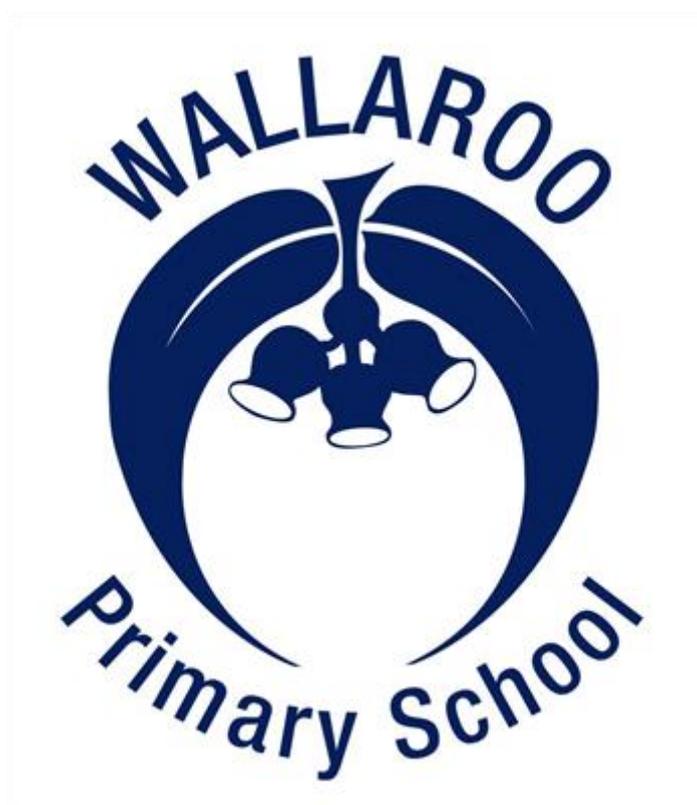


2023 Annual Implementation Plan

for improving student outcomes

Wallaroo Primary School (5202)



Submitted for review by Jenny Brennan (School Principal) on 14 December, 2022 at 12:16 PM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 24 January, 2023 at 04:04 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	

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	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	

Enter your reflective comments	Through the analysis of our 2022 AIP against our 2021-2025 SSP, it was evident that our school has demonstrated focus and positive change in all areas of FISO 2.0. Most notably in our documentation and assessment of literacy and numeracy and wellbeing practices.
Considerations for 2023	Please see 2023 AIP

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning outcomes in literacy and numeracy.
Target 2.1	<p>By 2025 increase the percentage of students meeting/above NAPLAN benchmark growth in numeracy, reading and writing (based on a three-year average of 2018, 2019 and 2021):</p> <p>Year 5:</p> <ul style="list-style-type: none"> • numeracy from 76% to 82% (three-year average of 2022, 2023, 2024) • reading from 75% to 82% (three-year average of 2022, 2023, 2024) • writing from 45% to 60% (three-year average of 2022, 2023, 2024)
Target 2.2	<p>By 2025 increase the percentage of students Years F-6 who achieve at and above expected growth in the Victorian Curriculum (Teacher Judgements):</p> <ul style="list-style-type: none"> • reading and viewing from 57% (2020) to 65%

	<ul style="list-style-type: none"> • writing from 40% to (2020) 50% • number and algebra from 40% (2020) to 50%
Target 2.3	<p>By 2025 increase positive percentage endorsement as measured by the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> • academic emphasis from 56% (2019) to 70% • collective efficacy from 52% (2019) to 65%
Target 2.4	<p>By 2025, increase positive endorsement as measured by the Attitudes to School Survey factors for:</p> <ul style="list-style-type: none"> • student voice and agency from 76% (2019) to 82% • stimulated learning from 85% (2019) to 90 %
Key Improvement Strategy 2.a Building practice excellence	Embed the school's pedagogical model to ensure consistent evidence-based practice in teaching and learning.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build staff capability to collect, analyse and use data to target learning at student point of need.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop and implement a whole-school approach to student voice and agency in learning.
Goal 3	Improve student wellbeing.

