

2023 Annual Implementation Plan

for improving student outcomes

Waubra Primary School (0859)



Submitted for review by Kane Tolliday (School Principal) on 20 December, 2022 at 01:54 PM
Endorsed by Dale Power (Senior Education Improvement Leader) on 21 February, 2023 at 02:02 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	Evolving
	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	Evolving
	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	We see that our leadership team has spent the last 2 years building capacity in Maths and Science by successfully completing the PMSS program. They have used this shared classroom teaching role to build solid foundations in Maths and Science. This should now give us a solid base moving forward to instill consistent planning, teaching and assessment throughout all classrooms in Maths and Science.
Considerations for 2023	In 2023, we will have a very large staffing turnover. PLC leader has taken up an Acting Prin position, our second experienced teacher has taken 6 months LSL and our final teacher has taken up the MARC Van position. On top of that, we

	<p>have 2 ES moving on.</p> <p>2023 staffing model will include PLC Leader, 2nd year grad, 4th year grad, 2 new ES, 3 experienced ES.</p> <p>From this, consistency in planning assessment and teaching is crucial. The expectation will shift in order to support our new staff members.</p> <p>We will also have a new PLC Leader who will shift his lens from Literacy Leader to Math and Literacy leader with Maths the focus of our PLC.</p>
Documents that support this plan	

SSP Goals Targets and KIS

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.
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	To improve numeracy outcomes for all students
Target 2.1	Increase the proportion of students in the top two NAPLAN bands in numeracy over the period 2020-23 compared with the period 2016-19: <ul style="list-style-type: none"> ● In Year 5: to an average of at least 30 per cent from an average of 25 per cent ● In Year 3: to an average of at least 40 per cent from an average of 34 per cent
Target 2.2	Reduce the proportion of students showing below NAPLAN benchmark growth to less than 25 per cent (40% 2016-2019)
Target 2.3	Maintain the proportion of students achieving at or above expected Victorian Curriculum level in Number and Algebra according to teacher judgements to at least 90 per cent (91% in 2019).

Key Improvement Strategy 2.a Curriculum planning and assessment	Develop a whole school curriculum and instructional model for numeracy
Key Improvement Strategy 2.b Evaluating impact on learning	Develop assessment and reporting capability and routines for numeracy
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build an understanding of evidence-based best practice in numeracy
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Embed a culture of ongoing peer observation and feedback
Goal 3	To improve students' voice and agency in their learning
Target 3.1	<p>In the Student Attitudes to School Survey, increase the average positive endorsement for:</p> <ul style="list-style-type: none"> ● Student voice and agency from an average 71 per cent during the period 2017-19 to an average of at least 80 per cent during the period 2020-23 ● Sense of confidence from an average 78 per cent during the period 2017-19 to an average of at least 85 per cent during the period 2020-23 <p>In Teacher Judgements the percentage of students achieving at or above the expected growth will improve:</p> <ul style="list-style-type: none"> ● Reading & Viewing - from 38% in 2019 to an average of 45% during the period of 2020-23 ● Writing - from 35% in 2019 to an average of 40% during the period of 2020-23 ● Number & Algebra - from 17% in 2019 to an average of 30% during the period of 2020-23

Target 3.2	In the Staff Survey, increase the percentage positive endorsement of Using Student feedback to Improve Practice from 50 per cent to 80 per cent by 2023
Target 3.3	In the Parent Opinion Survey, responses to Teacher communication increase the total neutral and positive endorsement from 87 per cent to at least 90 per cent and maintain positive endorsement above 80 per cent by 2023.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop leadership capabilities in all students to own their learning goals
Key Improvement Strategy 3.b Parents and carers as partners	Strengthen learning partnerships with families
Key Improvement Strategy 3.c Empowering students and building school pride	Utilise Amplify - Empowering students through voice, agency and leadership (DET Victoria) to understand, enable and promote student voice and agency
Key Improvement Strategy 3.d Intellectual engagement and self-awareness	Build teacher capacity to engage students in feedback to improve practice
Goal 4	To engage students with science and technology
Target 4.1	In the Student Attitudes to School Survey increase the positive endorsement of: <ul style="list-style-type: none"> ● Student Motivation to 90 per cent in 2023 from 84 per cent in 2019

