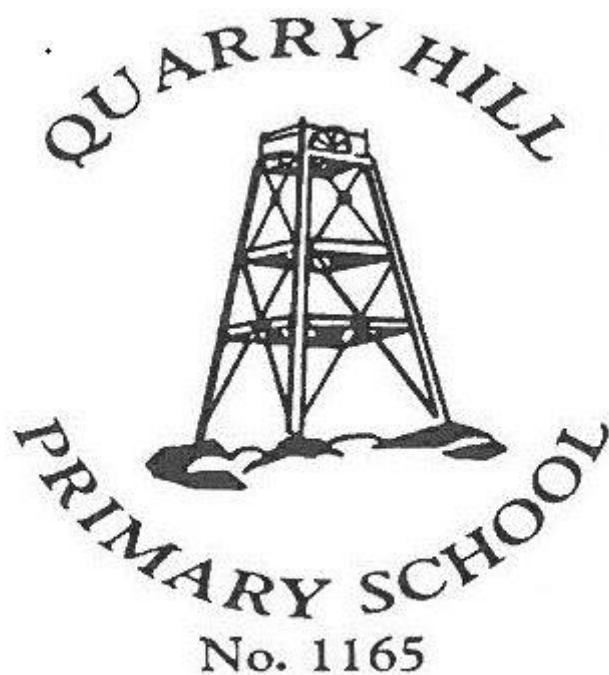


2023 Annual Implementation Plan

for improving student outcomes

Quarry Hill Primary School (1165)



Submitted for review by Jo Menzel (School Principal) on 21 February, 2023 at 03:31 PM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 21 February, 2023 at 03:42 PM

Awaiting endorsement by School Council President

Self-evaluation summary - 2023

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

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 and resources	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	<p>Our School Review in Term 2 this year validates our placement on the continua.</p> <p>High absenteeism of students and staff due to COVID-19 has made the consistency teaching and learning a real challenge this year. Having large cohorts away at any given time has made the work more complex than during the Remote and Flexible Learning period.</p> <p>Our focus areas included using the High Impact Teaching Strategies to guide instructional practices, with the feedback</p>
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	<p>strategy used to gather information about individual student's understanding to assist teachers, and the students themselves, to advance their learning. The PIVOT surveys, including the PIVOT Pulse Checks, were used to gather 'real time' feedback to support point of need teaching and adjustments to practice. These surveys were used in conjunction with the Student Attitudes to School Survey to inform student engagement and wellbeing.</p> <p>Professional Learning Communities (PLCs) continued to operate throughout the year but were unable to be timetabled during the day so were held during meeting times after school.</p>
Considerations for 2023	<p>Our 2022 considerations were impacted by the ongoing effect of COVID-19 so much of the work will continue into 2023.</p> <p>We will continue to build practice excellence with a focus on collective capacity and coherence and evaluating the effectiveness of current teaching practices. We will look to align our instructional models with this practice.</p> <p>The understanding and embedding of basic Number concepts will continue to be the area of focus in 2023. The work of our Learning Specialist will focus on Multiplicative Thinking. We will continue with two Mathematics Leaders in 2023 to support the teaching of Mathematics across the school.</p> <p>Processes for building greater rigor into monitoring and evaluating the consistency of programs by teams will be a focus. Processes and protocols around watching others work need to be revisited.</p> <p>The continuation of DET's Tutoring Program initiative will be adjusted to support students:</p> <ul style="list-style-type: none"> o in Years 4 - 6 whose current or previous NAPLAN results show that they are below national minimum standard; o in Year 1 whose English Online and/or Maths Online Interview shows that they may not meet the national minimum standard without intervention of some kind, and o in Years Prep - 3 who are falling behind in their learning as demonstrated through teacher judgement data and assessments. <p>Our Kitchen Garden Program will continue for our Grade 6 students next year. New planting areas will be designed to support the growing of more produce.</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
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.	Yes	Support for the 2023 Priorities	LearningIncrease the overall percentage of Year 3-6 students at or above level against the Victorian Curriculum in Mathematics (Number and Algebra) from 78% to 80%. Increase the overall percentage of students at or above level against the Victorian Curriculum in Reading and Viewing from 78% to 80%. WellbeingIncrease the school wide positive endorsement of the Attitudes to School Survey factor 'sense of inclusion' from 87% to 88%.Increase the school wide positive endorsement of the Attitudes to School Survey factor 'teacher concern' from 74% to 75%.Increase the school wide positive endorsement of the Attitudes to School Survey factor 'School Connectedness' from 72% to 73% overall. To decrease the number of students with 20 or more days absence from 23% to 22%..
Improve the health and wellbeing all students.	No	By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in: <ul style="list-style-type: none"> the Social Engagement domain: Sense of inclusion from 87% in 2021 to 89% the Teacher-Student relations domain: Teacher concern from 74% in 2021 to 76% 	

