**2024 Annual Implementation Plan**

Submitted for review by Sherrin Strathairn (School Principal) on 20 March, 2024 at 12:52 PM  
Endorsed by Justin Esler (Senior Education Improvement Leader) on 08 April, 2024 at 10:26 AM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Bundoora Primary School (4944)



**Self-evaluation summary - 2024**

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|  | FISO 2.0 dimensions | Self-evaluation level |
| **Leadership** | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment |  |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |

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| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |  |
| Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |

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| **Assessment** | 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 |

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| **Engagement** | 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 |

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| **Support and resources** | 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 |

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| **Enter your reflective comments** |  |
| **Considerations for 2024** |  |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal** 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. | Yes | Support for the priorities | (a) Build teacher capacity and student outcomes through the use of Number talks and explicit teaching(b) Explicity teach the Wellbeing HITS to improve teacher-student relations including Effort, High Expectations for Success, and Teacher Concern. |
| To improve student learning growth in literacy | No | By 2026 increase the average percentage of students achieving high benchmark growth in NAPLAN reading in Years 3 to 5 from 8% (2019 -2021) to 25% (2022-26) |  |
| By 2026, increase the percentage of students achieving at or above their age expected scale score in PAT reading testing in:   * Year 1 from 44% in 2021 to 75% in 2026 * Year 2 from 44% in 2021 to 75% in 2026 |  |
| By 2026 increase the percentage of students achieving at or above age expected level in the English domain of the Victorian Curriculum in:   * Reading and viewing from 82% (2021) to 86% (2026) * Speaking and Listening from 93% (2021) to 96% (2026) * Writing from 77% (2021) to 81% (2026) |  |
| Improve the percentage endorsement of the following factors in the staff survey:   * Teacher collaboration from 49% (2021) to 85% (2026) * Collective efficacy from 65% (2021) to 80% (2026) |  |
| To improve achievement in numeracy for all students | Yes | By 2026 increase the average percentage of students achieving high benchmark growth in NAPLAN numeracy in Years 3 to 5 from 14% (2019 -2021) to 20% (2022-26) | Decrease the number of students in the 'Needs support' band to 5% in year 3 and year 5. |
| By 2026 increase the percentage of students achieving at or above their age expected scale score in PAT mathematics testing in:   * Year 2 from 69% in 2021 to 75% in 2026 * Year 2 from 72% in 2021 to 75% in 2026 | Decrease the number of students in year two in the 85-94 band to less than 5 students. |
| By 2026 increase the percentage of students achieving at or above the expected level in the Numeracy domain of the Victorian Curriculum in:   * Number and Algebra from 79% in 2021 to 85% in 2026 * Measurement and Geometry from 83% in 2021 to 85% in 2026 * Statistics and Probability from 76% in 2021 to 85% in 2026 | Increase the percentage of students achieveing at or above the expected level in the Numeracy domain of the Victorian curriculum in \*Number and Algebra to 82%\*Measurement and Geometry to 84%\*Statistics and Probability to 82% |
| By 2026 improve the endorsement of the following factor in the staff survey:   * Guaranteed and viable curriculum from 53% (2021) to 75% (2026) | By 2025 improve the endorsement of the following factor in the staff survey:\*Guaranteed and viable curriculum from 53% (2021) to 65% (2024) |

