

2023 Annual Implementation Plan

for improving student outcomes

Whorouly Primary School (1373)



Submitted for review by Pauline McPherson (School Principal) on 20 December, 2022 at 04:34 PM
Endorsed by Kristy Mullins (Senior Education Improvement Leader) on 29 December, 2022 at 07:20 PM
Endorsed by Shannon Phillips (School Council President) on 08 March, 2023 at 03:35 PM

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	

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

Engagement	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	

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

Enter your reflective comments	Significant progress continues to be made in teaching and learning with planning documentation reviewed and revised to align Whorouly PS Scope and Sequence with the Victorian Curriculum. The instructional model is followed and teachers have an increased understanding of the Vic Curriculum and learning pathways. Teachers have developed detailed writing units. LWT's, indicate progress in supporting students to demonstrate greater agency in their learning and a confidence and ability to articulate what they are doing and why, how to improve and where to go for help. Teachers have worked with Teaching Partners and Cluster colleagues to develop their skills in writing moderation, to plan next steps for teaching and learning and to develop individual learning goals for students. This work has increased teacher confidence to accurately
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	<p>assess student writing.</p> <p>Health and wellbeing programs have been prioritised to give students strategies to support their wellbeing. Our wellbeing coordinator has developed the whole school Health and Wellbeing Scope & Sequence, aligned to the Vic Curriculum, in consultation with teachers and the principal. The introduction of a Junior Council has given students the opportunity to represent all students and have a voice in the decisions that affect them. The Tutor Learning Initiative was prioritised with additional school surplus funding allocated to support students in literacy and numeracy. Teachers worked collaboratively to review student assessment and attendance data to identify students and set goals. Written reports to parents have been provided at the end of each term and students have moved in and out of the groups depending on need.</p>
<p>Considerations for 2023</p>	<p>In 2023 the TLI will continue to be prioritised with a numeracy focus, however additional funds cannot be allocated. Teachers have already reviewed student assessment data and selected students for Term 1 2023. Teachers will collaborate to ensure planning is specific and targeted and progress can be tracked throughout. Students in the tutor group will have clear goals and achievement will be celebrated. Regular feedback will continue to be provided to parents. Tutor groups will be fluid and students will be moved in and out of the program based on need.</p> <p>Dedicated collaborative planning will be allocated to ensure the momentum achieved in 2022 will preserve and enhance the Writing Workshop in 2023. The senior classroom teacher, as the literacy leader, will provide support for a new classroom teacher. Teaching Partners will be called upon on a regular basis to support the school. Classroom routines will be established to allow for a greater number of writing conferences, including formalising goal setting in the conference. Building on current PLC practices at our school, and at a Cluster level to improve the teaching and learning in Maths will be a focus in 2023.</p> <p>In 2023 we will implement our whole school Health and Wellbeing Program to provide a consistent and coordinated approach to health and wellbeing. Our Wellbeing coordinator will teach Respectful Relationships across the school and lead the planning and implementation of our program. The coordinator will provide specific targeted support to students and work with the principal to target improvement in attendance and boost AT0SS positive endorsement for learning confidence.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal 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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 4	To maximise the learning growth of every student in Literacy, with a particular focus on Writing
Target 4.1	By 2024, increase the proportion of students achieving expected growth or above expected growth over a 12-month period (Teacher Judgements – Growth) to: <ul style="list-style-type: none"> • 85 percent in Reading, from an average of 59 percent across the school in 2019 • 85 percent in Writing, from an average of 71 percent across the school in 2019
Target 4.2	By 2024, increase the proportion of Year 5 students achieving in the Top Two Bands in NAPLAN Reading and Writing to at least 25 percent, from an average of 11 percent and zero percent respectively across the period of the previous SSP (2017-2019)

Target 4.3	<p>By 2024, increase the positive endorsement in the following AToSS variables to at least 90 percent:</p> <ul style="list-style-type: none"> • Student Voice and Agency, from 75 percent in 2019 • Learning Confidence, from 71 percent in 2019
Key Improvement Strategy 4.a Evidence-based high-impact teaching strategies	Embed a whole-school, evidence-based approach to the teaching of Writing
Key Improvement Strategy 4.b Curriculum planning and assessment	Build all teachers' capability to collect, analyse and moderate assessments and to use that data in planning for the teaching of Writing
Key Improvement Strategy 4.c Building practice excellence	Embed a Professional Learning Community approach for collaborative inquiry into planning for teaching, the modelling of effective practice, and the use of observation and feedback in Literacy
Goal 5	To maximise the learning growth of every student in Numeracy
Target 5.1	By 2024, increase the proportion of students achieving above the age-expected level in Number and Algebra to at least 25 percent, from an average of 16 percent across the period of the previous SSP (2017-2019)
Target 5.2	By 2024, 100 percent of students will be assessed by teachers as achieving the expected learning growth, or more than the expected learning growth within a 12-month period in Number and Algebra