Target 3.1	<p>By 2025 increase the percentage of positive endorsement in the Parent Opinion Survey factors of:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 83% (2019) to 88% • Teacher communication from 80% (2019) to 85%
Target 3.2	<p>By 2025 increase the percentage of positive endorsement in the School Staff Survey factors of:</p> <ul style="list-style-type: none"> • Parent and community involvement from 63% (2019) to 70% • Trust in students and parents from 41% (2019) to 55%
Target 3.3	<p>By 2025 increase the percentage of positive endorsement in the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> • Sense of confidence from 74% (2019) to 80% • Self-regulation and goal setting from 81% (2019) to 85%
Target 3.4	<p>By 2025, increase the percentage of students with less than 20 days absence from 65% (2019) to 73%.</p>
Key Improvement Strategy 3.a Health and wellbeing	<p>Review, monitor and strengthen the PBL approach at WPS.</p>
Key Improvement Strategy 3.b Parents and carers as partners	<p>Strengthen parent/family partnerships to support and promote student wellbeing.</p>

Key Improvement Strategy 3.c
Health and wellbeing

Build a culture where students become self-regulated and self-directed learners.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the percentage of students in Years F-6 meeting or above expected growth in Victorian Curriculum in the area of Writing from 64% in 2022 to 66% in 2023 and in Number and Algebra from 65% in 2022 to 67% in 2023. To increase the percentage of students meeting or above NAPLAN benchmark growth in Year 5 Writing from 45% in 2019 to 50% in 2023 and Numeracy from 76% in 2019 to 81% in 2023. To increase the percentage of positive student responses in Attitudes to School Survey in the area of 'student voice and agency' from 77% in 2022 to 80% in 2023 and 'stimulated learning' from 87% in 2022 to 90% in 2023. To increase the positive percentage endorsement as measured by the School Staff Survey in the area of 'collaborate to plan curriculum' from 75% in 2022 to 78% in 2023. To increase the percentage of students with less than 20 days absence from 62% in 2022 to 65% in 2023.</p>
Improve student learning outcomes in literacy and numeracy.	No	By 2025 increase the percentage of students meeting/above NAPLAN benchmark growth in numeracy, reading and writing (based on a three-year average of 2018, 2019 and 2021): Year 5:	

		<ul style="list-style-type: none"> • numeracy from 76% to 82% (three-year average of 2022, 2023, 2024) • reading from 75% to 82% (three-year average of 2022, 2023, 2024) • writing from 45% to 60% (three-year average of 2022, 2023, 2024) 	
		<p>By 2025 increase the percentage of students Years F-6 who achieve at and above expected growth in the Victorian Curriculum (Teacher Judgements):</p> <ul style="list-style-type: none"> • reading and viewing from 57% (2020) to 65% • writing from 40% to (2020) 50% • number and algebra from 40% (2020) to 50% 	
		<p>By 2025 increase positive percentage endorsement as measured by the School Staff Survey (SSS) for:</p> <ul style="list-style-type: none"> • academic emphasis from 56% (2019) to 70% • collective efficacy from 52% (2019) to 65% 	
		<p>By 2025, increase positive endorsement as measured by the Attitudes to School Survey factors for:</p> <ul style="list-style-type: none"> • student voice and agency from 76% (2019) to 82% • stimulated learning from 85% (2019) to 90 % 	
Improve student wellbeing.	No	<p>By 2025 increase the percentage of positive endorsement in the Parent Opinion Survey factors of:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 83% (2019) to 88% • Teacher communication from 80% (2019) to 85% 	
		<p>By 2025 increase the percentage of positive endorsement in the School Staff Survey factors of:</p> <ul style="list-style-type: none"> • Parent and community involvement from 63% (2019) to 70% 	