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| Goal 1 | **Priorities goal 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.** | |
| 12-month target 1.1-month target | (a) Build teacher capacity and student outcomes through the use of Number talks and explicit teaching (b) Explicity teach the Wellbeing HITS to improve teacher-student relations including Effort, High Expectations for Success, and Teacher Concern. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a** | 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** | 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. |  | |
| Goal 3 | **To improve achievement in numeracy for all students** | |
| 12-month target 3.1-month target | Decrease the number of students in the 'Needs support' band to 5% in year 3 and year 5. | |
| 12-month target 3.2-month target | Decrease the number of students in year two in the 85-94 band to less than 5 students. | |
| 12-month target 3.3-month target | Increase the percentage of students achieveing at or above the expected level in the Numeracy domain of the Victorian curriculum in \*Number and Algebra to 82% \*Measurement and Geometry to 84% \*Statistics and Probability to 82% | |
| 12-month target 3.4-month target | By 2025 improve the endorsement of the following factor in the staff survey: \*Guaranteed and viable curriculum from 53% (2021) to 65% (2024) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Teaching and learning | Develop, document and embed a whole school approach to numeracy | Yes |
| **KIS 3.b**  Teaching and learning | Build teacher confidence and skills in the teaching of numeracy through appropriately targeted professional development | Yes |
| **KIS 3.c**  Assessment | Implement an assessment schedule for numeracy and use assessment to identify student needs for intervention, extension and differentiation | 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. | Numeracy: While our students are beginning to make good progress in maths, we still observe some teachers lacking confidence in teaching the curriculum, and cohesion amongst teams is reqruied. PAT data has reflected improvement, however Teacher Judgement, while positive is not consistent from Prep to year 6, i.e. 83% at or above in 2023 in prep, but has decreased to 53% at or above by year 6 (2023). This pattern is consistent from 2021 to 2023. Our PLC teams are growing from strength to strength and our PLC facilitator and leadership team continue to build data literacy into their cycles. Our reflection against the FISO continuum highlights the need to continue with this work. Essential Assessment is the assessment tool that teachers feel most comfortable in using across the school, however, it is limited in the scope of assessment and tends to  overinflate outcomes. PAT maths, NAPLAN and Common Assessment Tasks (CATs) are to be the main focus of assessment in maths in 2024, with observations and conversations with students, and I can statements (for LI and SC) rounding out the triangulation. Teachers are inclined to rely on formal maths assessment (Essential Assessment) to guide them, rather than trust their knowledge of their students. We aim, in 2024, to reduce the time we ask students to 'test take' and instead use self and peer assessment, guided by the teacher, where necessary.  When the Bundoora PS Instrucational model was first rolled out (over the course of semester two, 2022) many teachers struggled to see how maths fitted into the model. After significant work the instrucation model is now embedded in literacy, and becoming increasingly embedded in maths and other areas of the curriculum. Self-evaluation and reflections in PLC teams have shown that we have more work to do in terms of a common assessment document in maths, and refining a scope and sequence. A change in the maths leader and curriculum team this year will assit in the team working collaboratively in term one to develop the necessary documents. We are currently holding relatively steady with 2021 percentages in maths (teacher judgment growth) as stated in the 2022-2026 SSG, and we aim to move the trend to increasing success this year as we build teacher capacity. The school has sought advice and engaged maths consultants this year (NJ Consulting) as recommended by Kerri Simpson. Our Leadership team participated in a Learning Walk in November last year with the consultants so that we could hit the ground running this year. This work will commence with staff (with modelling in classrooms and formal PD) in mid-February. | |