Target 5.3	By 2024, Increase the proportion of Year 5 students achieving in the Top 2 Bands in NAPLAN Numeracy to 25 percent, from an average of zero percent across the period of the previous SSP (2017-2019)
Key Improvement Strategy 5.a Evidence-based high-impact teaching strategies	Embed the high impact teaching strategies within the instructional model for Numeracy across the school
Key Improvement Strategy 5.b Building practice excellence	Build all teachers' capability to develop, implement and analyse rich assessment tasks in Numeracy

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal 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> <ul style="list-style-type: none"> • Learning 80% of all students will achieve medium to high learning growth against the Victorian Curriculum in Number and Algebra using teacher judgement..25% of students will be in the Top 2 Bands for NAPLAN for Numeracy • Wellbeing: Increase the positive endorsement of the Attitudes to School Survey factors of: Learner Characteristics and Disposition - - Sense of Confidence from 68% in 2022 to 75% (I am good at learning from 55% in 2022 to 70%)- Perseverance from 79% in 2022 to 85% (I can recover in a short time when something bad happens to me from 64% in 2022 to 70%) Social Engagement- School Connectedness (I look forward to going to school from 64% positive in 2022 to 70%)- Student Voice and Agency from 59% in 2022 to 70% (At this school, I help decide thing like class activities or rules from 36% in 2022 to 45%) Student Safety at School -- Advocate at school (At this school, there is a teacher or another adult who listens to me when I have something to say from 54% in 2022 to 70% and I have someone at school who I can share any problems with from 55% in 2022 to 70%) Improve attendance from

			54.84% of students with 20 or more days absence to <30 %.
To maximise the learning growth of every student in Literacy, with a particular focus on Writing	No	By 2024, increase the proportion of students achieving expected growth or above expected growth over a 12-month period (Teacher Judgements – Growth) to: <ul style="list-style-type: none"> • 85 percent in Reading, from an average of 59 percent across the school in 2019 • 85 percent in Writing, from an average of 71 percent across the school in 2019 	
		By 2024, increase the proportion of Year 5 students achieving in the Top Two Bands in NAPLAN Reading and Writing to at least 25 percent, from an average of 11 percent and zero percent respectively across the period of the previous SSP (2017-2019)	
		By 2024, increase the positive endorsement in the following AToSS variables to at least 90 percent: <ul style="list-style-type: none"> • Student Voice and Agency, from 75 percent in 2019 • Learning Confidence, from 71 percent in 2019 	
To maximise the learning growth of every student in Numeracy	No	By 2024, increase the proportion of students achieving above the age-expected level in Number and Algebra to at least 25 percent, from an average of 16 percent across the period of the previous SSP (2017-2019)	
		By 2024, 100 percent of students will be assessed by teachers as achieving the expected learning growth, or more than the expected learning growth within a 12-month period in Number and Algebra	
		By 2024, Increase the proportion of Year 5 students achieving in the Top 2 Bands in NAPLAN Numeracy to 25 percent, from an average of zero percent across the period of the previous SSP (2017-2019)	

