

2024 Annual Implementation Plan

for improving student outcomes

Gaayip-Yagila Primary School (5579)



Submitted for review by Cassandra Hoggins (School Principal) on 20 January, 2024 at 08:26 PM
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 25 January, 2024 at 03:19 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

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

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
------------------	--	--

	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	

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	
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	
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	
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	

Enter your reflective comments	
Considerations for 2024	
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
			The 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.	No	Support for the priorities	
Maximise the learning growth of every student	Yes	By 2027 increase the percentage of students achieving exceeding and strong on NAPLAN for: • Year 3 Reading from 56% in 2023 to 60% • Year 3 Numeracy from 49% in 2023 to 53% • Year 5 Reading from 59% in 2023 to 65% • Year 5 Numeracy from 54% in 2023 to 61% <i>*TBC following advice from DE</i>	Increase the percentage of students achieving exceeding and strong on NAPLAN for: Year 3 Reading from 56% in 2023 to 58% Year 3 Numeracy from 49% in 2023 to 51% Year 5 Reading from 59% in 2023 to 61% Year 5 Numeracy from 54% in 2023 to 56%
		By 2027 increase the percentage of students achieving at or above expected growth using teacher judgement data for: • Reading and viewing from 66% in 2022 to 75% • Number and algebra from 78% in 2022 to 80%	Increase the percentage of students achieving at or above expected growth using teacher judgement data for: Reading and viewing from 66% in 2022 to 69% Number and algebra from 78% in 2022 to 80%
		By 2027 increase the percentage of positive responses on the School Staff Survey for: • Understand formative assessment from 57% in 2022 to 70%	Increase the percentage of positive responses on the School Staff Survey for: Understand formative assessment from 57% in 2022 to

		• Understand how to analyse data from 57% in 2022 to 70% • Understand curriculum from 57% in 2022 to 70%	61%Understand how to analyse data from 57% in 2022 to 61%Understand curriculum from 57% in 2022 to 61%
Empower students to be engaged learners and leaders	No	By 2027 increase the percentage of positive responses on the School Staff Survey (SSS) for: • Use of student feedback to improve practice from 50% in 2022 to 65% • Believe student engagement is the key to learning from 79% in 2022 to 88% By 2027 maintain the percentage of positive responses for on the SSS for Promote student ownership of learning goals at 79% in 2022.	
		By 2027 increase the percentage of positive responses on the Attitude to School Survey for: • Stimulated learning from 77% in 2023 to 82% • Motivation and interest from 77% in 2023 to 84% • Student voice and agency from 64% in 2023 to 71%	
		By 2027 decrease the average days absence per student from 21.9 days to 20.0 days.	
Strengthen the ability of students to understand themselves and socially relate with others	Yes	By 2027 increase the percentage of positive responses on the School Staff Survey (SSS) for: • Staff trust in colleagues from 79% in 2022 to 88% • Collective responsibility from 73% in 2022 to 78%	Increase the percentage of positive responses on the School Staff Survey (SSS) for:Staff trust in colleagues from 79% in 2022 to 81%Collective responsibility from 73% in 2022 to 74%
		By 2027 increase the percentage of positive responses on the Attitude to School Survey for: • Respect for diversity from 64% in 2023 to 76% • Sense of connectedness from 68% in 2023 to 80% • Resilience from 63% in 2023 to 70%	Increase the percentage of positive responses on the Attitude to School Survey for:Respect for diversity from 64% in 2023 to 68%Sense of connectedness from 68% in 2023 to 72%Resilience from 63% in 2023 to 66%

		By 2027 increase the percentage of positive responses on the Parent Opinion Survey for: • Factor – High expectations for success from 76% in 2022 to 81% • Module – Safety from 76% in 2022 to 80% • Module – Student development from 75% in 2022 to 79%	Increase the percentage of positive responses on the Parent Opinion Survey for: - Factor – High expectations for success from 76% in 2022 to 78% - Module – Safety from 76% in 2022 to 76% - Module – Student development from 75% in 2022 to 76%
--	--	---	---

