

# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Garrang Wilam Primary School (5574)



**GARRANG WILAM**  
PRIMARY SCHOOL TRUGANINA

Submitted for review by Carly Corr (School Principal) on 23 January, 2024 at 01:39 PM

Endorsed by Sandra Eglezos (Senior Education Improvement Leader) on 04 February, 2024 at 07:20 PM

Endorsed by Quenton Walsh (School Council President) on 07 February, 2024 at 11:45 AM

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
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	

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	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	

<b>Support and resources</b>	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	

<b>Future planning</b>	2024 SSP has been established as part of school review.
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student learning growth in literacy and numeracy.	Yes	<p>NAPLAN to increase the percentage of students achieving in the Strong and Exceeding proficiency: Year 3 Reading from 66 % (2023) to 74% by 2027 Writing from 76% (2023) to 84% by 2027 Numeracy from 59% (2023) to 67% by 2027 Year 5 Reading from 73% (2023) to 81% by 2027 Writing from 67% (2023) to 75% by 2027 Numeracy from 61% (2023) to 69% by 2027.</p> <p>NAPLAN to increase the percentage of students achieving in the Exceeding proficiency: Year 3 Reading from 15% (2023) to 23% by 2027 Writing from 7% (2023) to 15% by 2027 Numeracy from 7% (2023) to 15% by 2027 Year 5 Reading from 8% (2023) to 16% by 2027</p>	<p>2.1 Reading, writing and numeracy NAPLAN targets to be determined NAPLAN to increase the percentage of students achieving in the Strong and Exceeding proficiency: Year 3 Reading from 66 % (2023) to 68% by 2024 Writing from 76% (2023) to 78% by 2024 Numeracy from 59% (2023) to 61% by 2024 Year 5 Reading from 73% (2023) to 75% by 2024 Writing from 67% (2023) to 69% by 2024 Numeracy from 61% (2023) to 63% by 2024 NAPLAN to increase the percentage of students achieving in the Exceeding proficiency: Year 3 Reading from 15% (2023) to 17% by 2024 Writing from 7% (2023) to 9% by 2024 Numeracy from 7% (2023) to 9% by 2024 Year 5 Reading from 8% (2023) to 10% by 2024 Writing from 4% (2023) to 6% by 2024 Numeracy from 6% (2023) to 8% by 2024</p>

		<p>Writing from 4% (2023) to 12% by 2027  N numeracy from 6% (2023) to 14% by 2027</p>	
		<p>By 2027 increase the percentage of F–6 students displaying at or above expected growth in teacher judgement in:</p> <ul style="list-style-type: none"> <li>• Reading from 84% (2022) to 88%</li> <li>• Writing from 80% (2022) to 85%</li> <li>• Number and Algebra from 85% (2022) to 90%</li> </ul>	<p>2.2 These can be targeted and specific for year level groups in each curriculum area.S 2/ 2023 target - S2/ 2024 target1.2 By 2024 increase the percentage of F-6 students displaying at or above expected growth in teacher judgement in:Reading from 88% (Semester 2, 2023) to 90% (Semester 2, 2024)Writing from 82% (Semester 2, 2023) to 85% (Semester 2, 2024)Numeracy from 87% (Semester 2, 2023) to 90% (Semester 2, 2024)</p>
		<p>By 2027 increase the percentage of positive endorsement in the School Staff Survey factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 71% (2022) to 81%</li> <li>• Collective efficacy from 78% (2022) to 85%</li> <li>• Understand how to analyse data from 74% (2022) to 80%</li> </ul>	<p>2.3 By 2024 increase the percentage of positive endorsement in the SSS:· Academic emphasis from 71% (2022) to 73%· Collective efficacy from 78% (2022) to 80%· Understand how to analyse data from 74% (2022) to 76%· Seek feedback to improve practice from 58% (2022) to 60%· Believe peer feedback improves practice from 58% (2022) to 60%</p>
		<p>By 2027, increase the percentage of positive endorsement for students in Years 4–6 in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Perseverance from 81% (2022) to 86%</li> <li>• Sense of confidence from 83% (2022) to 87%</li> </ul>	<p>2.4 By 2024, increase the percentage of positive endorsement for students in Years 4-6 in the AtoSS for:· Perseverance from 81% (2022) to 82%· Sense of confidence· from 83% (2022) to 84%</p>
To enhance student engagement and wellbeing.	Yes	<p>By 2027, increase P-6 attendance rate from 86.4% (2023) to 90%.</p>	<p>3.1 By 2024, increase attendance rate from P-6 from 86.4% (2023) to 88%</p>
		<p>By 2027, increase the percentage of positive endorsement for students in Years 4–6 in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 84% (2022) to 88%</li> </ul>	<p>3.2 By 2024, increase the percentage of positive endorsement in the AtoSS:· Effective classroom behaviour from 84% (2022) to</p>