**Define actions, outcomes, success indicators and activities**

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| Goal 1 | **Priorities goal** 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. | | | | |
| 12-month target 1.1 target | (a) Build teacher capacity and student outcomes through the use of Number talks and explicit teaching (b) Explicity teach the Wellbeing HITS to improve teacher-student relations including Effort, High Expectations for Success, and Teacher Concern. | | | | |
| KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | | |
| **Actions** | 1. Engaging NJ consulting to coach, model and instruct teachers in mathematics in order to increase their capacity and confidence and therefore increase student outcomes. 2. Identify low and high fliers and ensure targeted accommodations and interventions are in place for each student with collective efficacy through PLCs in planning and teaching. 3. Continue to build data literacy through PLC teams to target all students at their point of need to move the forward. | | | | |
| **Outcomes** | We expect that: -all teachers will confidently engage in number talks and recording (on the whiteboard) number talks for themselves and students in numeracy which will lead to improved planning and teaching in numeracy at all levels with the expected outcome of increased maths fluency and vocalisation of maths strategies.  -teacher capacity to identify students working at and above level will increase as they work through PLC teams and unpack data with the SIT team. This will be shown by the accommodations written into teacher planning for students at risk and in need of extension. Teachers will be able to easily and confidentlyname individual students who need extension and support. -student engagement in mathematics will improve across all year levels as students become more confident in articulating strategies used in solving mathematical problems. This will be shown by the number of studetns on task and the use of number talks in all lessons. | | | | |
| **Success Indicators** | -Number talks will be present in planning, peer observations, and learning walks. -PAT maths data will show increased numbers of students moving out of the bottom two bands in all year levels in November. -PAT maths data will show increased numbers of students moving into the top three bands in all year levels in November. -CASES data at mid and end of year will match NAPLAN and PAT maths data. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| PLC teams meet fortnightly with Prin and AP to track progress towards goals. | | 🗹 Leading teacher(s)  🗹 PLC leaders  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🗹 Other funding will be used |
| Staff professional development in Numeracy (N and J Consulting). | | 🗹 Numeracy leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00 |
| School Improvement Team to monitor progress against numeracy data (class adn EA) regularly. | | 🗹 Principal  🗹 School improvement team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Additional Resources allocated to allow the PLC team leaders and SIT to meet within school time (Additional staff appointed for cover). | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,400.00  🗹 Other funding will be used |
| PDP process focus on leadership observations of all classes, team reflections, and self-videoing lessons for reflection. | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 1.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 | | | | |
| **Actions** | -Wellbeing HITS set as the focus for PLC teams. -Increased education for staff in using Respectful Relationships (incorporating The Resilience Project). -Community education in Respectful Relationships via newsletters (class and whole school). -Wellbeing Team to focus on strategies to improve mental health of staff and students, using the HIWS | | | | |
| **Outcomes** | -AP leading Wellbeing to reflect the leadership goal to manage staff and student wellbeing. -Primary Wellbeing Officer revised role will target student needs in small groups, with families referred to external services.  -Programs in social skills and how to treat each other respectfully will be led by the PWO with a reduced amount of behaviour issues during recess, lunch, and class time being recorded and observed. -Staff PD in managing neurodiverse student behaviour. -The language of Respectful Relationships used throughout the school. -ATOSS data will show an improvement in 'Sense of Connectedness'. -ATOSS data will show an improvement in 'School Safety'. -School Staff Survey will reflect an improvement in School Climate.  -Provisional Psychologist employed to assist students and parents who are unable to access services in the community. -DAT (Deaf Awarenss Training) to support staff and students in the effective delivery of AUSLAN across the school. | | | | |
| **Success Indicators** | -ATOSS - Student sense of connectedness to improve from 56% in 2023 to 70% in 2024. -ATOSS - School Safety - respect for diversity to improve from 59% in 2023 to 70% in 2024. -SSS - School Climate - from 48% in 2023 to 65% in 2024. -Suspension rates down (both in and out of school suspensions). -Less Chronicles (on Compass) highlighting behaviour in the yard and classroom). -consistent responses from staff when managing difficult behaviour. -Evidence of SWPBS in classrooms (lead by Acting LT). | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| RRRR region staff to support our school with professional learning in term one. | | 🗹 Respectful relationships implementation team  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Professional Development for staff in teaching and managing neurodiverse students. | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 1 | $4,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Provisional Psychologist employed one day per week to assist families to access counselling. | | 🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| The Resilience Project diaries purchased and used weekly across the school. | | 🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $10,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| LT to lead a team in implementing SWPBS with the assistance of the regional team (PD and suggested activities for LT and team only). | | 🗹 Leading teacher(s)  🗹 Wellbeing team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Disability Inclusion Tier 2 Funding will be used |
| Goal 3 | To improve achievement in numeracy for all students | | | | |
| 12-month target 3.1 target | Decrease the number of students in the 'Needs support' band to 5% in year 3 and year 5. | | | | |