	<ul style="list-style-type: none"> ● Stimulated Learning to 90 per cent in 2023 from 79 per cent in 2019 <p>In Teacher Judgements the percentage of students achieving at or above the expected growth will improve or maintain:</p> <ul style="list-style-type: none"> ● Science - 82% in 2019 to main the average of 80% or above during the period of 2020-23 <ul style="list-style-type: none"> ● Students achieving above the expected level to improve from 6% in 2019 to an average of 20% during the period of 2020-23 ● Digital Technologies - students achieving at or above expected level to average 80% during the period of 2020-23
Target 4.2	<p>In the Parent Opinion Survey increase the positive endorsement of:</p> <ul style="list-style-type: none"> ● Stimulating Learning to 85 per cent in 2023 from 74 per cent in 2019 ● Student Motivation and support to 85 per cent in 2023 from 79 per cent in 2019
Target 4.3	<p>In the Staff Survey increase the positive endorsement of:</p> <ul style="list-style-type: none"> ● Academic Emphasis to 85 per cent in 2023 from 79 per cent in 2019 ● Parent and Community Involvement to 85 per cent in 2023 from 81 per cent in 2019
Key Improvement Strategy 4.a Building practice excellence	Develop understanding of evidence-based best practice in science and technology
Key Improvement Strategy 4.b Curriculum planning and assessment	Develop a whole school curriculum for science and technology

Key Improvement Strategy 4.c Strategic resource management	Build the school's resources in science and technology
Key Improvement Strategy 4.d Building communities	Seek opportunities to explore science and technology within the community

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>By the end of 2023, Maintain the proportion of students achieving at or above expected Victorian Curriculum level in Number and Algebra according to teacher judgements to at least 90 per cent (89% in 2022). By the end of 2023, improve overall student wellbeing in Student Voice and Agency to at least 82% ATOS. (78% in 2022)</p>
To improve numeracy outcomes for all students	No	<p>Increase the proportion of students in the top two NAPLAN bands in numeracy over the period 2020-23 compared with the period 2016-19:</p> <ul style="list-style-type: none"> ● In Year 5: to an average of at least 30 per cent from an average of 25 per cent ● In Year 3: to an average of at least 40 per cent from an average of 34 per cent 	
		Reduce the proportion of students showing below NAPLAN benchmark growth to less than 25 per cent (40% 2016-2019)	
		Maintain the proportion of students achieving at or above expected Victorian Curriculum level in Number and Algebra according to teacher judgements to at least 90 per cent (91% in 2019).	
To improve students' voice and agency in their learning	No	In the Student Attitudes to School Survey, increase the average positive endorsement for:	

		<ul style="list-style-type: none"> ● Student voice and agency from an average 71 per cent during the period 2017-19 to an average of at least 80 per cent during the period 2020-23 ● Sense of confidence from an average 78 per cent during the period 2017-19 to an average of at least 85 per cent during the period 2020-23 <p>In Teacher Judgements the percentage of students achieving at or above the expected growth will improve:</p> <ul style="list-style-type: none"> ● Reading & Viewing - from 38% in 2019 to an average of 45% during the period of 2020-23 ● Writing - from 35% in 2019 to an average of 40% during the period of 2020-23 ● Number & Algebra - from 17% in 2019 to an average of 30% during the period of 2020-23 	
		<p>In the Staff Survey, increase the percentage positive endorsement of Using Student feedback to Improve Practice from 50 per cent to 80 per cent by 2023</p>	
		<p>In the Parent Opinion Survey, responses to Teacher communication increase the total neutral and positive endorsement from 87 per cent to at least 90 per cent and maintain positive endorsement above 80 per cent by 2023.</p>	
<p>To engage students with science and technology</p>	<p>No</p>	<p>In the Student Attitudes to School Survey increase the positive endorsement of:</p> <ul style="list-style-type: none"> ● Student Motivation to 90 per cent in 2023 from 84 per cent in 2019 ● Stimulated Learning to 90 per cent in 2023 from 79 per cent in 2019 <p>In Teacher Judgements the percentage of students achieving at or above the expected growth will improve or maintain:</p> <ul style="list-style-type: none"> ● Science - 82% in 2019 to main the average of 80% or above during the period of 2020-23 <ul style="list-style-type: none"> ● Students achieving above the expected level to improve from 6% in 2019 to an average of 20% during the period of 2020-23 ● Digital Technologies - students achieving at or above expected level to average 80% during the period of 2020-23 	

