2022 Annual Implementation Plan

for improving student outcomes

Ballarat North Primary School (4690)

Submitted for review by David Garner (School Principal) on 16 February, 2022 at 10:56 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

| 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 | Evolving |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

| Engagement | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Embedding |
| | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | |

| Support | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

| Enter your reflective comments | 2021 has continued to be a disrupted year with our school regularly moving between onsite and remote learning in semester 2. As a result of COVID-19 restrictions and union action, our professional learning plans and priorities have also been disrupted meaning that we have not had the focused professional learning that we had planned for an prioritized. Our PLC's remained consistent during this time, however further work is needed to refresh and improve the work of our PLC's in relation to the use of inquiry cycles and data to improve student learning outcomes.

A focus on HITs and responsive teaching, including the consistent use and application of differentiation in all classrooms, is |

| | our next piece of work and will be the basis of our 2022 AIP. Staff will need to be supported to improve differentiation in their classrooms and we plan to do this through utilising our learning specialist role and through a well thought out and focused professional learning plan.

Leadership roles continue to be defined and are an important piece of work moving forward. In semester 2 2021, we formed our SIT team who oversaw our school improvement work on a fortnightly basis. The capacity of our leadership team continued to build, with fortnightly meetings introduced with distributive leadership being one of the goals of this team of emerging leaders. Developing the capacity of our middle leaders will also need to be a focus moving forward, as we do have some really strong potential in our staff team that just needs to be supported to enable these leaders to have an even more positive impact on student learning outcomes.

The activation of student voice and agency has been a challenge in the COVID years, with students working remotely for large periods of time. Whilst we do have some great building blocks to enable the activation of student voice and agency, this is an area that needs further thought and work as we move into 2022. |
|---|---|
| **Considerations for 2022** | - Most effective use of disability support inclusion funding will need to be discussed and regularly reviewed to ensure it is having the desired impact. This funding will further support teachers to cater for and support a range of students in their classrooms

- A focus on differentiation in our 2022 AIP should enable our school to strengthen our practices in this area and to strengthen student learning outcomes

- PLC processes need to be reviewed and refreshed to ensure these are having the impact on student learning outcomes that we would expect. Tapping into the our area PLC coaches would be a great starting point for this work to occur.

- We have now committed the next 3 years to working with Adam Voigt to help us improve and strengthen the sense of community within our school. After COVID, our school community is rather disconnected so it is expected that this work will help our community to reconnect once again. |
| **Documents that support this plan** | |

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise the learning growth of every student.
Target 2.1	Teacher Judgement: Reading, Writing and Numeracy Increase the percentage of students achieving above age expected level: In Year 1 • Reading from 25% (2019) to 38% (2023) • Writing from 23% (2019) to 25% (2023) • Number & Algebra from 11% (2019) to 25% (2023)

	In Year 3 • Reading from 47% (2019) to 50% (2023) • Writing from 30% (2019) to 35% (2023) • Number & Algebra from 31% (2019) to 36% (2023) In Year 5 • Reading from 41% (2019) to 45% (2023) • Writing from 34% (2019) to 38% (2023) • Number & Algebra from 34% (2019) to 38% (2023)
Target 2.2	NAPLAN: Reduce the percentage of students in the bottom two bands: Year 3 students: • Reading from 18% in 2019 to 10% in 2023 • Number from 11% in 2019 to 8% in 2023 Year 5 students: • Reading from 13% in 2018/ 7% in 2019 to 8% in 2023 • Number from 11% in 2019 to 8% in 2023
Target 2.3	Benchmark Growth By 2023, the percentage of Year 5 students will be assessed as meeting at or above NAPLAN Benchmark Growth will be:

	• Reading 84% (84% 2019) • Writing 90% (90% 2019) • Numeracy 89% (89% 2019)
Key Improvement Strategy 2.a Curriculum planning and assessment	Review and improve whole school curriculum planning to ensure alignment with the Victorian Curriculum.
Key Improvement Strategy 2.b Building practice excellence	Enhance teacher practice through the consistent implementation of the agreed school-wide pedagogical model.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capacity in data literacy to support teacher judgment and inform differentiation in teacher practice.
Goal 3	To improve student agency in their learning.

