

# 2024 Annual Implementation Plan

## for improving student outcomes

Grahamvale Primary School (3696)



Submitted for review by Luke Simpson (School Principal) on 27 February, 2024 at 01:43 PM  
Endorsed by Claire Kelly (Senior Education Improvement Leader) on 27 February, 2024 at 06:44 PM  
Endorsed by Kristie Welch (School Council President) on 28 February, 2024 at 03:09 PM

## 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	
	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	
	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.	
	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	
	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	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<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>	Yes	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  By 2024 increase student voice and agency in the Attitude to School Survey from 68% (2023) to 72% (2024).
Maximise the learning growth of every student.	No	<p>By 2026 increase the percentage of positive responses in the School Staff Survey in the leadership module for the following factors:</p> <ul style="list-style-type: none"> <li>• Cultural leadership from 32% (2022) to 60%</li> <li>• Flexibility from 28% (2022) to 50%</li> <li>• Leaders support for change from 24% (2022) to 50%</li> <li>• Leading change from 31% (2022) to 60%</li> </ul>	
		<p>By 2026 increasing the NAPLAN above Benchmark Growth :</p> <ul style="list-style-type: none"> <li>• Reading 16% (2022) to 25%</li> <li>• Writing 22% (2022) to 30%</li> <li>• Numeracy 11% (2022) to 20%</li> </ul>	
		<p>By 2026 increase the percentage of students working above the age expected level against the Victorian curriculum in Teacher Judgement:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing 31% (2022) to 40%</li> <li>• Writing 22% (2022) to 30%</li> <li>• Number and Algebra 27% (2022) to 35%</li> </ul>	

Empower students to improve and actively engage in their learning.	Yes	By 2026 increase student voice and agency in the Attitude to School Survey from 69% in 2022 to 80% in 2026.	In 2024 we aim to increase from 68% (2023) to 72%.
		By 2026 increase student voice and agency in the Parent Opinion Survey from 70% in 2022 to 80% in 2026.	In 2024 we aim to increase from 73% (2023) to 75%.
		By 2026 increase the Teaching and Learning evaluation module in the School Staff Survey for : <ul style="list-style-type: none"> <li>• 'Use student feedback to improve practice' from 57% in 2022 to 70% in 2026.</li> </ul>	In 2024 we aim to increase from 86% (2023) to 87%.
Enhance student wellbeing and connectedness to school.	Yes	By 2026 increase the percentage of positive responses in the Parent Opinion Survey for: <ul style="list-style-type: none"> <li>• Parent participation and involvement from 65% in 2022 to 90% in 2026</li> <li>• Safety module from 76% in 2022 to 85% in 2026</li> </ul>	In 2024 we aim to increase parent participation and involvement from 75% (2023) to 80%. In 2024 we aim to increase safety module from 77% (2023) to 80%.
		By 2026 reduce the absent days per student F-6 from 21.7 days in 2022 to 15.00 days or less in 2026.	in 2024 we aim to decrease the absent days per student from 19.0 days (2023) to 17.5.
		By 2026 increase the Social Engagement module for Sense of Connectedness in the Attitudes to School Survey from 72% in 2022 to 88% in 2026.	In 2024 we aim to increase from 78% (2023) to 80%.

<b>Goal 1</b>	<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.
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<b>12-month target 1.1-month target</b>	By 2024 increase student voice and agency in the Attitude to School Survey from 68% (2023) to 72% (2024).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		
<b>Goal 3</b>	<b>Empower students to improve and actively engage in their learning.</b>	
<b>12-month target 3.1-month target</b>	In 2024 we aim to increase from 68% (2023) to 72%.	
<b>12-month target 3.2-month target</b>	In 2024 we aim to increase from 73% (2023) to 75%.	
<b>12-month target 3.3-month target</b>	In 2024 we aim to increase from 86% (2023) to 87%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Teaching and learning	Build staff capability and embed processes to respond to student feedback, learning needs, goals and interests.	No