		<ul style="list-style-type: none"> <li>• Sense of connectedness from 85% (2022) to 89%</li> </ul>	86%· Sense of connectedness from 85% (2022) to 87%
		<p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> <li>• Seek feedback to improve practice from 58% (2022) to 65%</li> <li>• Believe peer feedback improves practice from 58% (2022) to 65%</li> </ul>	3.3 By 2024, increase the percentage of positive endorsement in the SSS:· Seek feedback to improve practice from 58% (2022) to 60%· Believe peer feedback improves practice from 58% (2022) to 60%
		<p>By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 79% (2022) to 85%</li> <li>• Not experiencing bullying from 77% (2022) to 83%</li> <li>• Teacher communication from 72% (2022) to 77%</li> </ul>	3.4 By 2024, increase the percentage of positive endorsement in the POS:· Student motivation and support from 79% (2022) to 81%· Not experiencing bullying from 77% (2022) to 79%· Teacher communication from 72% (2022) to 74%

<b>Goal 2</b>	<b>To improve student learning growth in literacy and numeracy.</b>
<b>12-month target 2.1-month target</b>	<p>2.1 Reading, writing and numeracy NAPLAN targets to be determined  NAPLAN to increase the percentage of students achieving in the Strong and Exceeding proficiency:</p> <p>Year 3  Reading from 66 % (2023) to 68% by 2024  Writing from 76% (2023) to 78% by 2024  Numeracy from 59% (2023) to 61% by 2024</p> <p>Year 5  Reading from 73% (2023) to 75% by 2024  Writing from 67% (2023) to 69% by 2024  Numeracy from 61% (2023) to 63% by 2024</p> <p>NAPLAN to increase the percentage of students achieving in the Exceeding proficiency:</p> <p>Year 3  Reading from 15% (2023) to 17% by 2024  Writing from 7% (2023) to 9% by 2024  Numeracy from 7% (2023) to 9% by 2024</p> <p>Year 5</p>