Target 3.1	Drafting note: AToSS is the only student measure target used to measure this goal, suggest you consider including another measure of engagement.
	
	Attitudes to School Survey:
	
	In every year of the Strategic Plan, the percentage of Year 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be:
	
	Learner characteristics and disposition domain
	
	    • Self-regulation and goal setting from 92% (2019) to same or above
	
	Social engagement domain
	
	    • Student Voice and agency from 92% (2019) to same or above

Target 3.2	By 2023, the percentage of parents responding positively to the following measure contained in the Parent Opinion Survey to be: Student Cognitive Engagement domain • Student motivation and support from 84% in 2019 to 90% • Effective teaching from 86% in 2019 to 90%
Key Improvement Strategy 3.a Empowering students and building school pride	Further develop student involvement and agency in the development and delivery of curriculum.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop a whole school approach to goal setting.
Key Improvement Strategy 3.c Building communities	Further develop and implement the model for communication with parents in relation to curriculum/goal setting.
Goal 4	To enhance the health and wellbeing of all students.
Target 4.1	By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be: Teacher-student relations domain • Teacher concern from 82% (2019) to 88% Not experiencing bullying domain • Not experiencing bullying from 59% (2019) to 68%
Target 4.2	By 2023 the percentage of parents responding positively to the following measures contained in the Parent Opinion Survey to be: Safety domain • Non-experience of bullying from 63% (2019) to 72%

	• Promoting positive behaviour from 91% (2019) to 95%
Key Improvement Strategy 4.a Health and wellbeing	Enhance the school's current wellbeing framework.
Key Improvement Strategy 4.b Parents and carers as partners	Further develop a consistent school wide approach to communication with parents and carers.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	Teacher Judgement: Reading, Writing and Numeracy Increase the percentage of students achieving above age expected level: In Year 1 • Reading from 25% (2019) to 30% (2022) • Writing from 23% (2019) to 25% (2022) • Number & Algebra from 11% (2019) to 15% (2022) In Year 3 • Reading from 47% (2019) to 50% (2022) • Writing from 30% (2019) to 33% (2022) • Number & Algebra from 31% (2019) to 33% (2022) In Year 5 • Reading from 41% (2019) to 43% (2022) • Writing from 34% (2019) to 36% (2022)

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To maximise the learning growth of every student.	No	Teacher Judgement: Reading, Writing and Numeracy Increase the percentage of students achieving above age expected level: In Year 1 • Reading from 25% (2019) to 38% (2023) • Writing from 23% (2019) to 25% (2023) • Number & Algebra from 11% (2019) to 25% (2023) In Year 3	

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		NAPLAN: Reduce the percentage of students in the bottom two bands: Year 3 students: • Reading from 18% in 2019 to 10% in 2023 • Number from 11% in 2019 to 8% in 2023 Year 5 students: • Reading from 13% in 2018/ 7% in 2019 to 8% in 2023 • Number from 11% in 2019 to 8% in 2023	
		Benchmark Growth By 2023, the percentage of Year 5 students will be assessed as meeting at or above NAPLAN Benchmark Growth will be: • Reading 84% (84% 2019)	

		• Writing 90% (90% 2019) • Numeracy 89% (89% 2019)	

To improve student agency in their learning.	No	Drafting note: AToSS is the only student measure target used to measure this goal, suggest you consider including another measure of engagement.
		
		Attitudes to School Survey:
		
		In every year of the Strategic Plan, the percentage of Year 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be:
		
		Learner characteristics and disposition domain
		
		   • Self-regulation and goal setting from 92% (2019) to same or above
		
		Social engagement domain
		
		   • Student Voice and agency from 92% (2019) to same or above	

		By 2023, the percentage of parents responding positively to the following measure contained in the Parent Opinion Survey to be:
		Student Cognitive Engagement domain
		
		   • Student motivation and support from 84% in 2019 to 90%
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| To enhance the health and wellbeing of all students. | No | By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be:

Teacher-student relations domain
• Teacher concern from 82% (2019) to 88%
Not experiencing bullying domain
• Not experiencing bullying from 59% (2019) to 68% | |
| | | By 2023 the percentage of parents responding positively to the following measures contained in the Parent Opinion Survey to be:

Safety domain

• Non-experience of bullying from 63% (2019) to 72%
• Promoting positive behaviour from 91% (2019) to 95% | |