<b>KIS 3.b</b> Engagement	Build capability of, and implement processes to, enable students to co-design and monitor their learning.	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.	<p>This KIS has been selected based on our Attitudes to School Data, Staff Opinion Survey, Parent Opinion Survey and the SWPBS Self Assessment data.</p> <p>Our Attitudes to school survey demonstrated student voice and agency is an area for improvement. This finding was consistent with our Parent Opinion Survey (Student Development module) and Staff Opinion Survey, (Teaching and Learning Practice Improvement module). 73% of our parent responses indicated student voice and agency was positive in this module and is an area we aim to improve. Responses from our staff indicated that only 64% believe that feedback improves practice. We will focus on developing a culture of feedback to improve student engagement and ownership of their learning. The introduction of SWPBS will provide opportunities for student voice, agency and ownership with the creation of our school framework.</p>	
<b>Goal 4</b>	<b>Enhance student wellbeing and connectedness to school.</b>	
<b>12-month target 4.1-month target</b>	In 2024 we aim to increase parent participation and involvement from 75% (2023) to 80%. In 2024 we aim to increase safety module from 77% (2023) to 80%.	
<b>12-month target 4.2-month target</b>	in 2024 we aim to decrease the absent days per student from 19.0 days (2023) to 17.5.	
<b>12-month target 4.3-month target</b>	In 2024 we aim to increase from 78% (2023) to 80%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Teaching and learning	Develop and implement a whole school approach to wellbeing within an inclusive environment.	No
<b>KIS 4.b</b> Engagement	Strengthen a shared responsibility and the engagement of families and community in the wellbeing of students and school life.	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.

This KIS has been selected based on our data from the Parent Opinion Survey and Attitudes to School Survey. We will focus on developing a safe, supportive and positive learning culture to improve the social, emotional, behavioural and academic outcomes for our students. We aim to increase respectful and positive behaviour, improve the social emotional wellbeing and relationships amongst students and staff by adapting evidence based instructional practices of SWPBS. By creating a predictable, consistent and collaborative learning environment, we aim to improve student safety and enhance learning outcomes of our students.



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<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.
<b>12-month target 1.1 target</b>	By 2024 increase student voice and agency in the Attitude to School Survey from 68% (2023) to 72% (2024).
<b>KIS 1.a</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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Build staff capacity in formative assessment in numeracy to identify students individual learning needs.</li> <li>2. Building staff capacity in differentiation in order to meet students individual learning needs.</li> </ol>
<b>Outcomes</b>	Leaders will: <ol style="list-style-type: none"> <li>1. develop leadership data literacy with the regional data literacy coach (1a)</li> <li>1. develop the data literacy of teachers to inform understanding of students need and identifying student that require extension (1b)</li> <li>1. develop school wide numeracy plan (1c)</li> <li>2. review the professional learning calendar and prioritise professional learning in differentiation (2a)</li> <li>2. build staff capacity to understand and implement differentiation in numeracy (2b)</li> <li>2. establish collaborative processes to support students entering and exiting enrichment (2c)</li> </ol> Teachers will: <ol style="list-style-type: none"> <li>1. engage in professional learning in data literacy (1a)</li> <li>1. confidently identify student's targeted needs (1b)</li> <li>1. work collaboratively to embed the use of data to inform targeted planning in numeracy (1c)</li> <li>2. actively engage in professional learning activities (2a)</li> <li>2. demonstrate differentiation within numeracy in their planning and practice (2b)</li> <li>2. share information about students engaged in enrichment programs (2c)</li> </ol> Students will:

	1. Engage in learning tasks at their point of need (1a) (2a) 1. Demonstrate 12 months growth in 12 months (1b) (2b) 1. Identify their next steps in learning (learning enrichment groups) (1c) (2c)			
<b>Success Indicators</b>	Early Indicators: - School level professional development has enhanced and supported staff to identify student's individual numeracy learning needs - Classroom level planning shows plans for differentiation within numeracy - Enrichment teachers provide regular feedback to classroom teachers - Classroom teachers provide regular feedback to enrichment teachers Late indicators: - Vic curriculum data sets are more closely aligned to formative assessments - Teachers report more confidence in triangulating data within numeracy			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
1.a Danny Hyndman professional learning and consultancy work	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
DIBELS professional learning	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
Learning specialists to build teacher capacity through mentoring and modelling best practice.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,109.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used