Goal 2	Maximise the learning growth of every student	
12-month target 2.1-month target	Increase the percentage of students achieving exceeding and strong on NAPLAN for: Year 3 Reading from 56% in 2023 to 58% Year 3 Numeracy from 49% in 2023 to 51% Year 5 Reading from 59% in 2023 to 61% Year 5 Numeracy from 54% in 2023 to 56%	
12-month target 2.2-month target	Increase the percentage of students achieving at or above expected growth using teacher judgement data for: Reading and viewing from 66% in 2022 to 69% Number and algebra from 78% in 2022 to 80%	
12-month target 2.3-month target	Increase the percentage of positive responses on the School Staff Survey for: Understand formative assessment from 57% in 2022 to 61% Understand how to analyse data from 57% in 2022 to 61% Understand curriculum from 57% in 2022 to 61%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Deepen staff knowledge of the curriculum and learning sequences	Yes
KIS 2.b Teaching and learning	Build staff capability to understand and use student learning data to plan differentiated responses to learning and wellbeing	No

KIS 2.c Leadership	Build instructional leadership capability to impact whole school improvement	No
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.	Focus on academic outcomes Change in T&L instructional model	
Goal 4	Strengthen the ability of students to understand themselves and socially relate with others	
12-month target 4.1-month target	Increase the percentage of positive responses on the School Staff Survey (SSS) for: Staff trust in colleagues from 79% in 2022 to 81% Collective responsibility from 73% in 2022 to 74%	
12-month target 4.2-month target	Increase the percentage of positive responses on the Attitude to School Survey for: Respect for diversity from 64% in 2023 to 68% Sense of connectedness from 68% in 2023 to 72% Resilience from 63% in 2023 to 66%	
12-month target 4.3-month target	Increase the percentage of positive responses on the Parent Opinion Survey for: Factor – High expectations for success from 76% in 2022 to 78% Module – Safety from 76% in 2022 to 76% Module – Student development from 75% in 2022 to 76%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Engagement	Build the capability of staff and implement tiered supports within the SWPBS framework	Yes

KIS 4.b Leadership	Strengthen partnerships between the school, families, agencies and wider community supports	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.	KIS 4.a (engagement) and 4.b (leadership) have been selected as a priority focus for 2024. They strategically connect to key areas that have been highlighted in the self-evaluation for improvement (evolving). The SSP and data analysis has given a clear direction for the work to be undertaken, which includes the following: -Further developing an SWPBS framework within the school (Part of the SWPBS Initiative and coaching) -Upskilling Leading Teachers and Student Managers -Reviewing and modifying, if needed, developed processes (minor and major behaviour flow chart, attendance flow chart) -Continuing work on Harvard Data Wise, both technical and adaptive wellbeing leadership (Sense of connectedness and inclusion) -Continuing work on SPPIKE (Respect for diversity and partnerships with families and wider community supports) -Implementing a referral process to strengthen partnerships (MHIPS)	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth of every student
12-month target 2.1 target	Increase the percentage of students achieving exceeding and strong on NAPLAN for: Year 3 Reading from 56% in 2023 to 58% Year 3 Numeracy from 49% in 2023 to 51% Year 5 Reading from 59% in 2023 to 61% Year 5 Numeracy from 54% in 2023 to 56%
12-month target 2.2 target	Increase the percentage of students achieving at or above expected growth using teacher judgement data for: Reading and viewing from 66% in 2022 to 69% Number and algebra from 78% in 2022 to 80%
12-month target 2.3 target	Increase the percentage of positive responses on the School Staff Survey for: Understand formative assessment from 57% in 2022 to 61% Understand how to analyse data from 57% in 2022 to 61% Understand curriculum from 57% in 2022 to 61%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen staff knowledge of the curriculum and learning sequences
Actions	Implement a reviewed instructional model that incorporates Explicit Direct Instruction (EDI) Build capacity of all staff to implement Independent Reading Build capacity of middle leaders understanding of MOI question level data and how this can be used to understand the effectiveness of the teaching and learning program (Counting and PV)
Outcomes	Students are engaged in Independent Reading at least 3 times per week Teachers consistently and explicitly implement the instructional model Teachers plan for Independent Reading as part of their weekly learning program