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Teacher Judgement: Reading, Writing and Numeracy Increase the percentage of students achieving above age expected level: In Year 1 • Reading from 25% (2019) to 30% (2022) • Writing from 23% (2019) to 25% (2022) • Number & Algebra from 11% (2019) to 15% (2022)

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In Year 5

• Reading from 41% (2019) to 43% (2022)
• Writing from 34% (2019) to 36% (2022)
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By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be:

Teacher-student relations domain

·   Teacher concern from 82% (2019) to 88% in 2022

Not experiencing bullying domain

·   Not experiencing bullying from 59% (2019) to 65% in 2022.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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	Teacher-student relations domain · Teacher concern from 82% (2019) to 88% in 2022 Not experiencing bullying domain · Not experiencing bullying from 59% (2019) to 65% in 2022.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Actions	- Revise and update our whole school approach to the teaching of numeracy across our school
	- Introduce and implement F&P benchmarking assessment system so that we can track reading achievement across the school
	    - Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs, including the development of a plan a to most effectively use disability support inclusion funding and
	      tutor learning funding to further support and differentiate teaching and learning for students.
	    - Develop a school wide approach to differentiation in the classroom in both literacy and numeracy, including the development of non-negotiable expectations for all teachers across the school

Outcomes	Students will: - participate in differentiated lessons in literacy and numeracy based on their point of need - know and understand their personal learning goals in reading, writing and numeracy which will be reflected upon and changed at least once per term and their next steps for learning - have access to a range of support programs, such as TLI and intervention - experience success and celebrate their achievements Teachers will: - trial and incorporate a range of differentiation strategies to ensure that students are taught at their point of need in literacy and numeracy - plan for the use of differentiation strategies and targeted teaching in their weekly planners - participate in weekly PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons - participate in peer observations, aligned to PLC Inquiries and School-wide Key Improvement Strategies - regularly meet and communicate with tutors and education support staff to ensure learning is adapted for all students - complete ABLES testing for identified students - actively participate in regular professional learning and use what is learned to inform their classroom practice Leaders will:

	- plan for, provide and facilitate regular professional learning for staff - ensure that time is prioritised and provided for peer observations and collaboration between teachers, education support staff and tutors to occur on a regular basis - lead the review and updating of our school's approach to teaching numeracy across the school - conduct regular observations and learning walks and share these observations and data with staff on a regular basis - help identify students to participate in the tutor learning initiative and will actively monitor and support the effectiveness of this at our school - support staff to develop and embed a range of differentiation strategies in both literacy and numeracy
Success Indicators	- Teacher planners will show differentiation using a range of differentiation strategies - Peer observation records to show observations have occurred - All students have been placed on the F&P bench-marking system - Student goal reflections will show progress in student learning as will student IEPs - Professional learning schedules will demonstrate a sustained focus on differentiation in 2022 - PLC agendas and inquiry cycle documentation - Student assessment data will show learning growth for students and will be used formatively to inform next steps in learning - Student feedback - develop and implement student surveys focussed on school climate and differentiation - Revised whole school approach to numeracy will be documented and a shared understanding will be evident among staff - Teacher judgements in the semester 1 and 2 reports - 2022 NAPLAN results, ie benchmark growth - Pre and post test data comparison for students participating in the tutor learning initiative

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Numeracy KIST and SIT teams to seek feedback on, revise the effectiveness of, and refine our whole school approach to the teaching and learning of numeracy	☑ Leadership Team ☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Prioritise time for teachers and education support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities	☑ Assistant Principal ☑ Education Support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Build teacher capacity to create, understand and implement IEPs and hold regular IEPs for funded students, students at risk and those with additional learning needs	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide ongoing professional learning on evidence based differentiation strategies	☑ All Staff	☐ PLP Priority	from: Term 1	$15,000.00

			to: Term 4	☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide support to all teachers in the development of students goals that are co-created and monitored with students, at least once per term	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Refresh and continue to develop and implement the Professional Learning Community improvement cycle for differentiated learning	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				□ Schools Mental Health Menu items will be used which may include DET funded or free items
Design and deliver professional learning on formative assessment and collecting, moderating, analysing, responding to and monitoring data throughout the year.	☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes/structures for coaching/mentoring and termly peer observations of our instructional model and high impact teaching strategies	☑ Principal ☑ School Improvement Team	□ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items