<p><b>KIS 1.b</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</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p><b>Actions</b></p>	<p>1. Establish Schoolwide Positive Behaviour Support (SWPBS) to foster a shared understanding of behaviour expectations and improve social, emotional and academic outcomes for all students. 2. Build capacity of staff to be confident teachers of social and emotional wellbeing (Respectful Relationships), who offer students a high level of differentiation and more targeted learning opportunities for students working below level across the personal and social capabilities.</p>
<p><b>Outcomes</b></p>	<p>Action 1 Leaders will;  - coordinate the direction of the wellbeing curriculum improvement team  - provide professional learning for staff around the SWPBS framework  - engage the SWPBS regular communication with the Regional SWPBS coach  Teachers will;  - build knowledge and skills in relation to our Tiered approach in SWPBS  - improve data and record keeping for all students (through Compass Chronicles)  - demonstrate knowledge and consistency in their approach to implementing SWPBS with fidelity  - explicitly teach expected behaviours aligned to school values  Students will;  - actively contribute to the development of SWPBS matrix expectations  - be able to articulate an awareness of SWPBS and how it translates into the school environment  - understand and demonstrate desired behaviours and school values</p> <p>Action 2  Leaders will;  - provide timetabled opportunities for staff to implement RR  - deliver PL aligned to the personal and social capabilities curriculum  - conduct observations to ensure consistency of practice aligned to the personal and social capabilities  Teachers will;  - implement a range of interventions in their classroom to support student wellbeing  - use data to inform differentiated teaching practice of the personal and social capabilities curriculum  - moderate student achievement against the personal and social capabilities standards</p>

	<p>Students will;</p> <ul style="list-style-type: none"> <li>- feel supported and engaged and contribute to a strong classroom culture</li> <li>- receive targeted support for their social and emotional wellbeing as necessary</li> <li>- demonstrate increased resilience and problem-solving abilities</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Classroom and peer observations</li> <li>• Observations of changes to classroom practices</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>• Students, staff and parent perception survey results</li> <li>• Attendance data</li> <li>• Health and wellbeing dashboards</li> <li>• Documentation of the SWPBS framework, RR program and the staged response to attendance</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Establish a whole school approach to SWPBS	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Build staff capacity to collect, analyse and respond to student wellbeing data	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide education for families around the importance of regular attendance for improved student outcomes and wellbeing (Newsletter, COMPASS updates, assembly)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Regular and ongoing analysis of student behaviour and wellbeing data to enhance our tiered approach in supporting all students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$54,272.00  <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
<b>Goal 3</b>	Empower students to improve and actively engage in their learning.			
<b>12-month target 3.1 target</b>	In 2024 we aim to increase from 68% (2023) to 72%.			
<b>12-month target 3.2 target</b>	In 2024 we aim to increase from 73% (2023) to 75%.			
<b>12-month target 3.3 target</b>	In 2024 we aim to increase from 86% (2023) to 87%.			
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build capability of, and implement processes to, enable students to co-design and monitor their learning.			
<b>Actions</b>	Develop teachers' capacity to support students to create personal learning goals and to monitor success through conferencing.			
<b>Outcomes</b>	Leaders will: - build teacher knowledge and practice excellence in the use of learner centred teaching that enables the consistent use of learner agency and metacognitive strategies in all classrooms			

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- develop a learning climate that promotes challenge, engagement, inquiry and curiosity (HITS and HIWBS)</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- build their capabilities to monitor and assess their own learning</li> <li>- know what the next steps are to progress their learning</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Formative and summative assessment rubrics will show student learning growth</li> <li>- Pre unit and post unit assessment results will be documented and regularly analysed to inform future and goal setting</li> <li>- Consistent approach to student goal setting across the school throughout the year</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>• Victorian Curriculum teacher judgements will show increased learning growth</li> <li>• SSS factors in Teaching and Learning - Implementation: 'Promote student ownership of learning' will maintain or improve</li> <li>• AtoSS factors Domain: Social engagement, Factor name: Student voice and agency will improve from 68% (2023).</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Organise Learning Walks to observe staff practice and collect data on student goals. (Lyn Sharratt 5 questions)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Organise focus groups with students to gather feedback on the implementation of student goal development.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Collaboratively implement a student goal setting approach across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Embed wellbeing reform strategies of Disability Inclusion, Mental Health in Primary Schools and Schools Mental Health Fund.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$192,147.75  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>Goal 4</b>	Enhance student wellbeing and connectedness to school.			
<b>12-month target 4.1 target</b>	In 2024 we aim to increase parent participation and involvement from 75% (2023) to 80%. In 2024 we aim to increase safety module from 77% (2023) to 80%.			
<b>12-month target 4.2 target</b>	in 2024 we aim to decrease the absent days per student from 19.0 days (2023) to 17.5.			
<b>12-month target 4.3 target</b>	In 2024 we aim to increase from 78% (2023) to 80%.			
<b>KIS 4.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen a shared responsibility and the engagement of families and community in the wellbeing of students and school life.			
<b>Actions</b>	To develop a safe, supportive and positive learning culture to improve the social, emotional, behavioural and academic outcomes for our students. To have a consistent approach to promoting and tracking whole school attendance.			
<b>Outcomes</b>	Action 3 Leaders will; - provide PL in the use and interpretation of COMPASS attendance data - develop a staged response relating to attendance - actively review attendance data weekly and absence patterns termly Teachers will; - be able to articulate their roles and responsibilities in monitoring and tracking student attendance - actively contribute to SSG for identified students at risk - enact the staged response to support student attendance - promote parent participation and involvement through their curriculum			