	<p>Reading from 8% (2023) to 10% by 2024  Writing from 4% (2023) to 6% by 2024  Numeracy from 6% (2023) to 8% by 2024</p>	
<b>12-month target 2.2-month target</b>	<p>2.2 These can be targeted and specific for year level groups in each curriculum area.  S 2/ 2023 target - S2/ 2024 target  1.2 By 2024 increase the percentage of F-6 students displaying at or above expected growth in teacher judgement in:  Reading from 88% (Semester 2, 2023) to 90% (Semester 2, 2024)  Writing from 82% (Semester 2, 2023) to 85% (Semester 2, 2024)  Numeracy from 87% (Semester 2, 2023) to 90% (Semester 2, 2024)</p>	
<b>12-month target 2.3-month target</b>	<p>2.3 By 2024 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> <li>· Academic emphasis from 71% (2022) to 73%</li> <li>· Collective efficacy from 78% (2022) to 80%</li> <li>· Understand how to analyse data from 74% (2022) to 76%</li> <li>· Seek feedback to improve practice from 58% (2022) to 60%</li> <li>· Believe peer feedback improves practice from 58% (2022) to 60%</li> </ul>	
<b>12-month target 2.4-month target</b>	<p>2.4 By 2024, increase the percentage of positive endorsement for students in Years 4-6 in the AtoSS for:</p> <ul style="list-style-type: none"> <li>· Perseverance from 81% (2022) to 82%</li> <li>· Sense of confidence from 83% (2022) to 84%</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	Build the capability of all staff to use a multi-tiered support system, improving teaching and learning.	No
<b>KIS 2.b</b> Teaching and learning	Build teacher understanding and capacity to embed practices that empower students to have agency and influence in their learning.	No
<b>KIS 2.c</b> Leadership	Expand the school's approach, utilising data to plan for teaching, modelling effective practice and using feedback to enhance differentiation.	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.	The panel wanted to see improved student learning growth and outcomes for all students. This included the consistent and ongoing use of student assessment data and the use of the PLC cycle of inquiry approach to underpin further work to refine teacher practice, improve consistency of instructional practice, differentiation, feedback, assessment, and monitor and evaluate the effects of teaching on student achievement.	
<b>Goal 3</b>	<b>To enhance student engagement and wellbeing.</b>	
<b>12-month target 3.1-month target</b>	3.1 By 2024, increase attendance rate from P-6 from 86.4% (2023) to 88%	
<b>12-month target 3.2-month target</b>	3.2 By 2024, increase the percentage of positive endorsement in the AtoSS: <ul style="list-style-type: none"> <li>· Effective classroom behaviour from 84% (2022) to 86%</li> <li>· Sense of connectedness from 85% (2022) to 87%</li> </ul>	
<b>12-month target 3.3-month target</b>	3.3 By 2024, increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none"> <li>· Seek feedback to improve practice from 58% (2022) to 60%</li> <li>· Believe peer feedback improves practice from 58% (2022) to 60%</li> </ul>	
<b>12-month target 3.4-month target</b>	3.4 By 2024, increase the percentage of positive endorsement in the POS: <ul style="list-style-type: none"> <li>· Student motivation and support from 79% (2022) to 81%</li> <li>· Not experiencing bullying from 77% (2022) to 79%</li> <li>· Teacher communication from 72% (2022) to 74%</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Leadership	Effectively mobilise resources to support students wellbeing and mental health, particularly the most vulnerable.	Yes
<b>KIS 3.b</b> Leadership	Embed inclusive practices to enhance our learning climate.	No



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.

The panel noted that student engagement was an ongoing priority for the school. The panel considered that student engagement would be enhanced through the development and focus on increasing learner agency. The panel noted that partnerships with families, community groups, agencies and networks were strong and recommended this continue to enable a supportive and engaging learning environment for all students and result in improved outcomes.

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To improve student learning growth in literacy and numeracy.
<b>12-month target 2.1 target</b>	<p>2.1 Reading, writing and numeracy NAPLAN targets to be determined            NAPLAN to increase the percentage of students achieving in the Strong and Exceeding proficiency:</p> <p>Year 3            Reading from 66 % (2023) to 68% by 2024            Writing from 76% (2023) to 78% by 2024            Numeracy from 59% (2023) to 61% by 2024</p> <p>Year 5            Reading from 73% (2023) to 75% by 2024            Writing from 67% (2023) to 69% by 2024            Numeracy from 61% (2023) to 63% by 2024</p> <p>NAPLAN to increase the percentage of students achieving in the Exceeding proficiency:</p> <p>Year 3            Reading from 15% (2023) to 17% by 2024            Writing from 7% (2023) to 9% by 2024            Numeracy from 7% (2023) to 9% by 2024</p> <p>Year 5            Reading from 8% (2023) to 10% by 2024            Writing from 4% (2023) to 6% by 2024            Numeracy from 6% (2023) to 8% by 2024</p>
<b>12-month target 2.2 target</b>	<p>2.2 These can be targeted and specific for year level groups in each curriculum area.            S 2/ 2023 target - S2/ 2024 target</p> <p>1.2 By 2024 increase the percentage of F-6 students displaying at or above expected growth in teacher judgement in:</p> <p>Reading from 88% (Semester 2, 2023) to 90% (Semester 2, 2024)            Writing from 82% (Semester 2, 2023) to 85% (Semester 2, 2024)            Numeracy from 87% (Semester 2, 2023) to 90% (Semester 2, 2024)</p>