Introduce and conduct regular learning walks to collect data and information that will inform future professional learning and school improvement work	☑ Leadership Team ☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish criteria for identifying students requiring individual and tailored support, tutoring and intervention; and develop a model and and schedule times for support/tutoring to occur. Continually monitor the effectiveness of our support programs.	☑ Assistant Principal ☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$55,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Build teacher capacity to complete ABLES testing and analyse the results to cater for student needs	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

| | | ☐ Disability Inclusion Tier 2 Funding will be used |
| | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Actions	- Establish a whole school approach, with the support of Real Schools, to restorative practices across our school
	    - Support students to re-engage and develop positive social connections with other students
	    - Revise our school's behaviour management approach
	    - Build staff capacity to notice and respond to signs of student distress including how to collect, analyse and respond to student wellbeing data
	    - Develop a whole school professional learning plan based on evidenced based approaches to support student wellbeing across the school

Outcomes	Students will: - participating in explicit lessons aimed to develop social and emotional skills - know, understand and reflect upon the expectations of their behaviour in the yard - have access to allied health providers if required Teachers will: - Smiling Minds PD and implement in classrooms - implement lunchtime clubs - have a consistent approach to the management of issues in the yard - deliver regular RRRR lessons throughout the year - actively look for and reinforce positive behaviours in the yard - revisit yard rules and boundaries and regularly remind students about these - participate in professional development to respond to trends in student wellbeing data - participate in Real Schools professional learning and apply what has been learned across our school, including the ongoing reflection of these practices LS staff will:

	- support lunch/recess playtimes - facilitate SIC club for students Leaders will: - increase communication with the school community about positive behaviours at our school - support teachers to build their understanding of the personal and social capabilities component of the curriculum Support programs to be offered can include Drumbeat, STAP, Seasons, SIC, Yarning, Clubs
Success Indicators	- Teacher planners will show that RRRR lessons and Smiling Minds lessons are planned and taught on a regular basis - A reduction in behaviour book entries (Compass) for student behaviour across the school - An improvement in ATOSS data in all domains - Anecdotal notes and observations will show improvements in targeted behaviours - Newsletters and communication or communication logs will show an increase in positive communication - Lesson plans and photos for SIC club

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning about wellbeing initiatives for staff	☑ Assistant Principal ☑ Education Support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Parent information sessions and communication about wellbeing initiatives at our school, including Real Schools	☑ All Staff ☑ Wellbeing Team	☐ PLP Priority	from: Term 1	$17,500.00

			to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Revisit and revise behaviour management strategies as staff team to develop consistency within our team. This needs to include a clear understanding and application of rewards and consequences.	☑ All Staff ☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$161,346.00	$52,500.00	$108,846.00
Disability Inclusion Tier 2 Funding	$203,514.00	$81,000.00	$122,514.00
Schools Mental Health Fund and Menu	$24,665.00	$0.00	$24,665.00
Total	**$389,525.00**	**$133,500.00**	**$256,025.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Prioritise time for teachers and education support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities	$40,000.00
Build teacher capacity to create, understand and implement IEPs and hold regular IEPs for funded students, students at risk and those with additional learning needs	$20,000.00
Provide ongoing professional learning on evidence based differentiation strategies	$15,000.00
Design and deliver professional learning on formative assessment and collecting, moderating, analysing, responding to and monitoring data throughout the year.	$10,000.00
Establish processes/structures for coaching/mentoring and termly peer observations of our instructional model and high impact teaching strategies	$15,000.00
Establish criteria for identifying students requiring individual and tailored support, tutoring and intervention; and develop	$55,000.00

a model and and schedule times for support/tutoring to occur. Continually monitor the effectiveness of our support programs.	
Professional learning about wellbeing initiatives for staff	$10,000.00
Parent information sessions and communication about wellbeing initiatives at our school, including Real Schools	$17,500.00
Totals	$182,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Provide ongoing professional learning on evidence based differentiation strategies	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Design and deliver professional learning on formative assessment and collecting, moderating, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	$10,000.00	☑ Professional development (excluding CRT costs and new FTE)
Establish processes/structures for coaching/mentoring and termly peer observations of our instructional model and high impact teaching strategies	from: Term 1 to: Term 4	$15,000.00	☑ School-based staffing ☑ CRT
Parent information sessions and communication about wellbeing initiatives at our school, including Real Schools	from: Term 1 to: Term 4	$17,500.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)