	Middle leaders use MOI question level data to engage teams in conversation about effectiveness of their teaching Leaders support all staff to apply the literacy and numeracy instructional model by prioritizing time for planning, coaching, peer observation and providing professional learning opportunities Leaders support middle leaders to develop their knowledge and capability to support their team in utilising MOI to evaluate their effectiveness and conferencing during independent reading			
Success Indicators	Evidence of a shared professional learning library containing professional readings on key features of the instructional model, independent reading and mathematics instruction Lesson plans reflect the instructional model and allocated time for independent reading Evidence of MOI question level data being reviewed to measure impact in team meeting minutes Notes recorded during learning walks and observations the instructional model and independent reading being implemented across all classrooms Conferencing notes Leadership meeting minutes reflect coaching of middle leaders to understand MOI data and evaluate their teams effectiveness			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a resource bank of professional reading to be shared with staff focused on areas of identified need	☒ Assistant principal ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 1	\$500.00 ☒ Other funding will be used
Refine the staff professional learning calendar to prioritise time to focus on the three key focus areas	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Review and reinforce the instructional model to support consistency in every class during PL	☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan for and schedule professional learning for all staff to implement the changes to the Instructional Model	☒ Assistant principal	☒ PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Plan for and schedule professional learning for middle leaders on using data to measure impact	☒ Assessment & reporting coordinator ☒ Learning specialist(s) ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$0.00
Coach Learning Specialists to support team in implementation of Independent Reading	☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Organise Learning Walks to observe staff practice and student experiences of independent reading	☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	\$19,466.89 ☒ Equity funding will be used
In collaboration with middle leaders / staff develop learning walk protocols and measures to review the implementation of the instructional model	☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Principal	☐ PLP Priority	from: Term 2 to: Term 2	\$0.00
Organise Learning Walks to observe staff practice and student experiences of the instructional model	☒ Assistant principal	☐ PLP Priority	from: Term 2 to: Term 4	\$15,000.00 ☒ Equity funding will be used
Allocate collaborative planning time in for Learning Specialists/Leading Teachers to model analysis of student data to review teacher effectiveness	☒ Assistant principal ☒ Leading teacher(s)	☐ PLP Priority	from: Term 2	\$0.00

	☒ Learning specialist(s) ☒ Principal		to: Term 4	
Goal 4	Strengthen the ability of students to understand themselves and socially relate with others			
12-month target 4.1 target	Increase the percentage of positive responses on the School Staff Survey (SSS) for: Staff trust in colleagues from 79% in 2022 to 81% Collective responsibility from 73% in 2022 to 74%			
12-month target 4.2 target	Increase the percentage of positive responses on the Attitude to School Survey for: Respect for diversity from 64% in 2023 to 68% Sense of connectedness from 68% in 2023 to 72% Resilience from 63% in 2023 to 66%			
12-month target 4.3 target	Increase the percentage of positive responses on the Parent Opinion Survey for: Factor – High expectations for success from 76% in 2022 to 78% Module – Safety from 76% in 2022 to 76% Module – Student development from 75% in 2022 to 76%			
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build the capability of staff and implement tiered supports within the SWPBS framework			
Actions	Develop leaders' and teachers' understanding of SWPBS Universal Prevention Action Plan through ongoing professional learning Develop a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy			
Outcomes	Students articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework Teachers collaboratively develop social skills lessons to teach SWPBS expected behaviours Teachers use consistent language to discuss positive behaviours, and major and minor behaviours			

