# 2024 Annual Implementation Plan

## for improving student outcomes

Dandenong West Primary School (4217)



Submitted for review by Beverley Hansen (School Principal) on 20 December, 2023 at 12:35 PM
Endorsed by Amadeo Ferra (Senior Education Improvement Leader) on 12 July, 2024 at 10:23 AM
Endorsed by Jacinta Zhen (School Council President) on 18 July, 2024 at 12:38 PM

# Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target<br><br>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| **Priorities goal**<br>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 | |
| Improve learning growth and achievement for all students | Yes | • By 2026, increase the percentages of students achieving high benchmark growth in reading, writing and numeracy, based on 2021-2023 figures. (To be confirmed) | Increase percentage of student proficiency as Strong or Exceeding:Year 3 Reading - From 53% to 60%Year 5 Reading - from 50% to 60%Year 3 Writing - from 57% to 65%Year 5 Writing - from 55% to 63%Year 3 Numeracy - from 38% to 48%Year 5 Numeracy -from 37% to 47% |
| | | • By 2026 decrease the percentages of students achieving low benchmark growth in reading, writing and numeracy, based on 2021-2023 figures. (To be confirmed) | to be deleted |
| | | By 2026 increase the proportion of positive responses on the  Attitudes to School Survey for the following factors:<br>• Stimulated learning from 65% in 2022 to 74%<br>• Differentiated learning challenge from 74% in 2022 to 80%<br>• Perseverance from 68% in 2022 to 73% | Increase positive responses for Differentiated learning challenge from 73% in 2023 to 80%. |

| | | By 2026 increase the percentage of positive responses on the School Staff Survey for the following:<br>• Academic emphasis (School climate module) from 43% in 2022 to 66%<br>• Collective efficacy (School climate) from 42% in 2022 to 65%<br>• Understand how to analyse data (Teaching and learning – evaluation) from 69% in 2022 to 75%<br>• Instructional leadership (School leadership) from 45% in 2022 to 76% | Increase positive responses for Academic Emphasis from 52% in 2023 to 60%. Increase positive responses of Understand how to analyse data from 71% in 2023 to 75%. |
|---|---|---|---|
| Improve student engagement and wellbeing | Yes | By 2026, increase the proportion of positive responses on the Attitudes to School Survey (AToSS) for the following factors:<br>• Respect for diversity from 68% in 2022 to 79%<br>• Sense of inclusion from 78% in 2022 to 87%<br>• Not experiencing bullying from 59% in 2022 to 75%<br>• Student voice and agency from 63% in 2022 to 70%<br>For the factor low resilience, reduce the proportion of positive responses from 28% in 2022 to 20% or below | For the factor low resilience, reduce the proportion of positive responses from 38% in 2023 to 20%. Increase positive responses to Respect for diversity from 66% in 2023 to 79%. |
| | | By 2026, increase the proportion of positive responses on the Parent Opinion Survey (POS) for the following factors:<br>• not experiencing bullying from 58% in 2022 to 75%<br>• student support and motivation from 78% in 2022 to 82%<br>• respect for diversity from 85% in 2022 to 88%<br>• student voice and agency from 83% in 2022 to 85% | Increase positive responses to Respect for diversity from 77% in 2023 to 88%. |
| | | By 2026 decrease the percentage of students with 20+ days absences in Years 1 to 6 based on 2023 data. | Decrease percentage of students with 20+ days absences in years 1-6 from 36% in 2023 to 25% in 2024 |

