

# **2023 Annual Implementation Plan**

## **for improving student outcomes**

Woodlands Primary School (5319)



Submitted for review by Matthew Gallagher (School Principal) on 19 December, 2022 at 01:55 PM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 03 February, 2023 at 04:45 PM  
Endorsed by Lisa Meddings (School Council President) on 15 March, 2023 at 10:59 AM

## 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	

<b>Leadership</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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<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</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	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>	<p>We are please with the direction that our school is heading in and we believe that our students receive a well rounded education with many supports in place across all domains of the FISO model.</p> <p>Our leadership team is strong and has clear goals in place, we feel confident that we have a positive culture across the school community and that high expectations are embedded. Our staff are extremely collaborative and work well within their teams as well as across teams. We work to encourage this and support staff as much as possible.</p>
---------------------------------------	--

	<p>After a successful 2022 and the introduction of the Science of Learning and many TLI initiatives, Teaching and Learning is an area that we are very proud of. Whilst we have many many improvements in this area, we also know that we can continue to improve in a number of areas. We see extension and mathematics as two of the major areas for us to work on in 2023. We will also need to work on developing our planning documentation, incorporating the high impact teaching strategies across all subjects (we have a major focus on explicit teaching and can look at developing our focus on others including metacognition). Our staff- student relationships are very strong and an area we pride ourselves on.</p> <p>In 2022 we have developed our assessment procedures extensively and staff have improved their data literacy dramatically. This has allowed our students to get the assistance that they need more readily and has allowed our staff to teach more effectively. We have a number of excellent practices in place to track progress of students, particularly in the area of literacy. In 2023 we need to work on developing this in numeracy.</p> <p>We are very proud of the engagement of our students in 2022. Communication is strong. Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school is an area of need moving forward.</p> <p>Our support and resources are strong and embedded.</p>
<p><b>Considerations for 2023</b></p>	<p>Areas of focus:</p> <ul style="list-style-type: none"> <li>- Continued teaching and learning using evidence based teaching practice (Science of Reading &amp; numeracy focus).</li> <li>- Support for our middle leaders to strengthen our PLC's.</li> <li>- Continued focus on high level of achievement in English and Mathematics - we need to focus on our higher achievers to ensure they are getting extension where needed.</li> <li>- Continuing to improve data literacy to improve student outcomes.</li> <li>- Student absence data.</li> <li>- The continuation of our work with the consistency on planners to ensure extension is a priority.</li> <li>- Release of learning specialist for student voice and agency planning for 2024.</li> <li>- Student absenteeism and ensuring that trends from 2022 do not continue.</li> <li>- Developing staff culture and protecting this is essential.</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To maximise the achievement and learning growth of every student, particularly in literacy and numeracy.
<b>Target 2.1</b>	By 2025 the NAPLAN high benchmark growth percentage for Numeracy, Reading and Writing will be: <ul style="list-style-type: none"> <li>• Numeracy high benchmark growth from 33% (2019) to 35% (2025)</li> <li>• Reading high benchmark growth 27% (2019) to 30% (2025)</li> <li>• Writing high benchmark growth 23% (2019) to 30% (2025)</li> </ul>
<b>Target 2.2</b>	By 2025 the top two bands four year average will have increased five per cent from 2016–19 (4ya) to 2021–25 (4ya).  Numeracy: <ul style="list-style-type: none"> <li>• Year 3: 2016–19 (4ya) 48% to 53% (4ya) 2021–25</li> </ul>

	<ul style="list-style-type: none"> <li>• Year 5: 2016–19 (4ya) 42% to 47% (4ya) 2021–25</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Year 3: 2016–19 (4ya) 60% to 65% (4ya) 2021–25</li> <li>• Year 5: 2016–19 (4ya) 44% to 49% (4ya) 2021–25</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Year 3: 2016–19 (4ya) 78% to 83% (4ya) 2021–25</li> <li>• Year 5: 2016–19 (4ya) 30% to 35% (4ya) 2021–25</li> </ul>
<p><b>Target 2.3</b></p>	<p>By 2025 the SSS positive endorsement factor teaching and learning module—evaluation:</p> <ul style="list-style-type: none"> <li>• Understand how to analyse data 72% (2020) to 75% (2025)</li> <li>• Academic Focus 83% (2020) to 85% (2025)</li> </ul>
<p><b>Target 2.4</b></p>	<p>By 2025 the AToSS positive endorsement factors will be retained or improved:</p> <ul style="list-style-type: none"> <li>• Differentiated Learning 94% (2019)</li> <li>• Effective Teaching Time 92% (2019)</li> <li>• Stimulating Learning 90% (2019)</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Evaluating impact on learning</p>	<p>Embed the PLCs model and structures to maximise student learning.</p>

