

# 2024 Annual Implementation Plan

## for improving student outcomes

Whittlesea Primary School (2090)



Submitted for review by Kaylene Kubeil (School Principal) on 28 April, 2024 at 03:04 PM  
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 21 May, 2024 at 09:52 AM  
Endorsed by Lyle Winter (School Council President) on 21 May, 2024 at 01:10 PM

## Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
<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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning - Consistency NAPLAN - Proficiency Levels Improve the proportion of students in the 'strong and excelling' proficiency level of NAPLAN in all NAPLAN domains in Year 3 &amp; 5 by 2% or more. Teaching Judgement Numeracy: Increase the percentage of students above expected levels based on teacher judgement from 38% (2019) to 43% (2024) Wellbeing - Connection School Staff Survey: Sense of connectedness 72% (2019) to 80% (2024) Teacher concern 71% (2019) to 77% (2024) Resilience 74% (2019) to 80% (2024) Parent/Opinion Survey: Motivation and support 75% (2019) to 81% (2024). AtoSS Motivation and interest 79% (2019) to 85% (2024) Sense of confidence 69% (2019) to 80% (2024) Self-regulation and goal setting 82% (2019) to 87% (2024) Student voice and agency from 69% (2019) to 74% (2024) Attendance Data: Reduce the number of average absence days 18.1 days (2019) to 17 days (2024) Reduce the percentage of students with 20+ days of absence from 32% (2019) to 28% (2024).</p>
Maximise learning growth for all students.	No	<b>Writing</b>	

		<ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 8% (2019) to 20% (2024)</li> <li>• Increase the percentage of students in the top 2 bands in NAPLAN at Year 5 from 6% (2019) to 18 % (2024)</li> <li>• Increase the percentage of P-6 students above expected levels based on teacher judgement from 29% (2019) to 35 % (2024)</li> </ul>	
		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 13% (2019) to 20% (2024)</li> <li>• increase the percentage of students in the top 2 bands at Year 5 from 13% (2019) to 22 % (2024)</li> </ul>	
		<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students achieving above benchmark growth in NAPLAN at Year 5 from 5% (2019) to 19% (2024)</li> <li>• Increase the percentage of students in the top 2 bands in NAPLAN at Year 5 from 5% (2019) to 20% (2024)</li> <li>• Increase the percentage of students above expected levels based on teacher judgement from 38% (2019) to 43% (2024)</li> </ul>	
		<p><b>School Staff Survey</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of positive endorsement for the factor academic emphasis from 59% (2019) to 70% (2024).</li> <li>• Increase the percentage of positive endorsement for the factor collective efficacy from 61% (2019) to 75% (2024).</li> </ul>	
		<p><b>AtoSS</b></p> <p>Increase the percentage of positive endorsement for the factor differentiated learning challenge from 83% (2019) to 88% (2024).</p>	
	No	<b>AtoSS</b>	

Strengthen student agency and engagement in learning.		<p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• motivation and interest from 79% (2019) to 85% (2024)</li> <li>• sense of confidence from 69% (2019) to 80% (2024)</li> <li>• self regulation and goal setting from 82% (2019) to 87% (2024)</li> <li>• student voice and agency from 69% (2019) to 74% (2024)</li> </ul>	
		<p><b>School Staff Survey</b></p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• focus learning on real life problems from 67% (2019) to 80% (2024)</li> <li>• collective focus on student learning from 83% (2019) to 88% (2024)</li> </ul>	
		<p><b>Parent Opinion Survey</b></p> <p>Increase the percentage of positive endorsement for the factor: motivation and support from 75% (2019) to 81% (2024).</p>	
Maximise the resilience and confidence of all students.	No	<p><b>AtoSS</b></p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• sense of connectedness from 72% (2019) to 80% (2024)</li> <li>• teacher concern from 71% (2019) to 77%% (2024)</li> <li>• resilience from 74% (2019) to 80% (2024)</li> </ul>	
		<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Reduce the number of average absence days from 18.1 days (2019) to 17 days (2024)</li> <li>• Reduce the percentage of students with 20+ days absence from 32% (2019) to 28% (2024).</li> </ul>	