| Goal 2 | Improve learning growth and achievement for all students |
|---|---|

| 12-month target 2.1-month target | Increase percentage of student proficiency as Strong or Exceeding:<br>Year 3 Reading - From 53% to 60%<br>Year 5 Reading - from 50% to 60%<br>Year 3 Writing - from 57% to 65%<br>Year 5 Writing - from 55% to 63%<br>Year 3 Numeracy - from 38% to 48%<br>Year 5 Numeracy -from 37% to 47% | |
| --- | --- | --- |
| 12-month target 2.2-month target | to be deleted | |
| 12-month target 2.3-month target | Increase positive responses for Differentiated learning challenge from 73% in 2023 to 80%. | |
| 12-month target 2.4-month target | Increase positive responses for Academic Emphasis from 52% in 2023 to 60%. Increase positive responses of Understand how to analyse data from 71% in 2023 to 75%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**<br>Assessment | Implement evidence-based collaborative approaches to plan for, monitor and evaluate the effectiveness and consistency of learning and teaching | Yes |
| **KIS 2.b**<br>Teaching and learning | Embed the school's capability to effectively and consistently implement the instructional model | 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. | We were disappointed that Differentiated Learning Challenge positive endorsement decreased from 74% to 73% this is an area that we need to investigate further with students so teachers have a deeper understanding of the learning needs of our students.<br><br>In 2024 we plan to focus staff learning on our Strategic Plan, Key Improvement Strategy 1a - Implement evidence-based collaborative approaches to plan for, monitor and evaluate the effectiveness and consistency of learning and teaching. While we are working on this KIS we will continue to refer to our Instructional Model and the expected practices embedded in it. By working on KIS 1a we will be able to link learning to Key Improvement Strategy 2b - Strengthen proactive and supportive approaches to physical and mental health and wellbeing. Together these two KIS are essential elements of the Disability Inclusion initiative. | |
| **Goal 3** | **Improve student engagement and wellbeing** | |

| 12-month target 3.1-month target | For the factor low resilience, reduce the proportion of positive responses from 38% in 2023 to 20%. Increase positive responses to Respect for diversity from 66% in 2023 to 79%. | |
|---|---|---|
| 12-month target 3.2-month target | Increase positive responses to Respect for diversity from 77% in 2023 to 88%. | |
| 12-month target 3.3-month target | Decrease percentage of students with 20+ days absences in years 1-6 from 36% in 2023 to 25% in 2024 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a** Engagement | Build a shared understanding of and activate student voice, agency and leadership for all students | No |
| **KIS 3.b** Support and resources | Strengthen proactive and supportive approaches to physical and mental health and wellbeing | 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. | An analysis of our data demonstrates the need to ensure programs (such as Respectful Relationships, Berry Street, along with others) are embedded in the ongoing practice of the school so we are addressing respect for diversity which has been highlighted as a concern for students and parents. It will be important to investigate how we might develop staff understanding of student voice and agency and find opportunities to develop this through all aspects of our work. Our new Learning Specialist working with the Wellbeing team will be be particularly focussed on mental health. | |

# Define actions, outcomes, success indicators and activities

| Goal 2 | Improve learning growth and achievement for all students |
|---|---|
| **12-month target 2.1 target** | Increase percentage of student proficiency as Strong or Exceeding:<br>Year 3 Reading - From 53% to 60%<br>Year 5 Reading - from 50% to 60%<br>Year 3 Writing - from 57% to 65%<br>Year 5 Writing - from 55% to 63%<br>Year 3 Numeracy - from 38% to 48%<br>Year 5 Numeracy -from 37% to 47% |
| **12-month target 2.2 target** | to be deleted |
| **12-month target 2.3 target** | Increase positive responses for Differentiated learning challenge from 73% in 2023 to 80%. |
| **12-month target 2.4 target** | Increase positive responses for Academic Emphasis from 52% in 2023 to 60%. Increase positive responses of Understand how to analyse data from 71% in 2023 to 75%. |
| **KIS 2.a**<br>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Implement evidence-based collaborative approaches to plan for, monitor and evaluate the effectiveness and consistency of learning and teaching |
| **Actions** | Improve teacher capability to determine areas for growth and evaluate their own practice and that of their peers |
| **Outcomes** | Leaders will:<br>•        Ensure there is regular, protected time for teachers to critically evaluate their practice<br>•        Ensure PLCs have sufficient time to resource and support teacher capability to effectively differentiate learning.<br>•        Observe PLC meetings to review and assess teacher use of PLC practices in a cycle of inquiry linked to a targeted areas within assessment and differentiation of learning. |