| 12-month target 3.2 target | Decrease the number of students in year two in the 85-94 band to less than 5 students. | | | | |
| 12-month target 3.3 target | Increase the percentage of students achieveing at or above the expected level in the Numeracy domain of the Victorian curriculum in \*Number and Algebra to 82% \*Measurement and Geometry to 84% \*Statistics and Probability to 82% | | | | |
| 12-month target 3.4 target | By 2025 improve the endorsement of the following factor in the staff survey: \*Guaranteed and viable curriculum from 53% (2021) to 65% (2024) | | | | |
| KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop, document and embed a whole school approach to numeracy | | | | |
| **Actions** | \* New maths curriculum leader appointed in 2024. Team priority to work on scope and sequence and whole school assessment. \* Maths consultancy team employed to embed the whole school approach to numeracy. Number talks and the new curriculum introduced to staff in prepartion for 2025. \*Maths tutor to target students below the expected level based on CASES 21 and NAPLAN data. | | | | |
| **Outcomes** | \*Teacher ability to plan will be enhanced by the new documentation. \*Teacher confidence and capacity to teach maths will increase. \* Team planning will demonstrate adherence to the new scope and sequence and assessment model. \* Student confidence in maths will improve. \* Teacher planning will demonstrate new consistency of practice. | | | | |
| **Success Indicators** | \* Scope and sequence completed by the end of term 2. \* Whole school assessment document completed by the end of term 2. \* Teacher planning document samples \* PAT M data will show improvement. \* Student work samples and moderation will show improvement \* Staff survey will show improvement in collaboration and collective efficacy. \* Student survey will show improvement in student teacher engagement (i.e., my teacher knows how to help me learn). | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Staff PD with NJ consulting | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 3 | $10,000.00  🗹 Other funding will be used |
| PLC focus on numeracy | | 🗹 PLC leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Co-construction of whole school numeracy scope and sequence. | | 🗹 Numeracy leader | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Co-construction of whole school numeracy assessment schedule. | | 🗹 Numeracy leader | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teacher confidence and skills in the teaching of numeracy through appropriately targeted professional development | | | | |
| **Actions** | \* Employ external maths consultants \* PLC teams targeting numeracy every term. | | | | |
| **Outcomes** | \* All staff will increase their knowledge of number talks through PD with consultants leading to increased teaching of explicit strategies in number \* Students will be able to apply the strategies taught by verbalising their thought processes during number talks.  \* Staff planning documents will consistently demonstrate evidence of planned number talks weekly. \* PLC minutes and celebration days will show evidence of improved maths confidence and ability among teachers and students. | | | | |
| **Success Indicators** | \* Teachers confidently using number talks on (at least) a weekly basis. \* Students able to record and articulate their thought processes in problem solving. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Teams of staff to work with maths consultants to build capapity and confidence. | | 🗹 All staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Numeracy leader and curriculum team to roll out PD for staff during term time to build capacity and confidence. | | 🗹 Numeracy leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 3.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Implement an assessment schedule for numeracy and use assessment to identify student needs for intervention, extension and differentiation | | | | |
| **Actions** | \* New numeracy leader and team to implement the new numeracy assessment schedule by the end of term two. \* SIT to unpack data at fortnightly meetinigs to ensure intervention, extension and differentiation are being implemented. PLC leaders (as members of SIT) to further unpack this data with their tem members | | | | |
| **Outcomes** | \* PLC teams to examine data to find focus 'crumb' each cycle. Teams are then expectetd to transfer this practice into their own planning. \* Accommodations, adjustment, and differentiation is expected to be shown in team and individual planning and then put into practice. \* SIT to become more focused on student centred decision making and learning outcomes. \* The focus on student centred decisions and learning outcomes will then transfer out to team and individual planning. | | | | |
| **Success Indicators** | \* samples of team planning from across the school. \* minutes from SIT and PLC agendas showing the change in focus \* maths tutoring data will show improvement for students performing below and well below expected level \* Names of students with accomodations, adjustments, and extension listed in team and individual planning with the changes/adjustments shown. \* Teams are able to identify which students are performing above and below level and state the changes in work made for these students.  \* PAT M data will show improvement across all year levels and bands. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Fortnightly SIT meetings with a data focus | | 🗹 Leadership team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Fortnightly PLC leaders, PLC facilitator, and Executive leadership meetings | | 🗹 Leadership team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Weekly PLC meetings | | 🗹 All staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $50,773.60 | $50,773.60 | $0.00 |
| Disability Inclusion Tier 2 Funding | $145,866.77 | $145,866.77 | $0.00 |
| Schools Mental Health Fund and Menu | $37,937.21 | $37,937.21 | $0.00 |
| **Total** | $234,577.58 | $234,577.58 | $0.00 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| Professional Development for staff in teaching and managing neurodiverse students. | $4,000.00 |
| Provisional Psychologist employed one day per week to assist families to access counselling. | $20,000.00 |
| The Resilience Project diaries purchased and used weekly across the school. | $10,000.00 |
| LT to lead a team in implementing SWPBS with the assistance of the regional team (PD and suggested activities for LT and team only). | $5,000.00 |
| **Totals** | $39,000.00 |