<b>12-month target 2.3 target</b>	<p>2.3 By 2024 increase the percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> <li>· Academic emphasis from 71% (2022) to 73%</li> <li>· Collective efficacy from 78% (2022) to 80%</li> <li>· Understand how to analyse data from 74% (2022) to 76%</li> <li>· Seek feedback to improve practice from 58% (2022) to 60%</li> <li>· Believe peer feedback improves practice from 58% (2022) to 60%</li> </ul>
<b>12-month target 2.4 target</b>	<p>2.4 By 2024, increase the percentage of positive endorsement for students in Years 4-6 in the AtoSS for:</p> <ul style="list-style-type: none"> <li>· Perseverance from 81% (2022) to 82%</li> <li>· Sense of confidence from 83% (2022) to 84%</li> </ul>
<b>KIS 2.c</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	Expand the school's approach, utilising data to plan for teaching, modelling effective practice and using feedback to enhance differentiation.
<b>Actions</b>	<p>Strengthen the whole school approach in utilising data to plan for teaching in reading, writing and mathematics.          Develop pedagogical knowledge and practice through modelling and a school wide approach to coaching and mentoring.          Utilise student feedback to enhance differentiation in reading, writing and mathematics.          Plan for staff professional learning, developing high level questioning skills.</p>
<b>Outcomes</b>	<p>Leaders will develop a professional climate for learning that focuses on a differentiated sequence of learning for staff to meet their point of need, enhancing the use of data and high level questioning skills in the classroom.          Leaders will develop a professional learning suite which supports the strengthening of a school wide instructional approach in reading, writing and mathematics, through the use of coaching and mentoring.          Leaders will model protocols for building reflective practices with staff to seek feedback from students for use in differentiated planning.</p> <p>Teachers will provide regular feedback and monitor student progress using digital data sets through the use of a PLC Inquiry Cycle.          Teachers will identify areas of strength and development through the use of mentoring and coaching techniques, focussing on the development of their pedagogical understanding and practice within their classroom.          Teachers will analyse and apply a range of questioning techniques to enhance teaching and learning programs, including differentiation and teaching strategies.</p>

	<p>Students will participate in differentiated learning tasks at an appropriate level for challenge and success, through the use of our instructional model, with a focus on small group instruction.</p> <p>Students will engage in opportunities to provide feedback in a range of forms, enhancing their perseverance and sense of confidence.</p> <p>Students will identify and celebrate their learning growth and those in need of targeted academic support or intervention will be identified and supported.</p>			
<b>Success Indicators</b>	<p>Early Indicators</p> <p>Digital data sets clearly indicating student progress i.e BAS</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Data used to identify students for tailored supports</p> <p>Opportunities for students to provide feedback on the teaching and learning approaches in the classroom</p> <p>Teacher records and observations of student progress</p> <p>Classroom observations and learning walks demonstrating use of strategies from professional learning</p> <p>Improved NAPLAN results in Exceeding and Strong</p> <p>Teachers engaging in structured modelling and coaching, demonstrating in classroom practice, of questioning skills taken from staff PL sessions</p> <p>Late indicators</p> <p>Improved Students, staff and parent perception survey results</p> <p>Growth in Semester 2 teacher judgements against the Victorian Curriculum</p> <p>Essential assessment results - beginning to end of year general all growth</p> <p>Students identifying and celebrating their learning growth</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Schedule and organise professional learning on reading looking at the mechanics of reading, word work, using mentor texts and small group instruction	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input checked="" type="checkbox"/> Other funding will be used

Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Schedule and organise professional learning on launching writers workshop	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Schedule and organise professional learning on understanding EAL voice and addressing strategies for classroom use	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Establish a process for collecting and monitoring school-wide data for reading, writing and mathematics	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Schedule and organise professional learning on the development of open ended questions to seek student feedback and direct student learning and engagement	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input checked="" type="checkbox"/> Other funding will be used