		<ul style="list-style-type: none"> Trust in students and parents from 41% (2019) to 55% 	
		<p>By 2025 increase the percentage of positive endorsement in the Attitudes to School Survey factors of:</p> <ul style="list-style-type: none"> Sense of confidence from 74% (2019) to 80% Self-regulation and goal setting from 81% (2019) to 85% 	
		<p>By 2025, increase the percentage of students with less than 20 days absence from 65% (2019) to 73%.</p>	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	<p>To increase the percentage of students in Years F-6 meeting or above expected growth in Victorian Curriculum in the area of Writing from 64% in 2022 to 66% in 2023 and in Number and Algebra from 65% in 2022 to 67% in 2023.</p> <p>To increase the percentage of students meeting or above NAPLAN benchmark growth in Year 5 Writing from 45% in 2019 to 50% in 2023 and Numeracy from 76% in 2019 to 81% in 2023.</p> <p>To increase the percentage of positive student responses in Attitudes to School Survey in the area of 'student voice and agency' from 77% in 2022 to 80% in 2023 and 'stimulated learning' from 87% in 2022 to 90% in 2023.</p> <p>To increase the positive percentage endorsement as measured by the School Staff Survey in the area of 'collaborate to plan curriculum' from 75% in 2022 to 78% in 2023.</p> <p>To increase the percentage of students with less than 20 days absence from 62% in 2022 to 65% in 2023.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a Priority 2023 Dimension	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 Priority 2023 Dimension	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 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>To increase the percentage of students in Years F-6 meeting or above expected growth in Victorian Curriculum in the area of Writing from 64% in 2022 to 66% in 2023 and in Number and Algebra from 65% in 2022 to 67% in 2023.</p> <p>To increase the percentage of students meeting or above NAPLAN benchmark growth in Year 5 Writing from 45% in 2019 to 50% in 2023 and Numeracy from 76% in 2019 to 81% in 2023.</p> <p>To increase the percentage of positive student responses in Attitudes to School Survey in the area of 'student voice and agency' from 77% in 2022 to 80% in 2023 and 'stimulated learning' from 87% in 2022 to 90% in 2023.</p> <p>To increase the positive percentage endorsement as measured by the School Staff Survey in the area of 'collaborate to plan curriculum' from 75% in 2022 to 78% in 2023.</p> <p>To increase the percentage of students with less than 20 days absence from 62% in 2022 to 65% in 2023.</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - receive targeted academic support or intervention in literacy and/or numeracy, - know what their next steps are to progress their learning. <p>Staff will:</p> <ul style="list-style-type: none"> - consistently implement the established tiered systems of support, - confidently and accurately identify student learning needs of all their students. <p>Leadership will:</p> <ul style="list-style-type: none"> - establish a sustainable tiered system of support to provide intervention and enrichment to enhance learning, - facilitate and monitor impact of support model.

Success Indicators	Student progress against IEPs. Data used to identify students for targeted supports. Teacher formative assessment data and summative judgement against the curriculum.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish curriculum, data and assessment group. T1 focus: - develop first steps of creating multi-tiered system of support for learning, - how to work as a team to support school improvement.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$72,456.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ and sustain staff to assist in the whole school implementation of literacy, numeracy and wellbeing measures. - Assistant Principal - Fifth classroom teacher	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$255,054.11 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Participate in and complete The Writing Revolution Professional Development	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,400.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff who completed The Writing Revolution Professional Development to train all other teachers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Introduce Acadience Assessment and monitoring of student reading and oral language	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$17,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue Acadience Assessment and monitoring of student reading; provide workshops and ongoing support to teachers for consistency of implementation.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Research and decide on appropriate intervention program to support all students in literacy.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Training to ES staff on how to utilise tier two intervention program and strategies to support all students in literacy.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review Assessment schedule and reduce unnecessary data collection	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Build staff capacity to collect, analyse and respond to student wellbeing data.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - feel supported and engaged, and contribute to a strong classroom culture. <p>Staff and Leadership will:</p> <ul style="list-style-type: none"> - identify 'at-risk' students and provide targeted support in a timely manner, - use data to further implement a range of interventions to support student wellbeing. 			
Success Indicators	<p>Ongoing analysis of student wellbeing data to identify and monitor students in need of targeted support, e.g. Ripple wellbeing tracker and AtSS.</p> <p>Documentation of strategies students' use across all areas of the school.</p> <p>Student participation and engagement in tiered wellbeing programs.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry Street Education Model refresher Professional Development for all staff.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,820.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Renew and implement Ripple student wellbeing tracker and provide professional development to all staff.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,900.00