Totals		$52,500.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Prioritise time for teachers and education support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities	from: Term 1 to: Term 4	$40,000.00	☑ Professional learning for school-based staff • Principal Class • Education Support ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability Inclusion Coordinator • Education Support Staff ☑ Teaching and learning programs and resources •
Build teacher capacity to create, understand and implement IEPs and hold regular IEPs for funded students, students at risk and those with additional learning needs	from: Term 1 to: Term 4	$20,000.00	
Provide ongoing professional learning on evidence based differentiation strategies	from: Term 1 to: Term 4	$5,000.00	

Establish criteria for identifying students requiring individual and tailored support, tutoring and intervention; and develop a model and and schedule times for support/tutoring to occur. Continually monitor the effectiveness of our support programs.	from: Term 1 to: Term 3	$15,000.00	☑ Professional learning for school-based staff • ☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Minor building or internal environmental modifications under $5,000 (GST inclusive) •
Professional learning about wellbeing initiatives for staff	from: Term 1 to: Term 4	$1,000.00	☑ Professional learning for school-based staff • Whole school
Totals		**$81,000.00**	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Mental Health Support	$24,665.00

Disability Inclusion Co-Ordinatioon	
Disability Inclusion -Additional Education Support	$42,514.00
Staffing for small group social-emotional learning sessions/teacher release for SSGS, planning and PL	$79,960.00
Furniture, material and resources for social-emotional learning sessions, data collection tools to identify student learning needs, etc.	$28,886.00
Totals	

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Mental Health Support	from: Term 3 to: Term 4		
Disability Inclusion Co-Ordinatioon	from: Term 1 to: Term 4		
Disability Inclusion -Additional Education Support	from: Term 1 to: Term 4		
Staffing for small group social-emotional learning sessions/teacher release for SSGS, planning and PL	from: Term 1 to: Term 4	$79,960.00	☑ School-based staffing ☑ CRT

Furniture, material and resources for social-emotional learning sessions, data collection tools to identify student learning needs, etc.	from: Term 1 to: Term 4	$28,886.00	☑ Assets
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Mental Health Support	from: Term 3 to: Term 4		
Disability Inclusion Co-Ordinatioon	from: Term 1 to: Term 4	$80,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability Inclusion Coordinator
Disability Inclusion -Additional Education Support	from: Term 1 to: Term 4	$42,514.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Staffing for small group social-emotional learning sessions/teacher release for SSGS, planning and PL	from: Term 1 to: Term 4		
Furniture, material and resources for social-emotional learning sessions, data collection tools to identify student learning needs, etc.	from: Term 1 to: Term 4		

Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Mental Health Support	from:
	Term 3
	to:
	Term 4
		$24,665.00	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu programs
			  o Positive education
			     TBC
			  o Animal wellbeing programs
			     TBC

Disability Inclusion Co-Ordinatioon	from: Term 1 to: Term 4		
Disability Inclusion -Additional Education Support	from: Term 1 to: Term 4		
Staffing for small group social-emotional learning sessions/teacher release for SSGS, planning and PL	from: Term 1 to: Term 4		
Furniture, material and resources for social-emotional learning sessions, data collection tools to identify student learning needs, etc.	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Prioritise time for teachers and education support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities	☑ Assistant Principal ☑ Education Support ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Refresh and continue to develop and implement the Professional Learning Community improvement cycle for differentiated learning	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ SEIL ☑ PLC Initiative	☑ On-site
Design and deliver professional learning on formative assessment and collecting, moderating, analysing, responding to and monitoring data throughout the year.	☑ School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Professional learning about wellbeing initiatives for staff	☑ Assistant Principal	from: Term 1	☑ Curriculum development ☑ Individualised Reflection	☑ Whole School Pupil Free Day	☑ Departmental resources	☑ On-site

| | ☑ Education Support ☑ Teacher(s) | to: Term 4 | | ☑ Formal School Meeting / Internal Professional Learning Sessions | DI team | |