Utilise the structure of Key Learning Teams in Literacy and Numeracy to help develop professional knowledge and pedagogical approaches	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Purchase appropriate resources to enhance learning for EAL, Koorie and cultural needs in reading and writing, utilizing social cohesion and wellbeing funds.	<input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$23,500.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used
Purchase appropriate resources to enhance numeracy practice in the classrooms	<input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning for teachers to enhance their digital expertise to integrate digital tools in their delivery of literacy and numeracy	<input checked="" type="checkbox"/> Information Technology leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
PLC- Teachers will use their combined expertise to enact teacher learning and developing student outcomes through the use of professional readings and protocols	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
PLC leader development - PLC Leaders will engage in leadership development professional learning, centred around the next steps in managing a PLC and how to use open ended questions, increasing collaboration.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input checked="" type="checkbox"/> Other funding will be used
Leaders will attend all MTSS training	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Document plans for coaching/mentoring/observational practice	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
<b>Goal 3</b>	To enhance student engagement and wellbeing.			
<b>12-month target 3.1 target</b>	3.1 By 2024, increase attendance rate from P-6 from 86.4% (2023) to 88%			
<b>12-month target 3.2 target</b>	3.2 By 2024, increase the percentage of positive endorsement in the AtoSS: <ul style="list-style-type: none"> <li>· Effective classroom behaviour from 84% (2022) to 86%</li> <li>· Sense of connectedness from 85% (2022) to 87%</li> </ul>			
<b>12-month target 3.3 target</b>	3.3 By 2024, increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none"> <li>· Seek feedback to improve practice from 58% (2022) to 60%</li> <li>· Believe peer feedback improves practice from 58% (2022) to 60%</li> </ul>			
<b>12-month target 3.4 target</b>	3.4 By 2024, increase the percentage of positive endorsement in the POS: <ul style="list-style-type: none"> <li>· Student motivation and support from 79% (2022) to 81%</li> <li>· Not experiencing bullying from 77% (2022) to 79%</li> <li>· Teacher communication from 72% (2022) to 74%</li> </ul>			
<b>KIS 3.a</b>	Effectively mobilise resources to support students wellbeing and mental health, particularly the most vulnerable.			

<p>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><b>Actions</b></p>	<p>Enhance the whole school approach to support social and emotional needs of our students (T1-3 students - Curriculum/P/S capabilities)  Strengthen universal design for learning to enhance our physical and social environments (T3 students)  Establish processes for promoting student voice and seek feedback on the promotion of wellbeing and positive mental health strategies.</p>
<p><b>Outcomes</b></p>	<p>Assistant Principal  Leaders will -  ~ Allocate intervention funding to best support students with additional needs.  ~ Lead Disability Inclusion  ~ Lead the development of the personal and social capabilities curriculum, including SWPBS and RRRR  ~ Leaders will develop a professional learning suite which supports the strengthening of engagement and wellbeing practices</p> <p>LS - Wellbeing  Leader will -  ~ Lead and monitor the reporting cycles of personal and social capabilities  ~ Action Wellbeing referral responses  ~ Facilitate the DI process  ~ Lead student leader program</p> <p>MHWL  ~ Monitor and manage Mental Health Fund budgets to ensure teachers and students have adequate resources.  ~ Lead Tier 2 interventions  ~ Lead lunch time clubs</p> <p>Staff will  ~ Develop and maintain classroom environments using school values, SWPBS behaviour matrix, SWPBS behaviour continuum  ~ Develop informative, detailed and targeted IEP's that represent best practice and align with Disability Inclusion professional learning.  ~ Explicitly teach the RRRR mandated curriculum topics throughout the year, incorporated into relevant curriculum areas</p>



	<p>~ Utilise the wellbeing referral process  ~ Education Support staff provide high quality support to teachers and students in the classroom  ~ Identify at-risk students and receive targeted support  ~ implement a range of interventions in their classroom to support student wellbeing</p> <p>Students will  ~ show inclusivity to all  ~ understand help seeking behaviours  ~ engage in behaviour reflection sessions with members of leadership after serious incidents as required  ~ engage in lessons and strategies to build resilience and improve overall mental health  ~ provide feedback to each other and staff, identifying and celebrating their learning and development.</p>			
<p><b>Success Indicators</b></p>	<p>Early Indicators  Data used to identify students in need of targeted support  Documentation of resources for wellbeing programs  Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns  Observations of changes to classroom practices demonstrating use of strategies from professional learning  Documentation understanding attendance patterns within our school.  Documentation of differentiation of behavioural consequences within Compass Chronicles</p> <p>Late indicators  Improvement in semester 2 teacher judgements in Personal and Social Capabilities  ATOSS, SSS, POS survey results  Pulse data showing an improvement in attendance data  Development of documentation with clarity of teacher response and consequence  Changes to role of ES in outdoor supervision</p>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>
<p>Use the Mental Health Planning Tool to guide Tier 1 Positive Mental Health Promotion through:  ~ Therapy dog  ~ Kids Help Line  ~ Berry Street Education Model</p>	<p><input checked="" type="checkbox"/> Leadership team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$21,000.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which</p>