<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build teacher capacity to use HITS through professional learning, peer observation, feedback and coaching.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Implement the whole school instructional model and provide teacher professional learning to enable precise and purposeful teaching in Literacy/Numeracy.
<b>Goal 3</b>	To strengthen student voice and agency.
<b>Target 3.1</b>	By 2025 the AToSS positive endorsement for the following factors will have been retained or improved: <ul style="list-style-type: none"> <li>• Attitudes to attendance 95% (2019)</li> <li>• Motivation and interest 91% (2019)</li> <li>• Resilience 89% (2019) to 91% (2025)</li> <li>• Self-regulation and goal setting 95% (2019)</li> <li>• Sense of confidence 89% (2019) to 91% (2015)</li> <li>• Student voice and agency 83% (2019) to 88% (2025).</li> </ul>
<b>Target 3.2</b>	By 2025 to reduce the four-year average absence days from 16 days to 15 or less.
<b>Target 3.3</b>	By 2025 the SSS positive endorsement factor teaching and learning module—evaluation:  Use student feedback to improve practice 74% (2020) to 77% (2025).

<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Enable authentic student agency to provide opportunities for students to collaborate and make decisions around their learning.
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Develop and implement a process for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor progress towards the achievement of goals.
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Develop student learning opportunities that are challenging, engaging and promote curiosity.
<b>Goal 4</b>	Strengthen our school wide approach to wellbeing to provide a safe and supportive learning environment.
<b>Target 4.1</b>	By 2025 the positive endorsement for the following factors will have been retained or improved: <ul style="list-style-type: none"> <li>• AToSS—Students felt connected to school 90% retain or improve.</li> <li>• School Staff Survey (SSS)—Staff were positive about the school climate 87% to 90%.</li> <li>• POS—Parents were satisfied with the school overall 92% retain or improve.</li> </ul>
<b>Target 4.2</b>	By 2025 the AToSS positive endorsement for the following factors will have been retained or improved: <ul style="list-style-type: none"> <li>• Advocate at School 94% (retain or improve).</li> <li>• Respect for Diversity 90% (retain or improve).</li> </ul>
<b>Key Improvement Strategy 4.a</b>	Embed the school wide positive education program across the school.



Health and wellbeing	
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	Strengthen the partnership between staff, students and parents to create a shared responsibility for student wellbeing.
<b>Key Improvement Strategy 4.c</b> Networks with schools, services and agencies	Strengthen access to supports and interventions for students and families.

## 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>2023 Priorities Goal</b> 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>Increase students in the top 2 NAPLAN bands: Initial number is the 2016 %Numeracy: Year 3: 48% to 53% Year 5: 42% to 47% and increase benchmark growth in numeracy: Numeracy high benchmark growth from 33% (2019) to 35%. Teacher judgement: increase students who are 6 months to one year ahead in the end of year number and algebra assessment by: 10% (Year 2)10% (Year 4). Reading: Year 3: 60% to 65% Year 5: 44% to 49% (4ya) 2021–25 Increase staff expression of positivity about the school climate from 82% in 2022 to return to or exceed 87% (as in 2021). Decrease the number of students with high levels of absenteeism (classified as more than 30 days absent) from 16% of students to 10% or under.</p>
<p>To maximise the achievement and learning growth of every student, particularly in literacy and numeracy.</p>	No	<p>By 2025 the NAPLAN high benchmark growth percentage for Numeracy, Reading and Writing will be:</p> <ul style="list-style-type: none"> <li>• Numeracy high benchmark growth from 33% (2019) to 35% (2025)</li> <li>• Reading high benchmark growth 27% (2019) to 30% (2025)</li> <li>• Writing high benchmark growth 23% (2019) to 30% (2025)</li> </ul>	