		<p>By 2025, the percentage of Year 6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Social Engagement domain: Sense of connectedness from 72% in 2021 to 75%. 	
		<p>By 2026, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase in the Parent Community Engagement domain:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 55% in 2021 to 75% • School communication from 79% in 2021 to 81% 	
		<p>By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> • the School Climate module: Trust in students and parents from 78% in 2021 to 80% 	
		<p>By 2026 the percentage of students (P-6) with 20 or more days absent will decrease from 23% in 2021 to 21%.</p>	
To optimise the learning growth of all students in Literacy and Numeracy	No	<p>By 2026, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase in Numeracy from 35% in 2021 to 38%</p> <p>By 2026, the percentage of Year 5 students assessed as maintaining Top Two Bands for Writing to increase from 54% in 2021 to 60%</p>	
		<p>By 2026, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase in:</p> <ul style="list-style-type: none"> • Reading from 27% in 2021 to 29% • Numeracy from 10% in 2021 to 20% 	

		<p>By 2025, the percentage of F-6 students assessed against the Victorian Curriculum (VC) levels F-10 as being at or above age expected levels will increase in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 78% in 2021 to 86% • Writing from 77% in 2021 to 81% • Number and Algebra from 78% in 2021 to 85% 	
		<p>By 2026, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase in:</p> <ul style="list-style-type: none"> • the effective teaching practice for cognitive behaviour domain: Differentiated learning challenge from 81% in 2021 to 86%. • the Social Engagement domain: Student voice and agency from 63% in 2021 to 67%. 	
		<p>By 2026, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <ul style="list-style-type: none"> • the School Climate module: Academic emphasis from 65% in 2021 to 71%. 	

Goal 1	<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>
12-month target 1.1-month target	<p>Learning Increase the overall percentage of Year 3-6 students at or above level against the Victorian Curriculum in Mathematics (Number and Algebra) from 78% to 80%. Increase the overall percentage of students at or above level against the Victorian Curriculum in Reading and Viewing from 78% to 80%.</p> <p>Wellbeing Increase the school wide positive endorsement of the Attitudes to School Survey factor 'sense of inclusion' from 87% to 88%.</p>

	<p>Increase the school wide positive endorsement of the Attitudes to School Survey factor 'teacher concern' from 74% to 75%.</p> <p>Increase the school wide positive endorsement of the Attitudes to School Survey factor 'School Connectedness' from 72% to 73% overall.</p> <p>To decrease the number of students with 20 or more days absence from 23% to 22%..</p>	
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.	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, success indicators 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 target	<p>Learning Increase the overall percentage of Year 3-6 students at or above level against the Victorian Curriculum in Mathematics (Number and Algebra) from 78% to 80%. Increase the overall percentage of students at or above level against the Victorian Curriculum in Reading and Viewing from 78% to 80%.</p> <p>Wellbeing Increase the school wide positive endorsement of the Attitudes to School Survey factor 'sense of inclusion' from 87% to 88%. Increase the school wide positive endorsement of the Attitudes to School Survey factor 'teacher concern' from 74% to 75%. Increase the school wide positive endorsement of the Attitudes to School Survey factor 'School Connectedness' from 72% to 73% overall. To decrease the number of students with 20 or more days absence from 23% to 22%..</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 to understand, teach and assess the 'big ideas' in Mathematics with greater consistency across the school. Review and refine the Mathematics and Literacy instructional models to include evidence based high impact teaching strategies. Implement a tiered framework to support inclusive practices that meet the needs of students across the school.
Outcomes	Students will: <ul style="list-style-type: none"> * Know what the next steps are to progress their learning. * Receive targeted academic support or intervention in areas of identified need. * Have adjustments in Individual Learning Plans (as required) that respond to their specific learning needs. * Provide feedback to their teachers about their understanding of what is being taught. * Be able to describe the 'usual' structure of lessons.