		<p>In the Parent Opinion Survey increase the positive endorsement of:</p> <ul style="list-style-type: none"> ● Stimulating Learning to 85 per cent in 2023 from 74 per cent in 2019 ● Student Motivation and support to 85 per cent in 2023 from 79 per cent in 2019 	
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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>By the end of 2023, Maintain the proportion of students achieving at or above expected Victorian Curriculum level in Number and Algebra according to teacher judgements to at least 90 per cent (89% in 2022).</p> <p>By the end of 2023, improve overall student wellbeing in Student Voice and Agency to at least 82% ATOS. (78% in 2022)</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	By the end of 2023, Maintain the proportion of students achieving at or above expected Victorian Curriculum level in Number and Algebra according to teacher judgements to at least 90 per cent (89% in 2022). By the end of 2023, improve overall student wellbeing in Student Voice and Agency to at least 82% ATOS. (78% in 2022)
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	Staff to continue to take part in Leadership lead PL with a focus on consistency in practice including planning, assessment and lesson delivery. Develop teacher knowledge and capacity to collaboratively plan and assess Provide training and scheduled time for classroom teachers to provide intervention and extension to those who require in their classroom (TLI)
Outcomes	This strategy is demonstrated when: Leaders * Identify and target areas of professional development to build collective efficacy in mathematics with a focus on consistent practice including planning, assessment and lesson delivery. (Instructional Model) * Develop and establish guaranteed viable curriculum (GVC) in Maths. * Timetable APT so that staff can collaboratively plan. * create role for experienced teacher to facilitate intervention and extension Teachers * Consistently use PL and school scope and sequence to improve teaching and learning of Maths * Teacher knowledge and capacity is strengthened by using instructional model for mathematics to ensure collective efficacy. * School PLC Inquiry Cycle specifically targets Number and Algebra * Use developed curriculum documents to consistently deliver regular Science lessons.
Success Indicators	Success will be measured through our evaluation and diagnosis processes using the following indicators: * Staff Opinion Survey

	<ul style="list-style-type: none"> * Students Attitudes to School Survey * Self-assessment against the PLC maturity matrix * Staff provided with PL in Maths and Science with a focus on consistent practice including planning, assessment and lesson delivery. * Completion of GVC for Numeracy * Peer Observations regularly completed with a specific learning focus. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning provided for all teaching staff with a focus on consistency in practice including planning, assessment and lesson delivery in Maths.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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
Allow staff to take part in peer observation to observe Maths instruction at Waubra PS and schools within our network.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 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
Provide adequate time for Numeracy Leader to develop Guaranteed Viable Curriculum (GVC) for Numeracy	<input type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 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
Timetable 1 hour per week for all classroom teachers to collaboratively plan together.	<input type="checkbox"/> All Staff <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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
Employ an intervention and extension coordinator to oversee and facilitate intervention and extension of all students.	<input type="checkbox"/> Principal <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$3,000.00

			to: Term 4	<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	Strengthen implementation of the whole school approach to Respectful Relationships			
Outcomes	<p>Students understand and practice respectful relationships</p> <p>Students know where to seek help and are able to use their help-seeking skills when required</p> <p>Students use a range of positive coping strategies</p> <p>Teachers' interactions with students, colleagues and others demonstrate respectful, gender equitable and inclusive behaviours and language</p> <p>Teachers and students challenge disrespectful attitudes and behaviours, inequality and limiting and harmful gender stereotypes</p> <p>Teachers explicitly teach and assess social and emotional learning, respectful relationships and consent education</p> <p>Respectful Relationships implementation team is driving and promoting the initiative across the school community</p> <p>All staff understand the importance of promoting gender equality and respectful relationships in the prevention of family and gender-based violence</p> <p>Students and school staff show an increase in positive behaviours and attitudes towards gender equality</p> <p>Respectful relationships is embedded in curriculum documentation across all year levels</p> <p>Leaders actively promote, advocate for and support a whole school approach to Respectful Relationships</p> <p>Leaders model respectful behaviours and gender equitable treatment of students, staff and the broader school community</p>			
Success Indicators	<p>Early Indicators</p> <p>Documented Respectful Relationships Action Plan</p> <p>Curriculum documentation and timetable shows plans for explicit teaching of respectful relationships education including consent</p>			