	<p>Students will;</p> <ul style="list-style-type: none"> <li>- value the importance of school attendance</li> <li>- understand the links between attendance and connectedness with peer relationships and academic achievement</li> <li>- have strong relationships with peers and staff</li> <li>- share their learning with our wider community</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Classroom and peer observations</li> <li>• Observations of changes to classroom practices</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>• Students, staff and parent perception survey results</li> <li>• Attendance data</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Attendance data accurately entered and reviewed weekly.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan a parent morning tea with devices available for the completion of the Parent Opinion Survey.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$300.00  <input checked="" type="checkbox"/> Other funding will be used
School calendar of community events developed and planned for	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00





## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$47,807.50	\$47,807.50	\$0.00
Disability Inclusion Tier 2 Funding	\$192,147.75	\$192,147.75	\$0.00
Schools Mental Health Fund and Menu	\$50,918.77	\$50,918.77	\$0.00
<b>Total</b>	<b>\$290,874.02</b>	<b>\$290,874.02</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
1.a Danny Hyndman professional learning and consultancy work	\$15,000.00
Learning specialists to build teacher capacity through mentoring and modelling best practice.	\$29,109.00
Establish a whole school approach to SWPBS	\$10,000.00
Provide education for families around the importance of regular attendance for improved student outcomes and wellbeing (Newsletter, COMPASS updates, assembly)	\$5,000.00
Regular and ongoing analysis of student behaviour and wellbeing data to enhance our tiered approach in supporting all students	\$54,272.00
Embed wellbeing reform strategies of Disability Inclusion, Mental Health in Primary Schools and Schools Mental Health Fund.	\$192,147.75

<b>Totals</b>	\$305,528.75
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### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
1.a Danny Hyndman professional learning and consultancy work	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Learning specialists to build teacher capacity through mentoring and modelling best practice.	from: Term 1 to: Term 4	\$27,807.50	<input checked="" type="checkbox"/> School-based staffing
Provide education for families around the importance of regular attendance for improved student outcomes and wellbeing (Newsletter, COMPASS updates, assembly)	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Compass attendance data Administration staff
<b>Totals</b>		\$47,807.50	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Establish a whole school approach to SWPBS	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> CRT  • CRT (to attend school planning)

	to: Term 4		<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Other Wellbeing PLT</li> </ul>
Embed wellbeing reform strategies of Disability Inclusion, Mental Health in Primary Schools and Schools Mental Health Fund.	from: Term 1 to: Term 4	\$182,147.75	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li></li> </ul>
<b>Totals</b>		\$192,147.75	

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

Activities and milestones	When	Funding allocated (\$)	Category
Regular and ongoing analysis of student behaviour and wellbeing data to enhance our tiered approach in supporting all students	from: Term 1 to: Term 4	\$50,918.77	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives <p><b>This activity will use Mental Health Menu programs</b></p> <ul style="list-style-type: none"> <li>Assign existing staff member to initiative (eduPay)</li> </ul>
<b>Totals</b>		\$50,918.77	

### Additional funding planner – Total Budget

Activities and milestones	Budget
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<b>Totals</b>	\$0.00
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### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

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

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
1.a Danny Hyndman professional learning and consultancy work	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> External consultants Danny Hyndman	<input checked="" type="checkbox"/> On-site
DIBELS professional learning	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Sarah McDonagh	<input checked="" type="checkbox"/> Off-site via Zoom
Establish a whole school approach to SWPBS	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Kelly Noonan SWPBS coach	<input checked="" type="checkbox"/> On-site