		<p>By 2025 the top two bands four year average will have increased five per cent from 2016–19 (4ya) to 2021–25 (4ya).</p> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Year 3: 2016–19 (4ya) 48% to 53% (4ya) 2021–25</li> <li>• Year 5: 2016–19 (4ya) 42% to 47% (4ya) 2021–25</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Year 3: 2016–19 (4ya) 60% to 65% (4ya) 2021–25</li> <li>• Year 5: 2016–19 (4ya) 44% to 49% (4ya) 2021–25</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Year 3: 2016–19 (4ya) 78% to 83% (4ya) 2021–25</li> <li>• Year 5: 2016–19 (4ya) to 30% to 35% (4ya) 2021–25</li> </ul>	
		<p>By 2025 the SSS positive endorsement factor teaching and learning module—evaluation:</p> <ul style="list-style-type: none"> <li>• Understand how to analyse data 72% (2020) to 75% (2025)</li> <li>• Academic Focus 83% (2020) to 85% (2025)</li> </ul>	
		<p>By 2025 the AToSS positive endorsement factors will be retained or improved:</p> <ul style="list-style-type: none"> <li>• Differentiated Learning 94% (2019)</li> <li>• Effective Teaching Time 92% (2019)</li> <li>• Stimulating Learning 90% (2019)</li> </ul>	
To strengthen student voice and agency.	No	<p>By 2025 the AToSS positive endorsement for the following factors will have been retained or improved:</p> <ul style="list-style-type: none"> <li>• Attitudes to attendance 95% (2019)</li> <li>• Motivation and interest 91% (2019)</li> <li>• Resilience 89% (2019) to 91% (2025)</li> <li>• Self–regulation and goal setting 95% (2019)</li> <li>• Sense of confidence 89% (2019) to 91% (2015)</li> <li>• Student voice and agency 83% (2019) to 88% (2025).</li> </ul>	

		By 2025 to reduce the four-year average absence days from 16 days to 15 or less.	
		By 2025 the SSS positive endorsement factor teaching and learning module—evaluation: Use student feedback to improve practice 74% (2020) to 77% (2025).	
Strengthen our school wide approach to wellbeing to provide a safe and supportive learning environment.	No	By 2025 the positive endorsement for the following factors will have been retained or improved: <ul style="list-style-type: none"> <li>• AToSS—Students felt connected to school 90% retain or improve.</li> <li>• School Staff Survey (SSS)—Staff were positive about the school climate 87% to 90%.</li> <li>• POS—Parents were satisfied with the school overall 92% retain or improve.</li> </ul>	
		By 2025 the AToSS positive endorsement for the following factors will have been retained or improved: <ul style="list-style-type: none"> <li>• Advocate at School 94% (retain or improve).</li> <li>• Respect for Diversity 90% (retain or improve).</li> </ul>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Increase students in the top 2 NAPLAN bands: Initial number is the 2016 %  Numeracy: Year 3: 48% to 53% Year 5: 42% to 47% and increase benchmark growth in numeracy:

	<p>Numeracy high benchmark growth from 33% (2019) to 35%.</p> <p>Teacher judgement: increase students who are 6 months to one year ahead in the end of year number and algebra assessment by: 10% (Year 2) 10% (Year 4).</p> <p>Reading: Year 3: 60% to 65% Year 5: 44% to 49% (4ya) 2021–25</p> <p>Increase staff expression of positivity about the school climate from 82% in 2022 to return to or exceed 87% (as in 2021).</p> <p>Decrease the number of students with high levels of absenteeism (classified as more than 30 days absent) from 16% of students to 10% or under.</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<p><b>KIS 1.a</b> Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
<p><b>KIS 1.b</b> Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</p>
<p>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>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Increase students in the top 2 NAPLAN bands: Initial number is the 2016 %  Numeracy: Year 3: 48% to 53% Year 5: 42% to 47% and increase benchmark growth in numeracy: Numeracy high benchmark growth from 33% (2019) to 35%.  Teacher judgement: increase students who are 6 months to one year ahead in the end of year number and algebra assessment by: 10% (Year 2) 10% (Year 4).  Reading: Year 3: 60% to 65% Year 5: 44% to 49% (4ya) 2021–25  Increase staff expression of positivity about the school climate from 82% in 2022 to return to or exceed 87% (as in 2021).  Decrease the number of students with high levels of absenteeism (classified as more than 30 days absent) from 16% of students to 10% or under.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- To build staff capacity around extension and differentiation to challenge students and meet their individual learning needs, particularly in Years 2 and 4 in the area of numeracy.</li> <li>- To develop consistency in mathematics planning, including evidence based strategies.</li> <li>- To develop consistency in planning documentation to cater for students who need challenging in mathematics.</li> </ul>

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students in need of academic extension will be identified and support for a cycle in our TLI program.</li> <li>- Students will feel challenged and motivated in their learning.</li> <li>- Teachers will feel that they are catering for their students individual learning needs.</li> <li>- Students will be able to articulate their learning using mathematics specific vocabulary.</li> <li>- Teachers will refine the current mathematics planning and make changes to improve planning documentation.</li> <li>- Students and teachers will be able to identify and follow the planned lesson structure.</li> <li>- Leaders will revise the instructional model and support teachers to effectively implement this.</li> <li>- Leaders and teachers will work on improving formative assessment measures to track student growth helping to assist with early success indicators.</li> <li>- IEP's will show targeted support for students in numeracy.</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Formative assessment measures.</li> <li>- Planning documentation improved and reflects consistency and differentiation.</li> <li>- Instructional model updated.</li> <li>- Pre and post unit testing results.</li> <li>- Mid year assessment results (Essential Assessment online).</li> <li>- IEP adjustments are evidence based.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- 2023 PAT Numeracy results.</li> <li>- 2023 Essential Assessment results.</li> <li>- 2023 teacher judgement results</li> <li>- 2024 NAPLAN results.</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Professional Learning whole school mathematics PD.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$8,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a mathematics focussed PLC team, who will focus on Year 2 and Year 4 data.	<input checked="" type="checkbox"/> PLC Leaders	<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
Review IEP goals for mathematics and have staff PD around creating these goals for IEPs.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