Activities and milestones - Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Provisional Psychologist employed one day per week to assist families to access counselling. | from: Term 1  to: Term 4 | $20,000.00 | 🗹 Support services |
| **Totals** |  | $20,000.00 |  |

Activities and milestones - Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Professional Development for staff in teaching and managing neurodiverse students. | from: Term 1  to: Term 1 | $4,000.00 | 🗹 Professional learning for school-based staff |
| LT to lead a team in implementing SWPBS with the assistance of the regional team (PD and suggested activities for LT and team only). | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Professional learning for school-based staff |
| **Totals** |  | $9,000.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| The Resilience Project diaries purchased and used weekly across the school. | from: Term 1  to: Term 4 | $10,000.00 | 🗹 The Resilience Project |
| **Totals** |  | $10,000.00 |  |

Additional funding planner – Total Budget

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| **Activities and milestones** | **Budget** |
| Disability Inclusion Manager appointed (ES 3-1). | $71,306.00 |
| DI ES staff appointed to support students without PSDMS funding, in the change over period to DI. | $54,192.00 |
| Increasing the hours of the Primary Wellbeing Officer (plus increment). | $22,300.00 |
| Employment of Acting LT | $10,000.00 |
| PLC leader special payments | $7,500.00 |
| Employment of school nurse | $30,279.58 |
| **Totals** | $195,577.58 |

Additional funding planner – Equity Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Disability Inclusion Manager appointed (ES 3-1). | from: Term 1  to: Term 4 | $0.00 |  |
| DI ES staff appointed to support students without PSDMS funding, in the change over period to DI. | from: Term 1  to: Term 4 | $0.00 |  |
| Increasing the hours of the Primary Wellbeing Officer (plus increment). | from: Term 1  to: Term 4 | $0.00 |  |
| Employment of Acting LT | from: Term 1  to: Term 4 | $10,000.00 | 🗹 School-based staffing |
| PLC leader special payments | from: Term 1  to: Term 4 | $7,500.00 | 🗹 School-based staffing |
| Employment of school nurse | from: Term 2  to: Term 4 | $13,273.60 | 🗹 School-based staffing |
| **Totals** |  | $30,773.60 |  |