				<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Speech Pathologist and Occupational Therapist to screen all Foundation students (No Limits).	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$13,800.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Speech Pathologist and Occupational Therapist to commence delivery of 1:1 and small group sessions for targeted students identified through assessment.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$28,600.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Commence whole school implementation of 'Open Parachute' lessons as a tier 1 adjustment to support student mental health.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase of 'Ready To Learn' strategy trolley resources.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Monitor student progress using Ripple wellbeing tracker in the area 'confidence'.</p>	<p><input checked="" type="checkbox"/> SWPBS Leader/Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Refine 'Big 3' from Berry Street Education Model PD.</p> <ol style="list-style-type: none"> 1. Ready to Learn Scales 2. Golden Statements 3. Morning Mingle 	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Monitor implementation of 'Big 3' to support student engagement</p> <ol style="list-style-type: none"> 1. Ready to Learn Scales 2. Golden Statements 3. Morning Mingle 	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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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	\$342,278.00	\$342,278.00	\$0.00
Disability Inclusion Tier 2 Funding	\$95,460.11	\$9,855.00	\$85,605.11
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$437,738.11	\$352,133.00	\$85,605.11

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish curriculum, data and assessment group. T1 focus: - develop first steps of creating multi-tiered system of support for learning, - how to work as a team to support school improvement.	\$72,456.00
Employ and sustain staff to assist in the whole school implementation of literacy, numeracy and wellbeing measures. - Assistant Principal - Fifth classroom teacher	\$255,054.11
Berry Street Education Model refresher Professional Development for all staff.	\$3,820.00
Renew and implement Ripple student wellbeing tracker and provide professional development to all staff.	\$1,900.00
Speech Pathologist and Occupational Therapist to screen all Foundation students (No Limits).	\$13,800.00

Speech Pathologist and Occupational Therapist to commence delivery of 1:1 and small group sessions for targeted students identified through assessment.	\$28,600.00
Purchase of 'Ready To Learn' strategy trolley resources.	\$1,200.00
Totals	\$376,830.11

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish curriculum, data and assessment group. T1 focus: - develop first steps of creating multi-tiered system of support for learning, - how to work as a team to support school improvement.	from: Term 1 to: Term 1	\$72,456.00	<input checked="" type="checkbox"/> School-based staffing
Employ and sustain staff to assist in the whole school implementation of literacy, numeracy and wellbeing measures. - Assistant Principal - Fifth classroom teacher	from: Term 1 to: Term 4	\$169,449.00	<input checked="" type="checkbox"/> School-based staffing
Berry Street Education Model refresher Professional Development for all staff.	from: Term 1 to: Term 1	\$3,820.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Renew and implement Ripple student wellbeing tracker and provide professional development to all staff.	from: Term 1 to: Term 1	\$1,900.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Speech Pathologist and Occupational Therapist to screen all Foundation students (No Limits).	from: Term 1 to: Term 1	\$13,800.00	<input checked="" type="checkbox"/> Support services
Speech Pathologist and Occupational Therapist to commence delivery of 1:1 and small group sessions for targeted students identified through assessment.	from: Term 1 to: Term 1	\$18,745.00	<input checked="" type="checkbox"/> Support services
Purchase of 'Ready To Learn' strategy trolley resources.	from: Term 1 to: Term 1	\$1,200.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$281,370.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Speech Pathologist and Occupational Therapist to commence delivery of 1:1 and small group sessions for targeted students identified through assessment.	from: Term 1 to: Term 1	\$9,855.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Occupational therapy Speech pathologists
Totals		\$9,855.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Literacy and Numeracy classroom based resources and materials	\$15,115.00
Parent Communication Platforms	\$1,848.00
Replace outdated iPads- qty 6	\$3,000.00
School grounds maintenance	\$18,000.00
Assessment and Data	\$3,050.00
Leadership coaching	\$8,400.00
SECASA feeling safe PD	\$2,070.00
Resilience, Rights and Respectful Relationships PD and resources School Wide Positive Behaviours Framework PD	\$4,600.00
School Values resources and excursions	\$6,670.00
CRT replacement so teachers can attend professional learning and complete observations	\$60,000.00
Totals	\$122,753.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy and Numeracy classroom based resources and materials	from: Term 1 to: Term 3	\$15,115.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Parent Communication Platforms	from: Term 1 to: Term 4	\$1,848.00	<input checked="" type="checkbox"/> Other Seesaw Family App Sentral Parent Portal
Replace outdated iPads- qty 6	from: Term 1 to: Term 1	\$3,000.00	<input checked="" type="checkbox"/> Assets
School grounds maintenance	from: Term 1 to: Term 4	\$9,124.40	<input checked="" type="checkbox"/> Other grounds maintenance
Assessment and Data	from: Term 1 to: Term 4	\$3,050.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Leadership coaching	from: Term 1 to: Term 4	\$8,400.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
SECASA feeling safe PD	from: Term 1 to: Term 1	\$2,070.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Resilience, Rights and Respectful Relationships PD and resources	from: Term 1	\$4,600.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