	Leaders frequently monitor SWPBS behaviour data using the learning management system Leaders provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS			
Success Indicators	Expected behaviours are displayed prominently throughout the school Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours Use of SWPBS language evident in peer observations Behaviour records in learning management system (from Term 3)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff	☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Organise and schedule of whole school professional learning to develop the knowledge and skills to implement positive behaviour supports. E.g Dan Petro, SWPBS, internal PL	☒ Assistant principal	☒ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☒ Equity funding will be used
Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas	☒ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan for and document the teaching of social skills each week in all classes	☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS	☒ Assistant principal ☒ Wellbeing team	☐ PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	☒ Equity funding will be used
Leadership team and SWPBS team to complete the Universal Prevention Part A blended learning course	☒ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Present information sessions to parents/carers/kin	☒ Assistant principal ☒ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 2	\$0.00
Establish processes and procedures for recording SWPBS data in the LMS (Xuno)	☒ Assistant principal	☐ PLP Priority	from: Term 2 to: Term 2	\$2,000.00 ☒ Equity funding will be used
Review the design of the Expectations Matrix and Expected Behaviours in each school setting and appropriate reinforcements and consequences	☒ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 3	\$0.00
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach	☒ Assistant principal ☒ SWPBS leader/team	☐ PLP Priority	from: Term 2 to: Term 4	\$0.00
Implement recording of SWPBS data in the LMS (Xuno)	☒ All staff	☐ PLP Priority	from: Term 3 to: Term 4	\$0.00

KIS 4.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	Strengthen partnerships between the school, families, agencies and wider community supports				
Actions	Develop an approach to engage Aboriginal and Torres Strait Islander families Strengthen staff capacity to actively engage our school community and promote inclusive practices Develop and implement a communication strategy to manage parent concerns regarding student behaviour and links to external agencies				
Outcomes	Students and families are engaged in cultural activities at least once a term Specialist Teachers have an increased awareness of indigenous perspectives and show this in their planning Teachers articulate a common language of inclusive practices who require adjustments Leaders model inclusive practices to support teachers to develop adjustments in their classrooms Leaders provide clear processes for managing communication with families and external agencies				
Success Indicators	80% of indigenous families engage with each cultural event Specialist planning reflects indigenous perspectives and students can identify the indigenous perspectives in their learning Teachers utilise IEPs to support students learning (demonstrated through planning documents) Professional learning schedule demonstrates focus on inclusive practices Communication flow charts developed and utilised to support clear communication				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Utilise Community Understanding Safety Training projects funding to create awareness and sense of connectedness for indigenous students Term 1 – Smoking ceremony at the beginning of the school year at our first assembly Term 2 – NAIDOC celebration. Working alongside an indigenous artist on a visual art project Term 3 – Incursion – dance / performance focus	☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$7,000.00 ☒ Other funding will be used	

Term 4 – Assembly presentation				
Acknowledge cultural celebrations in the newsletter and assemblies e.g Ramadan, Easter, Diwala, Naidoc week.	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Create school activities and displays that acknowledge cultural celebrations and beliefs in the main administration area	☒ Leadership team ☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$500.00 ☒ Other funding will be used
Create a mentor/buddy system for indigenous students	☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Meet and Greet afternoon to provide teachers and families an opportunity to introduce themselves	☒ Administration team ☒ Leadership team ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 1	\$1,000.00 ☒ Other funding will be used
Ensure SSG/IEP meetings occur termly and that all agencies are invited eg KESO, NDIS supports, Orange door	☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$6,000.00 ☒ Equity funding will be used
Complete school developed Acknowledgement to Country	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 1	\$500.00 ☒ Equity funding will be used