| | • Use information gathered from PLC observations and provide targeted feedback and/or professional learning to improve PLC leaders' practice.<br>• Coach teachers in reflecting on what has worked and to what extent against an area of focus (differentiation)<br>• Frequently review PLC implementation practices to identify and reduce barriers and facilitate enablers for effective PLC implementation.<br>• Regularly observe teachers teaching in the focus curriculum area – either in-person or via recording and provide targeted feedback<br><br>Teachers will:<br>• Confidently and accurately identify the learning needs of all their students to inform differentiated learning.<br>• Use the Improvement Cycle to collaboratively implement PLC inquiry cycles.<br>• Regularly discuss their practice using a shared language to describe their use of evidence-informed teaching strategies (eg HITS).<br>• Establish measures of effectiveness against a sharp and narrow instructional focus for tracking across one or more cycles<br>• Use PLC time in PLT meetings to discuss and codify effective teaching strategies.<br><br>Students will<br>• Be able to effectively participate in point of need learning task.<br>• Apply learning to complete formative and summative assessment tasks.<br>• Provide feedback to teachers to inform planning for differentiated learning.<br>• Experience relevant improvements in their learning. |
|---|---|
| **Success Indicators** | Early Indicators<br>Organisational design and timetabling reflect the prioritisation of collaborative adult learning<br>All teachers understand the instructional focus in terms of the evidence-base and what best practice involves (PLC observational notes, coaching conversations)<br>Observational data indicates adjustments to teacher practice in the focus area immediately following the PLC discussion<br>A common vocabulary is developing within and across teams around identified instructional practices<br>Teachers have self-assessed against the HITS focus strategy rubric and have created goals.<br><br>Late Indicators<br>School Staff Survey - indicators for Instructional Leadership and Collective Efficacy increase<br>Observational data indicates a decrease in 'within-teams/school variation'<br>Student Learning Data in identified curriculum area increases (eg NAPLAN/PAT etc) both in growth and achievement spread (for NAPLAN – fewer students needing additional support and more in the strong and exceeding categories<br>Improvement cycles are a means for testing, refining and evaluating the impact of teaching strategies<br>Teachers have reassessed against the HITs focussed rubric and identified improvements in their practice. |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Re-establish PLC meetings as forums for supported professional learning | ☑ Leadership team | ☑ PLP Priority | from: Term 1 to: Term 2 | $0.00 |
| Provide professional learning on key activities to undertake at each stage of the improvement cycle | ☑ School leadership team | ☑ PLP Priority | from: Term 1 to: Term 4 | $40,000.00 <br><br> ☑ Equity funding will be used |
| Develop a PLC Handbook that provides scaffolding for team leaders and teachers to monitor their practice and impact | ☑ Leadership team | ☐ PLP Priority | from: Term 1 to: Term 2 | $0.00 |
| Adopt consistent team norms that support the development of evaluative thinking mindsets and practices | ☑ Leadership team | ☐ PLP Priority | from: Term 1 to: Term 2 | $0.00 |
| Use a coaching approach to provide feedback to teachers individually and in PLCs | ☑ Leadership team | ☐ PLP Priority | from: Term 1 to: Term 4 | $15,000.00 <br><br> ☑ Equity funding will be used |
| Use whole staff professional learning and shared documentation to support the development of a common vocabulary around teaching practice, aligned to our Instructional Model and HITS. | ☑ Leadership team | ☑ PLP Priority | from: Term 1 to: Term 4 | $15,000.00 <br><br> ☑ Equity funding will be used |

| | | | | |
|---|---|---|---|---|
| Identify and describe (in the PLC Handbook) a range of measures that teachers can use to monitor practice and impact (eg formative assessments, surveys, video, observational notes) | ☑ All staff | ☐ PLP Priority | from: Term 2 to: Term 4 | $0.00 |
| Add standing SIT agenda item to support regular reflection by leadership on observable changes to teacher practice across the school and its impact on student outcomes over time | ☑ Leadership team | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| Leadership to regularly attend PLC meetings to observe practice. Information from these observations will be used to inform professional learning and coaching conversations with teachers in teams. | ☑ Leadership team | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| School Improvement Team to adopt a regular improvement cycle approach to review progress of targeted work over the course of the year. Adjustments will be implemented if required. | ☑ Leadership team | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

| **Goal 3** | Improve student engagement and wellbeing |
|---|---|
| **12-month target 3.1 target** | For the factor low resilience, reduce the proportion of positive responses from 38% in 2023 to 20%. Increase positive responses to Respect for diversity from 66% in 2023 to 79%. |
| **12-month target 3.2 target** | Increase positive responses to Respect for diversity from 77% in 2023 to 88%. |
| **12-month target 3.3 target** | Decrease percentage of students with 20+ days absences in years 1-6 from 36% in 2023 to 25% in 2024 |
| **KIS 3.b** Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Strengthen proactive and supportive approaches to physical and mental health and wellbeing |