<p><b>Goal 1</b></p>	<p><b>Priorities goal</b>  <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></p>
<p><b>12-month target 1.1-month target</b></p>	<p>Learning - Consistency</p> <p>NAPLAN - Proficiency Levels</p> <p>Improve the proportion of students in the 'strong and excelling' proficiency level of NAPLAN in all NAPLAN domains in Year 3 &amp; 5 by 2% or more.</p> <p>Teaching Judgement</p> <p>Numeracy: Increase the percentage of students above expected levels based on teacher judgement from 38% (2019) to 43% (2024)</p> <p>Wellbeing - Connection</p> <p>School Staff Survey:</p> <p>Sense of connectedness 72% (2019) to 80% (2024)</p> <p>Teacher concern 71% (2019) to 77%% (2024)</p> <p>Resilience 74% (2019) to 80% (2024)</p> <p>Parent/Opinion Survey:</p> <p>Motivation and support 75% (2019) to 81% (2024).</p> <p>AtoSS</p> <p>Motivation and interest 79% (2019) to 85% (2024)</p> <p>Sense of confidence 69% (2019) to 80% (2024)</p> <p>Self-regulation and goal setting 82% (2019) to 87% (2024)</p> <p>Student voice and agency from 69% (2019) to 74% (2024)</p> <p>Attendance Data:</p> <p>Reduce the number of average absence days 18.1 days (2019) to 17 days (2024)</p> <p>Reduce the percentage of students with 20+ days of absence from 32% (2019) to 28% (2024).</p>



<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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	

# Define actions, outcomes, success indicators and activities

<p><b>Goal 1</b></p>	<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>
<p><b>12-month target 1.1 target</b></p>	<p>Learning - Consistency</p> <p>NAPLAN - Proficiency Levels</p> <p>Improve the proportion of students in the 'strong and excelling' proficiency level of NAPLAN in all NAPLAN domains in Year 3 &amp; 5 by 2% or more.</p> <p>Teaching Judgement          Numeracy: Increase the percentage of students above expected levels based on teacher judgement from 38% (2019) to 43% (2024)</p> <p>Wellbeing - Connection</p> <p>School Staff Survey:          Sense of connectedness 72% (2019) to 80% (2024)          Teacher concern 71% (2019) to 77% (2024)          Resilience 74% (2019) to 80% (2024)</p> <p>Parent/Opinion Survey:          Motivation and support 75% (2019) to 81% (2024).</p> <p>AtoSS          Motivation and interest 79% (2019) to 85% (2024)          Sense of confidence 69% (2019) to 80% (2024)          Self-regulation and goal setting 82% (2019) to 87% (2024)          Student voice and agency from 69% (2019) to 74% (2024)</p> <p>Attendance Data:          Reduce the number of average absence days 18.1 days (2019) to 17 days (2024)          Reduce the percentage of students with 20+ days of absence from 32% (2019) to 28% (2024).</p>

<p><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</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><b>Actions</b></p>	<p>Learning: Consistency</p> <ul style="list-style-type: none"> <li>- Strong induction and supportive processes in place for teachers (in particular teachers who are new to Whittlesea Primary School)</li> <li>- Instructional expectations are clearly defined and communicated with models in place with documentation and professional Learning provided as/when required</li> <li>- PLC/ Data Wise inquiries have a focus on Mathematical Pedagogy, Proficiencies, and the understanding/implementation of the new curriculum (Mathematics 2.0 for 2025)</li> <li>- Continue to implement the Tutor Learning and student excellence initiatives to support both student growth and extension in Numeracy, as well as Literacy</li> </ul>
<p><b>Outcomes</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Have improved learning confidence in Numeracy across the school</li> <li>- Have improved learning growth and outcomes in Numeracy across the school</li> <li>- Provide teachers with feedback about the teaching of Numeracy</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Collaborate using PLC and Data Wise processes, including participation in inquiry cycles</li> <li>- Teachers will engage in an inquiry cycle that is informed by data, as well as evidence and research (Numeracy)</li> <li>- PLC teams to plan and develop an understanding of current Numeracy pedagogical practices as informed by research</li> <li>- Access professional readings and Professional Learning to support understanding of Numeracy pedagogical practices</li> <li>- PLCs will understand the conditions needed to maximise Numeracy learning mindsets and outcomes</li> <li>- PLC will use data to inform planning and monitor student Numeracy outcomes</li> <li>- Work in PLC teams to develop confidence to effectively plan and implement highly engaging and purposeful Numeracy lessons</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Oversee Numeracy Assessment schedule, track and monitor Numeracy data and Teacher confidence and understanding</li> <li>- Support PLC and Data Wise processes, including time to collaborate as a team, as well as engage in professional learning</li> <li>- Oversee TLI to incorporate Numeracy (as well as Literacy)</li> <li>- Provide Numeracy resources as required to enhance both teacher and student learning outcomes</li> <li>- Facilitate knowledge and confidence building of Numeracy through observations and coaching opportunities</li> </ul>