Develop an Acknowledgement to community and diversity	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 2 to: Term 2	\$500.00 ☒ Equity funding will be used
Design display for Acknowledge to Country and Acknowledgement to culture and diversity. Have on website, newsletter, administration, banners for school events	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 3 to: Term 4	\$2,000.00 ☒ Equity funding will be used
Develop and share a clear communication strategy for families to communicate with the school	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop a communication flow chart for parents (to be placed in first newsletter each term as a reminder)	☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a communication flow chart for staff – a quick reference such as a 'Who do I go to?'	☒ Assistant principal ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 1	\$0.00
Invite parents to join a Community forum focused on providing feedback to improve the leadership teams understanding on cultural diversity. Specific focus each forum to be communicated on flyer.	☒ Principal ☒ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☒ Equity funding will be used
Open for all - Termly morning tea with the leadership team	☒ Leadership team	☐ PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	☒ Other funding will be used
--	--	--	---------------	---

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$281,466.89	\$281,466.89	\$0.00
Disability Inclusion Tier 2 Funding	\$206,986.07	\$206,986.07	\$0.00
Schools Mental Health Fund and Menu	\$109,817.06	\$109,817.06	\$0.00
Total	\$598,270.02	\$598,270.02	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Organise Learning Walks to observe staff practice and student experiences of independent reading	\$19,466.89
Organise Learning Walks to observe staff practice and student experiences of the instructional model	\$15,000.00
Organise and schedule of whole school professional learning to develop the knowledge and skills to implement positive behaviour supports. E.g Dan Petro, SWPBS, internal PL	\$20,000.00
Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS	\$20,000.00
Establish processes and procedures for recording SWPBS data in the LMS (Xuno)	\$2,000.00
Ensure SSG/IEP meetings occur termly and that all agencies are invited eg KESO, NDIS supports, Orange door	\$6,000.00
Complete school developed Acknowledgement to Country	\$500.00

Develop an Acknowledgement to community and diversity	\$500.00
Design display for Acknowledge to Country and Acknowledgement to culture and diversity. Have on website, newsletter, administration, banners for school events	\$2,000.00
Invite parents to join a Community forum focused on providing feedback to improve the leadership teams understanding on cultural diversity. Specific focus each forum to be communicated on flyer.	\$1,000.00
Totals	\$86,466.89

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Organise Learning Walks to observe staff practice and student experiences of independent reading	from: Term 1 to: Term 4	\$19,466.89	☒ School-based staffing ☒ CRT
Organise Learning Walks to observe staff practice and student experiences of the instructional model	from: Term 2 to: Term 4	\$15,000.00	☒ School-based staffing ☒ CRT
Organise and schedule of whole school professional learning to develop the knowledge and skills to implement positive behaviour supports. E.g Dan Petro, SWPBS, internal PL	from: Term 1 to: Term 4	\$20,000.00	☒ Professional development (excluding CRT costs and new FTE)
Organise Learning Walks to observe staff practice and collect	from: Term 1	\$20,000.00	☒ School-based staffing

data on student experiences of SWPBS	to: Term 4		☒ CRT
Establish processes and procedures for recording SWPBS data in the LMS (Xuno)	from: Term 2 to: Term 2	\$2,000.00	☒ Other Xuno module and training
Ensure SSG/IEP meetings occur termly and that all agencies are invited eg KESO, NDIS supports, Orange door	from: Term 1 to: Term 4	\$6,000.00	☒ CRT ☒ Support services
Complete school developed Acknowledgement to Country	from: Term 1 to: Term 1	\$500.00	☒ CRT
Develop an Acknowledgement to community and diversity	from: Term 2 to: Term 2	\$500.00	☒ CRT
Design display for Acknowledge to Country and Acknowledgement to culture and diversity. Have on website, newsletter, administration, banners for school events	from: Term 3 to: Term 4	\$2,000.00	☒ Other Graphic design costs
Invite parents to join a Community forum focused on providing feedback to improve the leadership teams understanding on cultural diversity. Specific focus each forum to be communicated on flyer.	from: Term 1 to: Term 4	\$1,000.00	☒ Other Promotion and refreshments
Totals		\$86,466.89	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