| Actions | Consistently implement the whole school approach towards social and emotional learning. |
|---|---|
| **Outcomes** | Leaders will:<br>•       Support the continuous development, documentation and revision of whole-school wellbeing approaches.<br>•       Resource the Wellbeing team will directly support students' mental health and wellbeing and provide referrals accessing the Mental Health Fund Menu.<br><br>Teachers will:<br>•       Collaboratively develop social skills lessons to teach expected behaviours.<br>•       Plan for and implement social and emotional learning across the curriculum.<br>•       Recognise, respond to and refer students' with mental health and wellbeing needs.<br><br>Students will:<br>•       Be able to identify their emotional and mental health needs.<br>•       Be able to explain what positive mental health means and where they can seek support at school (Particularly Year 5/6 students).<br>•       In year 6 will be able to recognise, respond to and refer to mental health emergencies. |
| **Success Indicators** | Early indicators:<br>Curriculum documentation will show plans for social and emotional learning<br>Notes from learning walks and peer observation will show consistency in social and emotional learning and teaching<br>Student social and emotional resources are displayed around the school e.g. behaviour matrix<br>Establish focus groups and collect relationship data between staff and students, students and students<br><br>Late indicators:<br>Social and emotional learning and teaching are evident across all learning area planners<br>A reduction in unexplained absences<br>AtoSS factors: Improvement in Resilience and Respect for diversity<br>Focus group data shows evidence of improved relationships |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health | ☑ School leadership team | ☐ PLP Priority | from: Term 1 | $0.00 |

| | | | to:<br>Term 4 | |
|---|---|---|---|---|
| Coach the wellbeing team to improve capability and streamline the referral process | ☑ Wellbeing team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $0.00 |
| Revise and document policies and processes that show how regular student wellbeing data will be collected and managed | ☑ Wellbeing team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $0.00 |
| Revise current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social Capability | ☑ Wellbeing team | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00 |
| Develop professional learning to explicitly link Personal and Social Capability with mental health learning and teaching | ☑ All staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Apply our PLC inquiry improvement cycles to social and emotional learning and teaching. | ☑ All staff<br>☑ Leadership team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Define processes for collaboration between student leaders and wellbeing team to ensure student concerns are recorded and addressed. | ☑ Leadership team<br>☑ Wellbeing team | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $0.00 |

| Train student leaders in break time peer support | ☑ Wellbeing team | ☐ PLP Priority | from: Term 1 to: Term 3 | $0.00 |
|---|---|---|---|---|
| School Improvement Team to adopt a regular improvement cycle approach to review progress of targeted work over the course of the year. Adjustments will be implemented if required | ☑ School improvement team | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

# Funding planner

## Summary of budget and allocated funding

| Summary of budget | School's total funding ($) | Funding allocated in activities ($) | Still available/shortfall |
|---|---|---|---|
| Equity Funding | $663,916.50 | $664,000.00 | -$83.50 |
| Disability Inclusion Tier 2 Funding | $204,742.92 | $205,000.00 | -$257.08 |
| Schools Mental Health Fund and Menu | $39,564.34 | $45,000.00 | -$5,435.66 |
| **Total** | **$908,223.76** | **$914,000.00** | **-$5,776.24** |

## Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---|
| Provide professional learning on key activities to undertake at each stage of the improvement cycle | $40,000.00 |
| Use a coaching approach to provide feedback to teachers individually and in PLCs | $15,000.00 |
| Use whole staff professional learning and shared documentation to support the development of a common vocabulary around teaching practice, aligned to our Instructional Model and HITS. | $15,000.00 |
| **Totals** | **$70,000.00** |

## Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Provide professional learning on key activities to undertake at each stage of the improvement cycle | from:<br>Term 1<br>to:<br>Term 4 | $40,000.00 | ☑ School-based staffing<br>☑ CRT |
| Use a coaching approach to provide feedback to teachers individually and in PLCs | from:<br>Term 1<br>to:<br>Term 4 | $15,000.00 | ☑ CRT |
| Use whole staff professional learning and shared documentation to support the development of a common vocabulary around teaching practice, aligned to our Instructional Model and HITS. | from:<br>Term 1<br>to:<br>Term 4 | $15,000.00 | ☑ School-based staffing<br>☑ CRT |
| Totals | | $70,000.00 | |