	<p>Community will:</p> <ul style="list-style-type: none"> <li>- have access to school-level reports and documentation as appropriate (and necessary)</li> <li>- have access to student Reporting documentation and engage with recommendations as suggestions</li> <li>- have opportunity to engage with See Saw platform as an acknowledgement and celebration of learning</li> <li>- have access to teachers throughout the year to discuss learning growth and outcomes as appropriate (and when necessary)</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Observations demonstrating staff participation, engagement, and building of Numeracy knowledge within PLCs and professional learning</li> <li>- Planners demonstrate staff-expanding teaching strategies and approaches</li> <li>- PLC Numeracy Inquiry cycle and associated documentation</li> <li>- Teachers purposefully utilising a range of both formative and summative assessments throughout a range of topics to unpack in PLCs</li> <li>- Teachers using evidence (data) to inform planning</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- Completed PLC/Harvard inquiry cycles</li> <li>- PLC Maturity Matrix data presentation and Data Wise feedback/reflections</li> <li>- Deeper level of understanding of Data Wise expectations</li> <li>- Increase in both teacher and student learning confidence toward Numeracy</li> <li>- Victorian Curriculum judgements will show growth and/or above expected in Numeracy</li> <li>- Completed data sets that will indicated Numeracy student learning growth (i.e. MOI, Essential Assessments &amp; NAPLAN data sets)</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>
Additional staff complete Harvard Data Wise Training	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00  <input checked="" type="checkbox"/> Other funding will be used
Harvard Data Wise practices continue to embedded into the existing PLC approach, including rolling agenda, norms, protocols, and meeting schedules	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Employment of Learning Specialist to lead Numeracy (whole school level) )	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$78,000.00  <input checked="" type="checkbox"/> Other funding will be used
Develop staff understanding of Mathematics and Numeracy through Professional learning relating to the Instructional model to then provide a context and direction for lesson structures, pedagogy and professional coaching/mentoring and observations (including VC Maths 2.0)	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Other funding will be used
<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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Wellbeing - Connection</p> <p>Implementation of Disability Inclusion(DI) Reform and build practice for DI implementation  Implementation of the Resilience Project with a focus on  *Increasing foundational knowledge on concepts such as recognising and regulating emotions, handling challenging situations constructively, positive coping mechanisms, and stress management</p> <ul style="list-style-type: none"> <li>• Increasing understanding of kindness, which can contribute to kinder and more inclusive school environments</li> <li>• Increasing calmness and coping with anxiety through practicing mindfulness</li> <li>• Enhancing understanding of self-emotions and communicating more openly with others.</li> <li>• Improving confidence and self-esteem, especially in peer relationships</li> <li>• Increase in understanding and showing gratefulness</li> </ul> <p>Continue with the Vic SWPBS initiative to further enhance and extend all facets of the framework at Whittlesea Primary School,</p>			

