching practices	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

1.B Investigate and choose a coaching model to used that will support strengthening our teaching practice	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <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
1.B Conduct peer observations and learning walks within and across teams with a specific focus on improving teaching practice	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
2.B Provide PL to build staff capability to implement a whole wellbeing check in system	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
2.B Participate in the Berry Street Education Model	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Berry Street Education Model	<input checked="" type="checkbox"/> On-site
2.B Professional Learning to develop staff capacity to explicit teach MH&W strategies	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
2.B Provide professional learning to staff to develop and implement IEPs	<input checked="" type="checkbox"/> Assistant principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>2.A Provide professional learning to develop and implement student engagement to increase attendance</p>	<p><input checked="" type="checkbox"/> Assistant principal</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs</p>	<p><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>
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