<p>Organise a working party to develop the school's mathematics instructional model &amp; planning documentation.</p>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 2</p>	<p>\$2,200.00</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
<p>Plan for school wide PLC's to be focussed on numeracy for Terms 1 and 3.</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</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
<p><b>KIS 1.b</b> Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>- Develop, and consistently action, processes around absenteeism.</li> <li>- Plan a deliberate focus on highlighting and regularly celebrating positive school climate with staff and increasing awareness of</li> </ul>			

	<p>school wide supports and processes in place.</p> <ul style="list-style-type: none"> <li>- Continue to develop and work on our inclusive education supports, including academic and social and emotional supports.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Leaders will update processes around absenteeism and consult with staff.</li> <li>- Leaders will communicate with school community around the importance of regular attendance, and an increased focus on improvement in this area.</li> <li>- Staff will have greater clarity around processes for making contact when students are absent.</li> <li>- Students with high levels of absenteeism will be identified and contact made early.</li> <li>- Supports will be more efficiently implemented when absences are the result of something manageable at a school level.</li> <li>- Leaders will create opportunities to highlight and share school climate factors with staff.</li> <li>- Leaders will regularly highlight supports available to staff and provide opportunities for these to be utilised.</li> <li>- Staff will increasingly re-introduce opportunities for families and school community to engage and become involved.</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Clear processes around absenteeism documented for staff.</li> <li>- Evidence of communication with school community about absenteeism as a priority focus area.</li> <li>- Staff documenting on Compass, contact with parents around absences.</li> <li>- Referrals for wellbeing support for internally manageable absences.</li> <li>- Meeting minutes highlight school climate factors.</li> <li>- Opportunities for family engagement on the calendar.</li> <li>- Attendance data.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Attendance data.</li> <li>- 2023 staff survey.</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Create and put in place a clear process for all staff to follow to assist with consistency in following up absent students.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Include termly staff wellbeing mornings with a focus on positive staff climate.</p>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,500.00</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
<p>Consolidate our Wellbeing team's processes, programs and interventions, as well as holding fortnightly wellbeing meetings to collaborate and reflect on current practice and efficacy.</p>	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Staff professional development Berry Street PD.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$65,007.40	\$0.00	\$65,007.40
Disability Inclusion Tier 2 Funding	\$374,099.47	\$384,099.47	-\$10,000.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$439,106.87</b>	<b>\$384,099.47</b>	<b>\$55,007.40</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Consolidate our Wellbeing team's processes, programs and interventions, as well as holding fortnightly wellbeing meetings to collaborate and reflect on current practice and efficacy.	\$20,000.00
Staff professional development Berry Street PD.	\$10,000.00
<b>Totals</b>	<b>\$30,000.00</b>

### Activities and Milestones - Equity Funding

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

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Consolidate our Wellbeing team's processes, programs and interventions, as well as holding fortnightly wellbeing meetings to collaborate and reflect on current practice and efficacy.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$374,099.47</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning               <ul style="list-style-type: none"> <li>•</li> </ul> </li> <li><input checked="" type="checkbox"/> Other workforces to support students with disability               <ul style="list-style-type: none"> <li>• Speech pathologists</li> <li>• School counsellors (inclusive education related services)</li> <li>• Psychologists</li> </ul> </li> <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties               <ul style="list-style-type: none"> <li>• Inclusion Leader</li> <li>• Education Support Staff</li> </ul> </li> <li><input checked="" type="checkbox"/> Other               <ul style="list-style-type: none"> <li>• Other Behaviour support program</li> </ul> </li> </ul>
<p>Staff professional development Berry Street PD.</p>	<p>from: Term 1 to: Term 1</p>	<p>\$10,000.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff               <ul style="list-style-type: none"> <li>•</li> </ul> </li> </ul>

<b>Totals</b>		\$384,099.47	
---------------	--	--------------	--

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

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

### Additional Funding Planner – Total Budget

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

### 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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning whole school mathematics PD.	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants  Ellen Steele has recommended some mathematics PD's which we are currently looking in to.  <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Staff professional development Berry Street PD.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site