~ Smiling Mind				may include DET funded or free items
Use the Mental Health Planning Tool to guide Tier 2 - Early Intervention and cohort specific support through: ~ Secret Agent Society ~ Youth ATSL Mental Health First Aid ~ Engage IOC services ~ Development of Tier 2 intervention curriculum	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
~ Use the Mental Health Planning Tool to guide Tier 3 - Targeted support, through ~ Intensive targeted support staff Occupational Therapist	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
~ Use the Mental Health Planning Tool to guide Tier 3 - Targeted support, through ~ Intensive targeted support staff Speech pathologist	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
~ Promote wellbeing and mental health information in appropriate community languages, engage translation services, purchase texts in local community languages, utilize social cohesion funding	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,592.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
~ Using student voice, choice and agency to enhance student led lunch time activities as well as provide for students with additional needs and deploy resources to include inclusive practices in outdoor play environments.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
~ Professional learning on Personal & Social Capabilities including assessment practices and tools for moderation and revise the use of PULSE data, embedding its use for tracking purposes.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
~ Wellbeing leadership to attend all professional learning and training relating to implementation of Disability Inclusion and will meet regularly to discuss student intake and service support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
~ Ongoing coaching cycles and support for teaching staff with managing classroom behaviours and effective support for students with additional needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Appointment of Learning Specialist in Wellbeing for Disability Inclusion implementation	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$122,806.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Appointment of Welfare Officer	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,905.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Other funding will be used
--------------------------------	--	--	----------------------------------	--

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$44,962.50	\$46,905.00	-\$1,942.50
Disability Inclusion Tier 2 Funding	\$146,890.85	\$162,806.00	-\$15,915.15
Schools Mental Health Fund and Menu	\$47,157.59	\$56,000.00	-\$8,842.41
<b>Total</b>	<b>\$239,010.94</b>	<b>\$265,711.00</b>	<b>-\$26,700.06</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule and organise professional learning on understanding EAL voice and addressing strategies for classroom use	\$5,000.00
Purchase appropriate resources to enhance learning for EAL, Koorie and cultural needs in reading and writing, utilizing social cohesion and wellbeing funds.	\$23,500.00
Purchase appropriate resources to enhance numeracy practice in the classrooms	\$5,000.00
Provide professional learning for teachers to enhance their digital expertise to integrate digital tools in their delivery of literacy and numeracy	\$4,000.00
Use the Mental Health Planning Tool to guide Tier 1 Positive Mental Health Promotion through: ~ Therapy dog ~ Kids Help Line ~ Berry Street Education Model	\$21,000.00

~ Smiling Mind	
Use the Mental Health Planning Tool to guide Tier 2 - Early Intervention and cohort specific support through: ~ Secret Agent Society ~ Youth ATSL Mental Health First Aid ~ Engage IOC services ~ Development of Tier 2 intervention curriculum	\$7,000.00
~ Use the Mental Health Planning Tool to guide Tier 3 - Targeted support, through ~ Intensive targeted support staff Occupational Therapist	\$8,000.00
~ Use the Mental Health Planning Tool to guide Tier 3 - Targeted support, through ~ Intensive targeted support staff Speech pathologist	\$8,000.00
~ Promote wellbeing and mental health information in appropriate community languages, engage translation services, purchase texts in local community languages, utilize social cohesion funding	\$13,592.00
~ Using student voice, choice and agency to enhance student led lunch time activities as well as provide for students with additional needs and deploy resources to include inclusive practices in outdoor play environments.	\$20,000.00
Appointment of Learning Specialist in Wellbeing for Disability Inclusion implementation	\$122,806.00
Appointment of Welfare Officer	\$42,905.00
<b>Totals</b>	<b>\$280,803.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Schedule and organise professional learning on understanding EAL voice and addressing strategies for classroom use	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Purchase appropriate resources to enhance learning for EAL, Koorie and cultural needs in reading and writing, utilizing social cohesion and wellbeing funds.	from: Term 2 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Purchase appropriate resources to enhance numeracy practice in the classrooms	from: Term 2 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Provide professional learning for teachers to enhance their digital expertise to integrate digital tools in their delivery of literacy and numeracy	from: Term 2 to: Term 3	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Appointment of Welfare Officer	from: Term 1 to: Term 4	\$22,905.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$46,905.00	