	<p>including the actions required to become a credit Gold SWPBS school.</p> <p>Continue to build staff capacity to create and maintain an inclusive and positive climate for learning to support school culture and the learning environment to engage students through an integrated approach that includes coaching, modeling, and observations.</p> <p>Continue to document, track, and monitor associated processes to reduce absences, particularly unapproved and/or high-level of student absences Continue to document, track, and meet with families who require support with student engagement and attendance.</p> <p>PLC teams identify students who may be disengaged, have low attendance and/or critical medical needs, and provide an individual learning plan and/or student support summary to support school engagement and improved attendance.</p> <p>PLC teams will focus on student mental health (as well as learning ) Teachers will continue to engage in PLC /Harvard inquiry cycles about student wellbeing and engagement Teachers will continue to complete PLC/ Harvard documentation as requested i.e. PLC Maturity Matrix</p> <p>Refine the roles and responsibilities of our Student Leadership platform, to promote student voice and seek feedback on the promotion of student mental health and wellbeing.</p> <p>Continue to unpack the school engagement data sets with a specific focus on the Attitude to School Data sets.</p> <p>Continue to implement processes for identifying students with acute wellbeing needs, who may need to be supported via the referral process.</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- actively engage with and participate in the Resilience Project t with a focus on developing skills in mindfulness, emotional responses, self awareness and self regulation</li> <li>- actively engage with and participate in the Wellbeing Curriculum,</li> <li>- actively engage with and participate in SWPBS practices, processes, and celebrations</li> <li>- actively engage with and participate in the school House Program</li> <li>- have the opportunity to promote Student Voice and Agency</li> <li>- actively participate in leadership opportunities such as School Captains, Student Voice Team</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- PLC teams work collaboratively to focus on Student Mental Health and wellbeing</li> <li>- PLC teams actively use Compass to track, collate, and reflect on student wellbeing data sets.</li> <li>- PLC teams actively promote SWPBS framework with 'Golden Tickets and Whittlesea World' (as well as House Points)</li> </ul>

	<ul style="list-style-type: none"> <li>- PLC teams identify and refer students with low attendance, medical needs, students considered at risk of learning progress</li> <li>- PLC teams will complete documents as requested from external services for the students; including the most vulnerable, indigenous, and those at risk.</li> <li>- PLC teams will participate in Professional Learning related to Disability Inclusion (DI) and Profile Meetings</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Oversee and support the school wellbeing team</li> <li>- Oversee the implementation of SWPBS, Respectful Relationships, and Disability Inclusion reforms</li> <li>- Oversee the implementation of the Resilience project with a focus on emotional responses, behaviours and self-regulation.</li> <li>- Analyse data sets related to student engagement and attendance</li> <li>- Refer to appropriate services for students in distress and/or at risk</li> <li>- Plan and deliver relevant Disability Inclusion / student wellbeing and professional learning</li> <li>- Support families and the wider school community to support connection, engagement, and attendance.</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Early Indicators</p> <p>Student Participation and engagement Resilience Project content</p> <p>PLC teams (with the support of the Lead teacher) further develop curriculum documentation for Wellbeing Learning</p> <p>PLC use of referral process for any wellbeing observations/concerns</p> <p>Documented planners, referral, and communication processes to incorporate DI requirements</p> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- Completed Professional Learning and lessons in relation to the Resilience Project and Disability Inclusion</li> <li>- Students being able to articulate the reasoning behind their responses in certain situations (in class and/the yard)</li> <li>- Reduction in incidents related to students reacting emotionally, behaviours of concern, and lack of self regulation.</li> <li>- Continued authentic implementation of the SWPBS framework</li> <li>- Vic SWPBS initiative continued participation and gold accreditation</li> <li>- Student attendance data monitored within PLC teams</li> <li>- Improved AToSS data</li> </ul>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>
<p>Employment of Learning Specialist to support SWPBS to support whole school level wellbeing processes</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$78,000.00</p>

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Learning Specialist - Student Wellbeing/Disability Inclusion	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Employment of Mental Health Practitioner (MHiPS) to support SWPBS and whole school level wellbeing processes 0.6	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,411.85  <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
Development of a continuum or menu of strategies to encourage appropriate behaviour	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Development of a continuum or menu of reasonable adjustments and strategies to support Disability Inclusion applications and	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00