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Goal 1	2023 Priorities Goal 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.	
12 Month Target 1.1	<ul style="list-style-type: none"> • Learning 80% of all students will achieve medium to high learning growth against the Victorian Curriculum in Number and Algebra using teacher judgement.. 25% of students will be in the Top 2 Bands for NAPLAN for Numeracy • Wellbeing: Increase the positive endorsement of the Attitudes to School Survey factors of: Learner Characteristics and Disposition - <ul style="list-style-type: none"> - Sense of Confidence from 68% in 2022 to 75% (I am good at learning from 55% in 2022 to 70%) - Perseverance from 79% in 2022 to 85% (I can recover in a short time when something bad happens to me from 64% in 2022 to 70%) Social Engagement <ul style="list-style-type: none"> - School Connectedness (I look forward to going to school from 64% positive in 2022 to 70%) - Student Voice and Agency from 59% in 2022 to 70% (At this school, I help decide thing like class activities or rules from 36% in 2022 to 45%) Student Safety at School - <ul style="list-style-type: none"> -Advocate at school (At this school, there is a teacher or another adult who listens to me when I have something to say from 54% in 2022 to 70% and I have someone at school who I can share any problems with from 55% in 2022 to 70%) <p>Improve attendance from 54.84% of students with 20 or more days absence to <30 %.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 1.b Priority 2023 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 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	<ul style="list-style-type: none"> • Learning 80% of all students will achieve medium to high learning growth against the Victorian Curriculum in Number and Algebra using teacher judgement.. 25% of students will be in the Top 2 Bands for NAPLAN for Numeracy • Wellbeing: Increase the positive endorsement of the Attitudes to School Survey factors of: Learner Characteristics and Disposition - <ul style="list-style-type: none"> - Sense of Confidence from 68% in 2022 to 75% (I am good at learning from 55% in 2022 to 70%) - Perseverance from 79% in 2022 to 85% (I can recover in a short time when something bad happens to me from 64% in 2022 to 70%) Social Engagement <ul style="list-style-type: none"> - School Connectedness (I look forward to going to school from 64% positive in 2022 to 70%) - Student Voice and Agency from 59% in 2022 to 70% (At this school, I help decide thing like class activities or rules from 36% in 2022 to 45%) Student Safety at School - -Advocate at school (At this school, there is a teacher or another adult who listens to me when I have something to say from 54% in 2022 to 70% and I have someone at school who I can share any problems with from 55% in 2022 to 70%) <p>Improve attendance from 54.84% of students with 20 or more days absence to <30 %.</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in pedagogical practices (Instructional Model) through strengthening our collective understanding of the content knowledge and sequence of learning in Numeracy. Strengthen staff capability to use assessment data to differentiate at point of need and support student goal setting in Numeracy. Re-establish and strengthen OLC PLC structures to support teacher collaboration and strengthen teaching practice in Numeracy.

Outcomes	<p>Students in need of targeted Numeracy academic support or intervention will be identified and supported. Students will demonstrate improved learning growth in numeracy. Students will be able to describe their numeracy goal and pathway for learning. Teachers will have a greater understanding and confidence in relation to curriculum knowledge and differentiation at point of need. Teachers will provide targeted academic support through numeracy goals in IEP's. Teachers will collaborate with others across the OLC Cluster to strengthen their assessment and planning capabilities. Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning. Leaders will support teaching staff to review and revise where necessary the Whorouly PS Number and Algebra Scope and Sequence.</p>			
Success Indicators	<p>Early indicators Curriculum documentation will show differentiation in numeracy. Student IEP's will describe adjustments to meet their needs and will be monitored regularly. LWT's data will show consistent implementation of the Whorouly Numeracy instructional model. School based professional learning and PLC's are scheduled and teaching staff and leaders are working collaboratively. Late indicators Teacher judgements to show a minimum of 12 months learning growth in Number and Algebra for 80% of students. There is an improvement in 'Student Attitude to Maths School Survey' data. OLC PLC's maintain momentum with attendance and teacher feedback indicates that teachers know the curriculum and can differentiate at point of need.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Develop a professional learning plan (school based) that supports staff to identify and meet students' individual Numeracy learning needs and develops pedagogical and content knowledge</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
Support professional learning for staff relating to formative assessment practices, differentiation and goal setting through PD and SIT meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$928.00 <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
Leaders will collaborate with teaching staff to review and refine the instructional model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
Teaching staff will engage in the OLC Cluster fortnightly meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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
Disability Inclusion coordinator will provide support to students with disabilities and those requiring adjustments in the classroom, and also support teachers with planning, resourcing and the preparation of Individual Education Plans.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,796.61 <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 will be provided with time release to complete professional learning such as Inclusive Classrooms - Supporting Student Behaviour and resources will be purchased to support students with a disability.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$928.00 <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
Additional support will be provided to students within the classroom during numeracy lessons through extension of the Tutor Learning Program (using Equity Funding)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" 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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed the school wide Health and Wellbeing Curriculum in line with the newly developed Scope and Sequence to support students' social and emotional learning Staff to undertake professional learning relating to Trauma Informed Practice to develop their understanding of how to support students' wellbeing and mental health Develop a school wide Attendance Improvement Plan			
Outcomes	Students will understand, describe and implement strategies for maintaining their physical and mental health. Teachers will be able to recognise, respond to and refer students' mental health needs Teachers will implement the Health and Wellbeing curriculum and demonstrate increased confidence in assessing students against the Personal and Social capabilities. Leaders will see the Health and Wellbeing curriculum being delivered across the school in a consistent manner.			