### Activities and milestones - Disability Inclusion Funding

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

~ Using student voice, choice and agency to enhance student led lunch time activities as well as provide for students with additional needs and deploy resources to include inclusive practices in outdoor play environments.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Inclusive recreation equipment and resources</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other <ul style="list-style-type: none"> <li>Student led lunch time activities</li> </ul> </li> </ul>
Appointment of Learning Specialist in Wellbeing for Disability Inclusion implementation	from: Term 1 to: Term 4	\$122,806.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning specialist</li> </ul>
Appointment of Welfare Officer	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul> <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>• Other <ul style="list-style-type: none"> <li>National Student Wellbeing Program</li> </ul> </li> </ul>
<b>Totals</b>		\$162,806.00	

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

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



Use the Mental Health Planning Tool to guide Tier 1 Positive Mental Health Promotion through: ~ Therapy dog ~ Kids Help Line ~ Berry Street Education Model ~ Smiling Mind	from: Term 1 to: Term 4	\$21,000.00	<input checked="" type="checkbox"/> Smiling Mind Primary Schools Program  <b>This activity will use Mental Health Menu staffing</b> ○ Build staff capacity (conference, course, seminar)
Use the Mental Health Planning Tool to guide Tier 2 - Early Intervention and cohort specific support through: ~ Secret Agent Society ~ Youth ATSL Mental Health First Aid ~ Engage IOC services ~ Development of Tier 2 intervention curriculum	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Secret Agent Society Small Group Program (Social Science Translated)(digital edition)  <b>This activity will use Mental Health Menu programs</b> ○ Build staff capacity (conference, course, seminar)
~ Use the Mental Health Planning Tool to guide Tier 3 - Targeted support, through ~ Intensive targeted support staff Occupational Therapist	from: Term 1 to: Term 4	\$19,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students  <b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> ○ Engage Mental Health Staff ad-hoc in person (eduPay or non-teaching staff) Occupational therapist
~ Use the Mental Health Planning Tool to guide Tier 3 - Targeted support, through ~ Intensive targeted support staff Speech pathologist	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students  <b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> ○ Engage Mental Health Staff ad-hoc in person (eduPay or non-teaching staff) Speech pathologist
~ Promote wellbeing and mental health information in appropriate community languages, engage	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Kids Helpline @ School (yourtown)  <b>This activity will use Mental Health Menu staffing</b>

translation services, purchase texts in local community languages, utilize social cohesion funding	to: Term 4		○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
<b>Totals</b>		\$56,000.00	

### Additional funding planner – Total Budget

<b>Activities and milestones</b>	<b>Budget</b>
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule and organise professional learning on reading looking at the mechanics of reading, word work, using mentor texts and small group instruction	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> External consultants Speech pathologist <input checked="" type="checkbox"/> Departmental resources Rachael Furner - Professional Practice Leader	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Margarita Breed - Vic Curriculum 2.0 update <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on launching writers workshop	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<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"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Departmental resources Literacy Toolkit	
~ Professional learning on Personal & Social Capabilities including assessment practices and tools for moderation and revise the use of PULSE data, embedding its use for tracking purposes.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> 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"/> Departmental resources IOC - Teagan	<input checked="" type="checkbox"/> On-site
~ Ongoing coaching cycles and support for teaching staff with managing classroom behaviours and effective support for students with additional needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources SWPBS RRRR DI	<input checked="" type="checkbox"/> On-site