	<p>Teachers will:</p> <ul style="list-style-type: none"> * Identify student learning needs with greater confidence and with more accuracy to inform point of need teaching. * Share their practice and data through Professional Learning Community meetings. * Plan for differentiation based on student learning data. * Plan to include multiple exposures to new work and allow time for students to practise new concepts. * Ensure that their teaching is specific to the goals of the Individual Learning Plans. * Use feedback strategies to further embed and track students' level of understanding. * Implement components of the instructional models as they are developed. <p>School leaders will:</p> <ul style="list-style-type: none"> * Support teaching staff to implement the instructional models through clear processes and professional learning. * Support the roll out of professional learning throughout the year. * Support teaching staff to identify enablers and barriers as the instructional models are developed. * Support teaching staff to use multiple sources of data to track the impact of the teaching of the 'big ideas' in Mathematics. 			
Success Indicators	<p>Success will be measured by:</p> <ul style="list-style-type: none"> * Learning gains made by students engaged in the Tutoring Program, SPAides Program, MiniLit Program and Phonological Awareness Program. (Semester data.) * Triangulated student data and student feedback being used to drive teaching and learning. (PLC meetings) * Teachers using PIVOT survey data to self-reflect on their practice. (PIVOT survey data) * Improved student outcomes as demonstrated in the Victorian Curriculum judgements. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The Mathematics Specialist to focus on developing teacher understanding of the 'big ideas' in Number (Multiplicative Thinking). This will be done through termly professional learning. Team planning will reflect this work and be monitored through the PLC teams. The Mathematics Specialist will use allocated non-face-face time to allow professional learning opportunities for others. Data will be tracked through our PLC teams and through our School Improvement Team.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Develop a professional learning plan to support staff to identify and meet students' individual learning needs; in particular, high ability	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

students. If staffing is available, a masterclass program will operate during Semester 2. Students will be involved in the High Ability Program offered by DE. Staff of identified 'Gifted' children will participate in professional learning. The top two bands of NAPLAN data will be tracked.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team		to: Term 4	
Through a whole school audit, we will review our current instructional models to reflect new research in best practice and to establish more authentic and purposeful differentiation in classrooms. We want our instructional models to reflect the changes to our approach to teaching literacy and numeracy and how we can support Tier 1, 2 and 3 students within our classrooms. The Assistant Principal, Leading Teacher and Inclusion Coordinator will work with staff to clarify the thresholds of tiered support. Documentation of differentiation and strategies to support students will be a focus. The Inclusion Coordinator will provide professional learning to help identify student needs to tailor and strengthen Personalised Learning Plans and Individual Learning Plans.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
School appointed Inclusion Coordinator to run whole school professional learning on writing effective Individual Learning Plans for Tier 2 and Tier 3 students. The implementation of these to be monitored regularly and on an ongoing basis.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$56,564.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Introduce the Tier 1 program, InitialLit in the P-2 area to support consistent instruction across the junior classrooms. A two day professional development workshop will be undertaken by all P-2 teachers.	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$9,560.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employ and resource for literacy intervention.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$66,988.89

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Purchase of disability inclusion tools and supports that align with our way of working.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop staff knowledge regarding disability inclusion processes and profiles. The Inclusion Coordinator will work with staff to upskill their knowledge and increase the expectation around reasonable adjustments and documented differentiation.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,280.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Support for Tier 2 students transitioning to school. The Disability Inclusion Coordinator, Assistant Principal and Wellbeing Worker will liaise with families, pre-schools and Allied Health teams. Progress will be tracked through personalised learning plans and SSGs (as required).	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,321.90 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> • Use the Schools' Mental Health Fund and Menu initiative to support student mental health and wellbeing. • Continue to embed a multi-tiered response model to support students' mental health. • Implement an agreed action plan regarding student voice. 			
Outcomes	Students will: * Participate in more wellbeing-based activities to support positive mental health.			