	<p>education Curriculum documentation shows evidence of respectful relationships education being embedded across all year levels School policies model respectful relationships and gender equality practices across the school Staff and students understand where they can seek help and support on any issue related to family violence, and age-appropriate information about specialist family violence and sexual assault services is visible in posters around the school</p> <p>Late Indicators Positive shift in behaviours, attitudes and gender equality evident in Respectful Relationships independent evaluation snapshot Records maintained by Wellbeing Team and Coordinators/Year Level Leaders show evidence of students improved emotional literacy and increasing use of positive coping strategies and help-seeking skills Data sources indicate a sustained improvement in positive attitudes, behaviours and gender equality across the school community. For example, Student Attitudes Towards School Survey (School Safety, Social Engagement, Teacher-Student relations and Not Experiencing Bullying factors);</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Conduct a school baseline assessment to explore how gender equality and respectful relationships are currently promoted	<input type="checkbox"/> All Staff <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00 <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
Support Respectful Relationships team to facilitate termly student focus groups to gain feedback about the effectiveness of implementation and to guide future planning and actions	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 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
<p>Include time for respectful relationships education planning as a standing item on curriculum planning meeting agendas</p>	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$27,369.93	\$26,169.93	\$1,200.00
Disability Inclusion Tier 2 Funding	\$47,638.67	\$47,638.67	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$105,655.98	\$104,455.98	\$1,200.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ an intervention and extension coordinator to oversee and facilitate intervention and extension of all students.	\$3,000.00
Totals	\$3,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ an intervention and extension coordinator to oversee and facilitate intervention and extension of all students.	from: Term 2 to: Term 4		

Totals		\$0.00	
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Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Additional spend for TLI, Intervention and extension coordinator	\$10,000.00
TLI- to oversee and implement consistent IEP process for all students	\$5,000.00
Resilience, Perseverance and Inclusion incursion.	\$750.00
Additional ES support in classroom (SJ)	\$5,000.00
Additional ES support classroom (MA)	\$20,000.00

Employ Teacher for extra days to support DIP coordinator	
Kids in Space program	\$600.00
Kids in Space program (4 Days	\$1,600.00
VCOP Training (New Staff) + CRT Release	\$1,600.00
Classroom Resources (Maths, Science, Literacy)	\$12,369.93
Installation of doors for classrooms - Junior Room	\$4,999.00
Installation of doors for classroom - Middle	\$4,999.00
Installation of doors for classroom - Senior	\$4,999.00
Staff Training in STAP	\$1,891.67
Active Schools Program - staffing and PL	\$10,647.38
Totals	\$84,455.98

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional spend for TLI, Intervention and extension coordinator	from: Term 1 to: Term 4	\$10,000.00	☐ School-based staffing
TLI- to oversee and implement consistent IEP process for all students	from: Term 1 to: Term 4		
Resilience, Perseverance and Inclusion incursion.	from: Term 1		

	to: Term 3		
Additional ES support in classroom (SJ)	from: Term 1 to: Term 4		
Additional ES support classroom (MA)	from: Term 1 to: Term 4		
Employ Teacher for extra days to support DIP coordinator			
Kids in Space program	from: Term 1 to: Term 4	\$600.00	☐ Other Accommodation and Travel Expenses
Kids in Space program (4 Days)	from: Term 1 to: Term 4	\$1,600.00	☐ CRT
VCOP Training (New Staff) + CRT Release	from: Term 1 to: Term 2	\$1,600.00	
Classroom Resources (Maths, Science, Literacy)	from: Term 1 to: Term 4	\$12,369.93	
Installation of doors for classrooms - Junior Room	from: Term 1		

	to: Term 4		
Installation of doors for classroom - Middle	from: Term 1 to: Term 4		
Installation of doors for classroom - Senior	from: Term 1 to: Term 4		
Staff Training in STAP	from: Term 1 to: Term 4		
Active Schools Program - staffing and PL			
Totals		\$26,169.93	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional spend for TLI, Intervention and extension coordinator	from: Term 1 to: Term 4		
TLI- to oversee and implement consistent IEP process for all students	from: Term 1 to: Term 4	\$5,000.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> ● Classroom Teacher