## 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 |
|---|---|
| Contribution to Community Hub - Leaders wages and programs | $50,000.00 |
| Financial support so that excursions/camps/sport are affordable and the majority of students attend | $50,000.00 |
| School Arts Extravaganza | $10,000.00 |
| Additional Intervention Staff | $80,000.00 |
| Additional ICT Tech Support | $40,000.00 |
| Additional ICT Equipment<br>-Laptops<br>-Interactive Boards | $60,000.00 |
| ICT Programs<br>- Auslan<br>- Essential Assessment<br>-Reading Eggs<br>-Compass<br>-Seesaw | $35,000.00 |
| Additional Wellbeing Staff members<br>RW<br>MA<br>JO | $120,000.00 |
| Library Support | $40,000.00 |

| | |
|---|---|
| Addtional Classroom Teacher - 16th Class | $81,000.00 |
| Mental Health Program | $45,000.00 |
| Additional ES Classroom Support Staff | $191,000.00 |
| Equipment to support learning | $14,000.00 |
| Welfare support for identified families | $20,000.00 |
| **Totals** | **$836,000.00** |

## Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Contribution to Community Hub - Leaders wages and programs | from: Term 1 to: Term 4 | $50,000.00 | ☑ School-based staffing<br>☑ Support services |
| Financial support so that excursions/camps/sport are affordable and the majority of students attend | from: Term 1 to: Term 4 | $50,000.00 | ☑ School-based staffing<br>☑ Teaching and learning programs and resources<br>☑ Other<br><br>Bus costs, covering costs for equity funded students when necessary |
| School Arts Extravaganza | from: Term 1 to: Term 4 | $10,000.00 | ☑ School-based staffing<br>☑ Teaching and learning programs and resources<br>☑ Other<br><br>Incursions, excursions and equipment to support activities |
| Additional Intervention Staff | from: Term 4 | $80,000.00 | ☑ School-based staffing<br>☑ CRT |

| Additional ICT Tech Support | from:<br>Term 1<br>to:<br>Term 4 | $40,000.00 | ☑ School-based staffing |
|---|---|---|---|
| Additional ICT Equipment<br>-Laptops<br>-Interactive Boards | from:<br>Term 1<br>to:<br>Term 2 | $68,000.00 | ☑ Teaching and learning programs and resources<br>☑ Assets<br><br>☑ Other<br><br>Laptops & Interactive whiteboards for learning spaces |
| ICT Programs<br>- Auslan<br>- Essential Assessment<br>-Reading Eggs<br>-Compass<br>-Seesaw | from:<br>Term 1<br>to:<br>Term 4 | $35,000.00 | ☑ Other<br>- Auslan - Essential Assessment -Reading Eggs -Compass -Seesaw |
| Additional Wellbeing Staff<br>members<br>RW<br>MA<br>JO | from:<br>Term 1<br>to:<br>Term 4 | $120,000.00 | ☑ School-based staffing |
| Library Support | from:<br>Term 1<br>to:<br>Term 4 | $40,000.00 | ☑ School-based staffing |
| Addtional Classroom Teacher<br> - 16th  Class | from:<br>Term 1<br>to:<br>Term 4 | $81,000.00 | ☑ Teaching and learning programs and resources |
| Mental Health Program | from:<br>Term 1 | | |

| | | | |
|---|---|---|---|
| | to:<br>Term 4 | | |
| Additional ES Classroom Support Staff | from:<br>Term 1<br>to:<br>Term 4 | | |
| Equipment to support learning | from:<br>Term 1<br>to:<br>Term 4 | | ☑ Professional development (excluding CRT costs and new FTE) |
| Welfare support for identified families | from:<br>Term 1<br>to:<br>Term 4 | $20,000.00 | ☑ Support services<br>☑ Other<br><br>eg. emergency clothing, medical, food |
| **Totals** | | **$594,000.00** | |

## Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Contribution to Community Hub - Leaders wages and programs | from:<br>Term 1<br>to:<br>Term 4 | | |
| Financial support so that excursions/camps/sport are affordable and the majority of students attend | from:<br>Term 1<br>to:<br>Term 4 | | |
| School Arts Extravaganza | from:<br>Term 1 | | |

| | | | |
|---|---|---|---|
| | to:<br>Term 4 | | |
| Additional Intervention Staff | from:<br>Term 4 | | |
| Additional ICT Tech Support | from:<br>Term 1<br>to:<br>Term 4 | | |
| Additional ICT Equipment<br>-Laptops<br>-Interactive Boards | from:<br>Term 1<br>to:<br>Term 2 | | |
| ICT Programs<br>- Auslan<br>- Essential Assessment<br>-Reading Eggs<br>-Compass<br>-Seesaw | from:<br>Term 1<br>to:<br>Term 4 | | |
| Additional Wellbeing Staff<br>members<br>RW<br>MA<br>JO | from:<br>Term 1<br>to:<br>Term 4 | | |
| Library Support | from:<br>Term 1<br>to:<br>Term 4 | | |
| Addtional Classroom Teacher<br> - 16th  Class | from:<br>Term 1<br>to:<br>Term 4 | | |

| | | | |
|---|---|---|---|
| Mental Health Program | from:<br>Term 1<br>to:<br>Term 4 | | |
| Additional ES Classroom Support Staff | from:<br>Term 1<br>to:<br>Term 4 | $191,000.00 | ☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br> • |
| Equipment to support learning | from:<br>Term 1<br>to:<br>Term 4 | $14,000.00 | ☑ Equipment, adaptive technology, devices, or materials to support learning<br><br> • |
| Welfare support for identified families | from:<br>Term 1<br>to:<br>Term 4 | | |
| **Totals** | | $205,000.00 | |

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

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Contribution to Community Hub - Leaders wages and programs | from:<br>Term 1<br>to:<br>Term 4 | | |
| Financial support so that excursions/camps/sport are affordable and the majority of students attend | from:<br>Term 1<br>to:<br>Term 4 | | |

| | | | |
|---|---|---|---|
| School Arts Extravaganza | from:<br>Term 1<br>to:<br>Term 4 | | |
| Additional Intervention Staff | from:<br>Term 4 | | |
| Additional ICT Tech Support | from:<br>Term 1<br>to:<br>Term 4 | | |
| Additional ICT Equipment<br>-Laptops<br>-Interactive Boards | from:<br>Term 1<br>to:<br>Term 2 | | |
| ICT Programs<br>- Auslan<br>- Essential Assessment<br>-Reading Eggs<br>-Compass<br>-Seesaw | from:<br>Term 1<br>to:<br>Term 4 | | |
| Additional Wellbeing Staff<br>members<br>RW<br>MA<br>JO | from:<br>Term 1<br>to:<br>Term 4 | | |
| Library Support | from:<br>Term 1<br>to:<br>Term 4 | | |
| Addtional Classroom Teacher<br> - 16th  Class | from:<br>Term 1 | | |

| | to:<br>Term 4 | | | |
|---|---|---|---|---|
| Mental Health Program | from:<br>Term 1<br>to:<br>Term 4 | $45,000.00 | ☑ Foundation House trauma and classroom strategies workshops | |
| Additional ES Classroom Support Staff | from:<br>Term 1<br>to:<br>Term 4 | | | |
| Equipment to support learning | from:<br>Term 1<br>to:<br>Term 4 | | | |
| Welfare support for identified families | from:<br>Term 1<br>to:<br>Term 4 | | | |
| **Totals** | | $45,000.00 | | |

# Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|---|---|---|---|---|---|
| Re-establish PLC meetings as forums for supported professional learning | ☑ Leadership team | from: Term 1 to: Term 2 | ☑ Planning<br>☑ Preparation<br>☑ Formalised PLC/PLTs | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ PLC Initiative<br>☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Provide professional learning on key activities to undertake at each stage of the improvement cycle | ☑ School leadership team | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Collaborative inquiry/action research team | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Use whole staff professional learning and shared documentation to support the development of a common vocabulary around teaching practice, aligned to our Instructional Model and HITS. | ☑ Leadership team | from: Term 1 to: Term 4 | ☑ Peer observation including feedback and reflection<br>☑ Formalised PLC/PLTs<br>☑ Individualised reflection | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Develop professional learning to explicitly link Personal and Social Capability with mental health learning and teaching | ☑ All staff | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Collaborative inquiry/action research team<br>☑ Curriculum development | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ Internal staff<br>☑ Learning specialist<br>☑ Departmental resources<br>MHiPs, DI,<br>☑ Pedagogical Model | ☑ On-site |

| | | | | | ☑ High Impact Teaching Strategies (HITS) | |
|---|---|---|---|---|---|---|