	<ul style="list-style-type: none"> * Develop skills to help build and strengthen friendships and relationships. * Complete a pre-survey to establish baseline data to measure the effectiveness of our Student Voice Process. * Work to understand the difference between voice and noise. <p>Teachers will:</p> <ul style="list-style-type: none"> * Understand the changes and expectations related to the revision of the Framework for Improving Student Outcomes (FISO 2.0) * Unpack and explicitly teach/revisit the vision and values during COLE (Creating our Learning Environment) and revisit this work every term. * Develop a clear definition of voice that we all understand, accept and put into practice. * Investigate where Student Voice sits in FISO 2.0 framework. * Undertake an audit of how student voice is currently being embedded in the school. * Use the 'green' (positive) notices on Compass to build positive communication between school and home. * Become familiar with, and use the language used in wellbeing assessment tools. * Work to embed the Dogs in School program. <p>School Leaders will:</p> <ul style="list-style-type: none"> * Ensure that staff and the community are familiar with the revision of the Framework for Improving Student Outcomes (FISO 2.0) * Continue to provide opportunities for staff, students and parents to work on our Community Voice Process, ensuring that this is linked to our school values. * Continue to promote the Dogs in School Program with the school community and reset the program with students. * Know and use the language of the wellbeing assessment tools and promote this with staff and students. * Facilitate and conduct the Students Attitudes to School Survey (SATS) again with small groups of Grade 4, 5 and 6 students. <p>The School Community will:</p> <ul style="list-style-type: none"> * Understand the changes and expectations related to the revision of the Framework for Improving Student Outcomes (FISO 2.0) * Be aware of, and use the language of, our school vision and values. * Be involved in the refining of our Community Voice Process and being informed of how it is embedded in our school values. * Gain a better understanding of the school's approach to ensuring more student voice via our communication platforms. * Access the Compass platform more regularly. 			
Success Indicators	<p>Success is measured by:</p> <ul style="list-style-type: none"> * Consistent or improved Students Attitudes to School Survey (SATSS) data. * PIVOT Pulse Check survey results showing and/or maintaining a positive trajectory. * Increased number of positive 'green' notifications on our student management platform, Compass. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

School appointed Health and Wellbeing Coordinator to monitor the rigour of the implementation of the school's current Tier 1 student wellbeing programs.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$31,546.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to upskill staff regarding the changes and expectations related to the revision of the Framework for Improving Student Outcomes (FISO 2.0)	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use PIVOT surveys to seek feedback on student voice and agency in the classroom and school environment.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,750.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate and develop a whole school approach and common language to Student Voice.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Our Wellbeing Worker to coordinate strategies to work with families of students with high absenteeism.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,908.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Embed the Dogs Connect program.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$770.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Undertake more Berry Street training to provide updated strategies to successfully improve all students' self-regulation, relationships, wellbeing and achievement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,960.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Introduction of Westmead Feelings Program and training. Additional coverage for backfill.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,890.21 <input checked="" 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	\$53,071.90	\$53,071.90	\$0.00
Disability Inclusion Tier 2 Funding	\$155,500.89	\$155,500.89	\$0.00
Schools Mental Health Fund and Menu	\$43,166.21	\$43,166.21	\$0.00
Total	\$251,739.00	\$251,739.00	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
School appointed Inclusion Coordinator to run whole school professional learning on writing effective Individual Learning Plans for Tier 2 and Tier 3 students. The implementation of these to be monitored regularly and on an ongoing basis.	\$56,564.00
Introduce the Tier 1 program, InitialLit in the P-2 area to support consistent instruction across the junior classrooms. A two day professional development workshop will be undertaken by all P-2 teachers.	\$9,560.00
Employ and resource for literacy intervention.	\$66,988.89
Purchase of disability inclusion tools and supports that align with our way of working.	\$1,200.00
Develop staff knowledge regarding disability inclusion processes and profiles. The Inclusion Coordinator will work with staff to upskill their knowledge and increase the expectation around reasonable adjustments and documented differentiation.	\$4,280.00