Additional funding planner – Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Disability Inclusion Manager appointed (ES 3-1). | from: Term 1  to: Term 4 | $71,306.00 | 🗹 Professional learning for school-based staff  🗹 Other workforces to support students with disability |
| DI ES staff appointed to support students without PSDMS funding, in the change over period to DI. | from: Term 1  to: Term 4 | $54,192.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| Increasing the hours of the Primary Wellbeing Officer (plus increment). | from: Term 1  to: Term 4 | $0.00 |  |
| Employment of Acting LT | from: Term 1  to: Term 4 | $0.00 |  |
| PLC leader special payments | from: Term 1  to: Term 4 | $0.00 |  |
| Employment of school nurse | from: Term 2  to: Term 4 | $11,368.77 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| **Totals** |  | $136,866.77 |  |

Additional funding planner – Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Disability Inclusion Manager appointed (ES 3-1). | from: Term 1  to: Term 4 | $0.00 |  |
| DI ES staff appointed to support students without PSDMS funding, in the change over period to DI. | from: Term 1  to: Term 4 | $0.00 |  |
| Increasing the hours of the Primary Wellbeing Officer (plus increment). | from: Term 1  to: Term 4 | $22,300.00 | 🗹 Employ teaching staff to support Tier 2 initiatives  **This activity will use Mental Health Menu programs**   * + Assign existing staff member to initiative (eduPay) |
| Employment of Acting LT | from: Term 1  to: Term 4 | $0.00 |  |
| PLC leader special payments | from: Term 1  to: Term 4 | $0.00 |  |
| Employment of school nurse | from: Term 2  to: Term 4 | $5,637.21 | 🗹 Employ allied health professional to provide Tier 2 tailored support for students |
| **Totals** |  | $27,937.21 |  |

**Professional learning plan**

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| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| PLC teams meet fortnightly with Prin and AP to track progress towards goals. | 🗹 Leading teacher(s)  🗹 PLC leaders  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT meeting | 🗹 PLC Initiative | 🗹 On-site |
| Staff professional development in Numeracy (N and J Consulting). | 🗹 Numeracy leader | from: Term 1  to: Term 4 | 🗹 Demonstration lessons | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Primary Mathematics and Science specialists | 🗹 On-site |
| School Improvement Team to monitor progress against numeracy data (class adn EA) regularly. | 🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Additional Resources allocated to allow the PLC team leaders and SIT to meet within school time (Additional staff appointed for cover). | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Pedagogical Model | 🗹 On-site |
| PDP process focus on leadership observations of all classes, team reflections, and self-videoing lessons for reflection. | 🗹 All staff | from: Term 1  to: Term 4 | 🗹 Collaborative inquiry/action research team  🗹 Peer observation including feedback and reflection  🗹 Individualised reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| RRRR region staff to support our school with professional learning in term one. | 🗹 Respectful relationships implementation team  🗹 Wellbeing team | from: Term 1  to: Term 1 | 🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Departmental resources  RRRR regional team. | 🗹 On-site |
| Professional Development for staff in teaching and managing neurodiverse students. | 🗹 All staff | from: Term 1  to: Term 1 | 🗹 Demonstration lessons | 🗹 Whole school pupil free day | 🗹 External consultants  Calm at the Forefront | 🗹 On-site |
| Provisional Psychologist employed one day per week to assist families to access counselling. | 🗹 Wellbeing team | from: Term 1  to: Term 4 | 🗹 Individualised reflection | 🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  Engage 101 Provisional Psychologist | 🗹 On-site |
| The Resilience Project diaries purchased and used weekly across the school. | 🗹 Wellbeing team | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| LT to lead a team in implementing SWPBS with the assistance of the regional team (PD and suggested activities for LT and team only). | 🗹 Leading teacher(s)  🗹 Wellbeing team | from: Term 1  to: Term 4 | 🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Staff PD with NJ consulting | 🗹 All staff | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 External consultants  NJ Consulting | 🗹 On-site |
| Teams of staff to work with maths consultants to build capapity and confidence. | 🗹 All staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day  🗹 PLC/PLT meeting | 🗹 External consultants  NJ Consulting | 🗹 On-site |