Activities and milestones	Budget
Appointment of an Inclusion Leader	\$120,000.00
Appointment of Student Engagement Leader	\$120,000.00
Education Support - School service	\$25,000.00
Additional Education Support Staff - targeted students	\$97,000.00
Purchasing of classroom resources to support student engagement	\$40,000.00
Wellbeing supports eg Counsellor, Speech, OT	\$80,000.00
Implement Mental Health initiative. TBA at completion of school assessment needs. Options considered are listed.	\$30,000.00
Totals	\$512,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appointment of an Inclusion Leader	from: Term 1 to: Term 4	\$0.00	
Appointment of Student Engagement Leader	from: Term 1 to: Term 4	\$120,000.00	☒ School-based staffing
Education Support - School service	from: Term 1 to: Term 4	\$0.00	
Additional Education Support Staff - targeted students	from: Term 1 to: Term 4	\$35,000.00	☒ School-based staffing
Purchasing of classroom resources to support student engagement	from: Term 1 to: Term 4	\$40,000.00	☒ Teaching and learning programs and resources
Wellbeing supports eg Counsellor, Speech, OT	from: Term 2 to: Term 4	\$0.00	
Implement Mental Health initiative. TBA at completion of school	from: Term 2	\$0.00	

assessment needs. Options considered are listed.	to: Term 4		
Totals		\$195,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appointment of an Inclusion Leader	from: Term 1 to: Term 4	\$120,000.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties Leading teacher
Appointment of Student Engagement Leader	from: Term 1 to: Term 4	\$0.00	
Education Support - School service	from: Term 1 to: Term 4	\$24,986.07	☒ Education workforces and/or assigning existing school staff to inclusive education duties Education support staff
Additional Education Support Staff - targeted students	from: Term 1 to: Term 4	\$62,000.00	☒ Education workforces and/or assigning existing school staff to inclusive education duties Education support staff
Purchasing of classroom resources to support student engagement	from: Term 1 to: Term 4	\$0.00	

Wellbeing supports eg Counsellor, Speech, OT	from: Term 2 to: Term 4	\$0.00	
Implement Mental Health initiative. TBA at completion of school assessment needs. Options considered are listed.	from: Term 2 to: Term 4	\$0.00	
Totals		\$206,986.07	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Appointment of an Inclusion Leader	from: Term 1 to: Term 4	\$0.00	
Appointment of Student Engagement Leader	from: Term 1 to: Term 4	\$0.00	
Education Support - School service	from: Term 1 to: Term 4	\$0.00	
Additional Education Support Staff - targeted students	from: Term 1 to: Term 4	\$0.00	

Purchasing of classroom resources to support student engagement	from: Term 1 to: Term 4	\$0.00	
Wellbeing supports eg Counsellor, Speech, OT	from: Term 2 to: Term 4	\$80,000.00	☒ Employ allied health professional to provide Tier 2 tailored support for students This activity will use Mental Health Menu programs ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Psychologist
Implement Mental Health initiative. TBA at completion of school assessment needs. Options considered are listed.	from: Term 2 to: Term 4	\$29,817.06	☒ Canine Comprehension School Programs This activity will use Mental Health Menu staffing ○ Program delivered in school by external service provider ○ Employ CRT to release staff member
Totals		\$109,817.06	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop a resource bank of professional reading to be shared with staff focused on areas of identified need	☒ Assistant principal ☒ Principal	from: Term 1 to: Term 1	☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Plan for and schedule professional learning for all staff to implement the changes to the Instructional Model	☒ Assistant principal	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development ☒ Demonstration lessons	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff	☒ On-site
Plan for and schedule professional learning for middle leaders on using data to measure impact	☒ Assessment & reporting coordinator ☒ Learning specialist(s) ☒ Principal	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff	☒ On-site
Organise and schedule of whole school professional learning to develop the knowledge and skills to implement positive behaviour supports. E.g Dan Petro, SWPBS, internal PL	☒ Assistant principal	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Demonstration lessons	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ External consultants Dan Petro ☒ Departmental resources SWPBS coach	☒ On-site