Support for Tier 2 students transitioning to school. The Disability Inclusion Coordinator, Assistant Principal and Wellbeing Worker will liaise with families, pre-schools and Allied Health teams. Progress will be tracked through personalised learning plans and SSGs (as required).	\$50,321.90
School appointed Health and Wellbeing Coordinator to monitor the rigour of the implementation of the school's current Tier 1 student wellbeing programs.	\$31,546.00
Use PIVOT surveys to seek feedback on student voice and agency in the classroom and school environment.	\$2,750.00
Our Wellbeing Worker to coordinate strategies to work with families of students with high absenteeism.	\$16,908.00
Embed the Dogs Connect program.	\$770.00
Undertake more Berry Street training to provide updated strategies to successfully improve all students' self-regulation, relationships, wellbeing and achievement.	\$5,960.00
Introduction of Westmead Feelings Program and training. Additional coverage for backfill.	\$4,890.21
Totals	\$251,739.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support for Tier 2 students transitioning to school. The Disability Inclusion Coordinator, Assistant Principal and Wellbeing Worker will liaise with families, pre-schools and Allied Health teams. Progress will be tracked through	from: Term 1 to: Term 4	\$50,321.90	<input checked="" type="checkbox"/> School-based staffing

personalised learning plans and SSGs (as required).			
Use PIVOT surveys to seek feedback on student voice and agency in the classroom and school environment.	from: Term 1 to: Term 4	\$2,750.00	✓ Teaching and learning programs and resources
Totals		\$53,071.90	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
School appointed Inclusion Coordinator to run whole school professional learning on writing effective Individual Learning Plans for Tier 2 and Tier 3 students. The implementation of these to be monitored regularly and on an ongoing basis.	from: Term 1 to: Term 4	\$56,564.00	✓ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none">
Introduce the Tier 1 program, InitialLit in the P-2 area to support consistent instruction across the junior classrooms. A two day professional development workshop will be undertaken by all P-2 teachers.	from: Term 2 to: Term 2	\$9,560.00	✓ Professional learning for school-based staff <ul style="list-style-type: none"> Teachers ✓ CRT <ul style="list-style-type: none">
Employ and resource for literacy intervention.	from: Term 1 to: Term 4	\$66,988.89	✓ Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff Classroom teacher

Purchase of disability inclusion tools and supports that align with our way of working.	from: Term 1 to: Term 4	\$1,200.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Sensory resources
Develop staff knowledge regarding disability inclusion processes and profiles. The Inclusion Coordinator will work with staff to upskill their knowledge and increase the expectation around reasonable adjustments and documented differentiation.	from: Term 1 to: Term 4	\$4,280.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend Profile meetings)
Our Wellbeing Worker to coordinate strategies to work with families of students with high absenteeism.	from: Term 1 to: Term 4	\$16,908.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff
Totals		\$155,500.89	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
School appointed Health and Wellbeing Coordinator to monitor the rigour of the implementation of the school's current Tier 1 student wellbeing programs.	from: Term 1 to: Term 4	\$31,546.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> Assign existing staff member to initiative (eduPay)
Embed the Dogs Connect program.	from: Term 1	\$770.00	<input checked="" type="checkbox"/> Dogs Connect Program <p>This activity will use Mental Health Menu staffing</p>

	to: Term 4		<ul style="list-style-type: none"> Program delivered in school by external service provider
Undertake more Berry Street training to provide updated strategies to successfully improve all students' self-regulation, relationships, wellbeing and achievement.	from: Term 1 to: Term 4	\$5,960.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Build staff capacity (conference, course, seminar) Employ CRT to release staff member
Introduction of Westmead Feelings Program and training. Additional coverage for backfill.	from: Term 1 to: Term 4	\$4,890.21	<input checked="" type="checkbox"/> Westmead Feelings Program (ACER) This activity will use Mental Health Menu programs <ul style="list-style-type: none"> Employ CRT to release staff member Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		\$43,166.21	