School Wide Positive Behaviours Framework PD	to: Term 4		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
School Values resources and excursions	from: Term 1 to: Term 4	\$6,670.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
CRT replacement so teachers can attend professional learning and complete observations	from: Term 1 to: Term 4	\$7,030.60	<input checked="" type="checkbox"/> CRT
Totals		\$60,908.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy and Numeracy classroom based resources and materials	from: Term 1 to: Term 3	\$0.00	
Parent Communication Platforms	from: Term 1 to: Term 4	\$0.00	
Replace outdated iPads- qty 6	from: Term 1 to: Term 1	\$0.00	
School grounds maintenance	from: Term 1	\$0.00	

	to: Term 4		
Assessment and Data	from: Term 1 to: Term 4	\$0.00	
Leadership coaching	from: Term 1 to: Term 4	\$0.00	
SECASA feeling safe PD	from: Term 1 to: Term 1	\$0.00	
Resilience, Rights and Respectful Relationships PD and resources School Wide Positive Behaviours Framework PD	from: Term 1 to: Term 4		
School Values resources and excursions	from: Term 1 to: Term 4	\$0.00	
CRT replacement so teachers can attend professional learning and complete observations	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy and Numeracy classroom based resources and materials	from: Term 1 to: Term 3	\$0.00	
Parent Communication Platforms	from: Term 1 to: Term 4	\$0.00	
Replace outdated iPads- qty 6	from: Term 1 to: Term 1	\$0.00	
School grounds maintenance	from: Term 1 to: Term 4	\$0.00	
Assessment and Data	from: Term 1 to: Term 4	\$0.00	
Leadership coaching	from: Term 1 to: Term 4	\$0.00	
SECASA feeling safe PD	from: Term 1 to: Term 1	\$0.00	
Resilience, Rights and Respectful Relationships PD and resources	from: Term 1		

School Wide Positive Behaviours Framework PD	to: Term 4		
School Values resources and excursions	from: Term 1 to: Term 4	\$0.00	
CRT replacement so teachers can attend professional learning and complete observations	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Establish curriculum, data and assessment group.</p> <p>T1 focus:</p> <ul style="list-style-type: none"> - develop first steps of creating multi-tiered system of support for learning, - how to work as a team to support school improvement. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1</p> <p>to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Tutoring EAL <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Participate in and complete The Writing Revolution Professional Development</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s) 	<p>from: Term 2</p> <p>to: Term 2</p>				
<p>Staff who completed The Writing Revolution</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	<p>from: Term 3</p>				

Professional Development to train all other teachers	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	to: Term 4				
Berry Street Education Model refresher Professional Development for all staff.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street Education Model consultant	<input checked="" type="checkbox"/> On-site
Renew and implement Ripple student wellbeing tracker and provide professional development to all staff.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Ripple staff to delivery sessions	<input checked="" type="checkbox"/> On-site
Refine 'Big 3' from Berry Street Education Model PD. 1. Ready to Learn Scales 2. Golden Statements 3. Morning Mingle	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3				
Monitor implementation of 'Big 3' to support student engagement 1. Ready to Learn Scales 2. Golden Statements 3. Morning Mingle	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4				