Resilience, Perseverance and Inclusion incursion.	from: Term 1 to: Term 3	\$750.00	<input type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other Student Wellbeing
Additional ES support in classroom (SJ)	from: Term 1 to: Term 4	\$5,000.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Additional ES support classroom (MA)	from: Term 1 to: Term 4	\$20,000.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Employ Teacher for extra days to support DIP coordinator			
Kids in Space program	from: Term 1 to: Term 4		
Kids in Space program (4 Days)	from: Term 1 to: Term 4		
VCOP Training (New Staff) + CRT Release	from: Term 1 to: Term 2		
Classroom Resources (Maths, Science, Literacy)	from: Term 1 to: Term 4		

Installation of doors for classrooms - Junior Room	from: Term 1 to: Term 4	\$4,999.00	<input type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> • Other Doors required to close off classrooms in case of child outburst
Installation of doors for classroom - Middle	from: Term 1 to: Term 4	\$4,999.00	<input type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> • Other Doors required to close off classrooms in case of child outburst
Installation of doors for classroom - Senior	from: Term 1 to: Term 4	\$4,999.00	<input type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> • Other Doors required to close off classrooms in case of child outburst
Staff Training in STAP	from: Term 1 to: Term 4	\$1,891.67	<input type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Education Support
Active Schools Program - staffing and PL			
Totals		\$47,638.67	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Additional spend for TLI, Intervention and extension coordinator	from: Term 1		

	to: Term 4		
TLI- to oversee and implement consistent IEP process for all students	from: Term 1 to: Term 4		
Resilience, Perseverance and Inclusion incursion.	from: Term 1 to: Term 3		
Additional ES support in classroom (SJ)	from: Term 1 to: Term 4		
Additional ES support classroom (MA)	from: Term 1 to: Term 4		
Employ Teacher for extra days to support DIP coordinator		\$20,000.00	<input type="checkbox"/> Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Employ additional teacher to release staff member (eduPay)
Kids in Space program	from: Term 1 to: Term 4		
Kids in Space program (4 Days)	from: Term 1 to: Term 4		

VCOP Training (New Staff) + CRT Release	from: Term 1 to: Term 2		
Classroom Resources (Maths, Science, Literacy)	from: Term 1 to: Term 4		
Installation of doors for classrooms - Junior Room	from: Term 1 to: Term 4		
Installation of doors for classroom - Middle	from: Term 1 to: Term 4		
Installation of doors for classroom - Senior	from: Term 1 to: Term 4		
Staff Training in STAP	from: Term 1 to: Term 4		
Active Schools Program - staffing and PL		\$10,647.38	<input type="checkbox"/> Active Schools (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Teacher

Totals		\$30,647.38	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning provided for all teaching staff with a focus on consistency in practice including planning, assessment and lesson delivery in Maths.	☐ All Staff	from: Term 1 to: Term 4	☐ Planning ☐ Design of formative assessments	☐ Timetabled Planning Day	☐ Primary Mathematics and Science specialists	☐ On-site
Timetable 1 hour per week for all classroom teachers to collaboratively plan together.	☐ All Staff ☐ Principal	from: Term 1 to: Term 4	☐ Planning ☐ Preparation	☐ Timetabled Planning Day	☐ Internal staff	☐ On-site
Support Respectful Relationships team to facilitate termly student focus groups to gain feedback about the effectiveness of implementation and to guide future planning and actions	☐ All Staff	from: Term 1 to: Term 4	☐ Planning ☐ Student voice, including input and feedback	☐ Formal School Meeting / Internal Professional Learning Sessions	☐ Internal staff	☐ On-site