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
The Mathematics Specialist to focus on developing teacher understanding of the 'big ideas' in Number (Multiplicative Thinking). This will be done through termly professional learning. Team planning will reflect this work and be monitored through the PLC teams. The Mathematics Specialist will use allocated non-face-face time to allow professional learning opportunities for others. Data will be tracked through our PLC teams and through our School Improvement Team.	<ul style="list-style-type: none"> ✓ Learning specialist(s) ✓ Teacher(s) 	from: Term 1 to: Term 3	<ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning specialist ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
Develop a professional learning plan to support staff to identify and meet students' individual learning needs; in particular, high ability students. If staffing is available, a masterclass program will operate during Semester 2. Students will be involved in the High Ability Program offered by DE. Staff of identified 'Gifted' children will participate in professional	<ul style="list-style-type: none"> ✓ All staff ✓ Assistant principal ✓ School improvement team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning specialist ✓ Departmental resources On line High Ability Toolkit training ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site

learning. The top two bands of NAPLAN data will be tracked.						
Through a whole school audit, we will review our current instructional models to reflect new research in best practice and to establish more authentic and purposeful differentiation in classrooms. We want our instructional models to reflect the changes to our approach to teaching literacy and numeracy and how we can support Tier 1, 2 and 3 students within our classrooms. The Assistant Principal, Leading Teacher and Inclusion Coordinator will work with staff to clarify the thresholds of tiered support. Documentation of differentiation and strategies to support students will be a focus. The Inclusion Coordinator will provide professional learning to help identify student needs to tailor and strengthen Personalised Learning Plans and Individual Learning Plans.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

Introduce the Tier 1 program, InitialLit in the P-2 area to support consistent instruction across the junior classrooms. A two day professional development workshop will be undertaken by all P-2 teachers.	✓ Literacy leader	from: Term 2 to: Term 2	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Curriculum development 	✓ Formal school meeting / internal professional learning sessions	<ul style="list-style-type: none"> ✓ External consultants InitialLit training through MultiLit	✓ On-site
Develop staff knowledge regarding disability inclusion processes and profiles. The Inclusion Coordinator will work with staff to upskill their knowledge and increase the expectation around reasonable adjustments and documented differentiation.	✓ Disability inclusion coordinator	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Student voice, including input and feedback 	✓ Formal school meeting / internal professional learning sessions	<ul style="list-style-type: none"> ✓ Internal staff 	✓ On-site
Continue to upskill staff regarding the changes and expectations related to the revision of the Framework for Improving Student Outcomes (FISO 2.0)	✓ School improvement team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning 	✓ Formal school meeting / internal professional learning sessions	<ul style="list-style-type: none"> ✓ Internal staff 	✓ On-site
Investigate and develop a whole school approach and common language to Student Voice.	✓ Wellbeing team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Collaborative inquiry/action research team ✓ Student voice, including input and feedback 	✓ Formal school meeting / internal professional learning sessions	<ul style="list-style-type: none"> ✓ Internal staff 	✓ On-site
Embed the Dogs Connect program.	✓ Student wellbeing co-ordinator	from: Term 1	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation 	✓ Formal school meeting / internal professional learning sessions	<ul style="list-style-type: none"> ✓ Internal staff ✓ External consultants Dogs Connect	✓ On-site

	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback			
Undertake more Berry Street training to provide updated strategies to successfully improve all students' self-regulation, relationships, wellbeing and achievement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Internal staff <input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site
Introduction of Westmead Feelings Program and training. Additional coverage for backfill.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants ACER Westmead Feelings Program	<input checked="" type="checkbox"/> On-site