	<p>Leaders will support the continuous development, documentation and revision of the whole school Health and Wellbeing curriculum.</p> <p>Students will be able to articulate the reason why it is important to be at school every day for their social, emotional and academic development</p> <p>Teachers will track student attendance concerns and document strategies they have used to encourage improved attendance.</p> <p>Leaders will monitor student attendance data regularly and enact the processes outlined within the school-wide Attendance Improvement Plan.</p> <p>Leaders will build a culture of respect across the school community regarding the importance of school attendance for students' social, emotional and academic development through communication with parents (newsletters, phone calls, etc.)</p>			
Success Indicators	<p>Health & Wellbeing:</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - Planning documentation will show staff implementing the school-wide Health and Wellbeing Curriculum. <p>Late Indicators</p> <ul style="list-style-type: none"> - School-developed health and wellbeing survey to show improvements in student wellbeing throughout the year. - Attitudes to School Survey to show improvements in relation to Learner Characteristics and Disposition, Social Engagement and Student Safety at School as identified in the 12 month targets - Teachers implement Trauma Informed Practice strategies <p>Attendance Improvement:</p> <p>Early Indicators</p> <ul style="list-style-type: none"> - Reduction in the percentage of students absent from school evident at different points throughout the year (using the Adjustable Threshold tool) <p>Late Indicators</p> <ul style="list-style-type: none"> - Reduction in the percentage of students with 20+ days absent from school (from 54% in 2022 to 30% in 2023) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The Health and Wellbeing curriculum will be led by the wellbeing coordinator in line with the newly developed Scope and Sequence and monitored through feedback from staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,397.38 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Wellbeing will be monitored throughout the year using the school developed Health and Wellbeing Survey	<input checked="" type="checkbox"/> Wellbeing Team	<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
Mental Health Leader to be released to support the whole school implementation of the Health and Wellbeing Curriculum	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Staff will engage in professional learning relating to Trauma Informed Practice in order to support students' mental health and wellbeing	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leader will develop and communicate an Attendance Improvement Plan to staff, outlining key strategies that will be used to monitor attendance data throughout the year and respond to student absenteeism.	<input checked="" type="checkbox"/> Principal	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$28,796.61	\$28,796.61	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$64,443.99	\$64,443.99	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Disability Inclusion coordinator will provide support to students with disabilities and those requiring adjustments in the classroom, and also support teachers with planning, resourcing and the preparation of Individual Education Plans.	\$28,796.61
Additional support will be provided to students within the classroom during numeracy lessons through extension of the Tutor Learning Program (using Equity Funding)	\$5,000.00
The Health and Wellbeing curriculum will be led by the wellbeing coordinator in line with the newly developed Scope and Sequence and monitored through feedback from staff.	\$22,397.38
Mental Health Leader to be released to support the whole school implementation of the Health and Wellbeing Curriculum	\$2,000.00

Staff will engage in professional learning relating to Trauma Informed Practice in order to support students' mental health and wellbeing	\$1,600.00
Totals	\$59,793.99

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional support will be provided to students within the classroom during numeracy lessons through extension of the Tutor Learning Program (using Equity Funding)	from: Term 1 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$5,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Disability Inclusion coordinator will provide support to students with disabilities and those requiring adjustments in the classroom, and also support teachers with planning, resourcing and the preparation of Individual Education Plans.	from: Term 1 to: Term 4	\$28,796.61	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability Inclusion Coordinator
Totals		\$28,796.61	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
The Health and Wellbeing curriculum will be led by the wellbeing coordinator in line with the newly developed Scope and Sequence and monitored through feedback from staff.	from: Term 1 to: Term 4	\$22,397.38	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Mental Health Leader to be released to support the whole school implementation of the Health and Wellbeing Curriculum	from: Term 1 to: Term 4	\$2,000.00	
Staff will engage in professional learning relating to Trauma Informed Practice in order to support students' mental health and wellbeing	from: Term 1 to: Term 4	\$1,600.00	
Totals		\$25,997.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Mental Health and Wellbeing resources/ PD costs	\$4,650.00
Totals	\$4,650.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Mental Health and Wellbeing resources/ PD costs	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Mental Health and Wellbeing resources/ PD costs	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Mental Health and Wellbeing resources/ PD costs	from: Term 1 to: Term 4	\$4,650.00	
Totals		\$4,650.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan (school based) that supports staff to identify and meet students' individual Numeracy learning needs and develops pedagogical and content knowledge	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Support professional learning for staff relating to formative assessment practices, differentiation and goal setting through PD and SIT meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Cluster schools
Teaching staff will engage in the OLC Cluster fortnightly meetings.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Cluster schools
Staff will engage in professional learning relating to Trauma Informed Practice in order to support students' mental health and wellbeing	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site BMW Network CoP various locations