profile meetings (including how these are documented as evidence)	<input checked="" type="checkbox"/> Mental health and wellbeing leader		to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Plan for the Launch of the Resilience Project - including updating wellbeing curriculum to reflect new teaching and learning content from The Resilience Project	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of a range of ES staff with a range of strengths and skill sets	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$165,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning for staff in relation to students with additional needs, disadvantaged students &/or trauma based practices	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,771.00  <input checked="" type="checkbox"/> Equity funding will be used
Participation in DI COP	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$25,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$194,771.00	\$194,771.00	\$0.00
Disability Inclusion Tier 2 Funding	\$246,512.08	\$246,512.08	\$0.00
Schools Mental Health Fund and Menu	\$50,411.85	\$50,411.85	\$0.00
<b>Total</b>	<b>\$491,694.93</b>	<b>\$491,694.93</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Employment of Learning Specialist to support SWPBS to support whole school level wellbeing processes	\$78,000.00
Learning Specialist - Student Wellbeing/Disability Inclusion	\$100,000.00
Employment of Mental Health Practitioner (MHIPS) to support SWPBS and whole school level wellbeing processes 0.6	\$42,411.85
Development of a continuum or menu of strategies to encourage appropriate behaviour	\$5,000.00
Development of a continuum or menu of reasonable adjustments and strategies to support Disability Inclusion applications and profile meetings (including how these are documented as evidence)	\$20,000.00
Plan for the Launch of the Resilience Project - including updating wellbeing curriculum to reflect new teaching and learning content from The Resilience Project	\$8,000.00

Employment of a range of ES staff with a range of strengths and skill sets	\$165,000.00
Professional Learning for staff in relation to students with additional needs, disadvantaged students &/or trauma based practices	\$44,771.00
Participation in DI COP	\$25,000.00
<b>Totals</b>	<b>\$488,182.85</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Development of a continuum or menu of strategies to encourage appropriate behaviour	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Support services
Employment of a range of ES staff with a range of strengths and skill sets	from: Term 1 to: Term 4	\$165,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional Learning for staff in relation to students with additional needs, disadvantaged students &/or trauma based practices	from: Term 1 to: Term 4	\$24,771.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
<b>Totals</b>		<b>\$194,771.00</b>	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Learning Specialist to support SWPBS to support whole school level wellbeing processes	from: Term 1 to: Term 4	\$78,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning specialist</li> </ul>
Learning Specialist - Student Wellbeing/Disability Inclusion	from: Term 1 to: Term 4	\$123,512.08	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Portable amplification equipment</li> </ul> <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li>• Other <ul style="list-style-type: none"> <li>Development of inclusive spaces in classrooms</li> </ul> </li> </ul> <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>
Development of a continuum or menu of reasonable adjustments and strategies to support Disability Inclusion applications and profile meetings (including how these are documented as evidence)	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Middle school leaders</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

			<ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
Participation in DI COP	from: Term 2 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Middle school leaders</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Sensory resources</li> </ul>
<b>Totals</b>		\$246,512.08	

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

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Mental Health Practitioner (MHiPS) to support SWPBS and whole school level wellbeing processes 0.6	from: Term 1 to: Term 4	\$42,411.85	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Plan for the Launch of the Resilience Project - including updating wellbeing curriculum to reflect new teaching and learning content from The Resilience Project	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free)
<b>Totals</b>		\$50,411.85	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

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

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Additional staff complete Harvard Data Wise Training	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Academy - During School Holidays
Employment of Learning Specialist to lead Numeracy (whole school level) )	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Develop staff understanding of Mathematics and Numeracy through Professional learning relating to the Instructional model to then provide a context and direction for lesson structures, pedagogy and professional coaching/mentoring and observations (including VC Maths 2.0)	<input checked="" type="checkbox"/> Learning specialist(s)	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"/> Whole school pupil free day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> External consultants Peter Sullivan	<input checked="" type="checkbox"/> On-site

Development of a continuum or menu of strategies to encourage appropriate behaviour	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Development of a continuum or menu of reasonable adjustments and strategies to support Disability Inclusion applications and profile meetings (including how these are documented as evidence)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Information in relation to DI implementation	<input checked="" type="checkbox"/> On-site
Plan for the Launch of the Resilience Project - including updating wellbeing curriculum to reflect new teaching and learning content from The Resilience Project	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants TRP team	<input checked="" type="checkbox"/> On-site
Professional Learning for staff in relation to students with additional needs, disadvantaged students &/or trauma based practices	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site



					As provided on DET website.	
Participation in DI COP	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> Off-site Whittlesea Network COP for DI