2024 Annual Implementation Plan

for improving student outcomes

Westall Primary School (4851)

Submitted for review by Peter Jeans (School Principal) on 23 February, 2024 at 10:55 AM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 04 March, 2024 at 04:34 PM
Endorsed by Donna Petersen (School Council President) on 14 March, 2024 at 11:54 AM

Self-evaluation summary - 2024

Westall Primary School (4851)

	FISO 2.0 outcomes	Self-evaluation level	Evidence and analysis
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	Evidence and analysis
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Assessment			

Leadership			

Engagement			

Support			

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	
Improve student learning outcomes in literacy and numeracy.	Yes	By 2027, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for: • Year 3 reading from 56% to 60%, writing from 63% to 68% and numeracy from 52% to 55% • Year 5 reading from 67% to 70%, writing from 74% to 75% and numeracy from 51% to 56% (TBC)	By 2024, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for:* Year 3 reading from 56% to 57%, writing from 63% to 64% and numeracy from 52% to 53%* Year 5 reading from 67% to 68%, writing from 74% to 75% and numeracy from 51% to 52%
		By 2027, increase the percentage of positive endorsement for the following School Staff Survey factors: • Collective efficacy from 64% (2023) to 75% • Academic emphasis from 49% (2023) to 55% • Teacher collaboration from 63% (2023) to 68%.	By 2024, increase the percentage of positive endorsement for the following School Staff Survey factors:* Collective efficacy from 64% (2023) to 66%* Academic emphasis from 49% (2023) to 50%* Teacher collaboration from 63% (2023) to 64%.
		By 2027, increase the percentage positive endorsement for the Attitudes to School Survey factors: • Stimulated learning from 70% (2023) to 74%	By 2024, increase the percentage positive endorsement for the Attitudes to School Survey factors:Stimulated learning from 70%

		• Sense of confidence from 67% (2023) to 70% • Student voice and agency from 56% (2023) to 60%.	(2023) to 71%Sense of confidence from 67% (2023) to 68%Student voice and agency from 56% (2023) to 57%.
Improve student wellbeing.	Yes	By 2027, increase the percentage positive endorsement for the following Attitudes to School Survey factors: • Managing bullying from 67% (2023) to 70% • Teacher concern from 66% (2023) to 70% • Effort from 69% (2023) to 74%.	By 2024, increase the percentage positive endorsement for the following Attitudes to School Survey factors:Managing bullying from 67% (2023) to 68%Teacher concern from 66% (2023) to 67%Effort from 69% (2023) to 70%.
		By 2027, decrease the percentage of '*This often occurs'* responses to the Westall Student Survey for the following items: • Called names from 16% (2023) to 10% • Threats from 24% (2023) to 18% • Put downs from 15% (2023) to 10% • Rumours and gossip from 16% (2023) to 10% • Kids throwing things from 19% (2023) to 15%. (tbc)	By 2024, decrease the percentage of 'This often occurs' responses to the Westall Student Survey for the following items:Called names from 16% (2023) to 14%Threats from 24% (2023) to 22%Put downs from 15% (2023) to 13%Rumours and gossip from 16% (2023) to 14%Kids throwing things from 19% (2023) to 18%.
		By 2027, decrease the percentage of students with 20+ days absence per year from **xx**% (2020-23 four year average) to **xx**% (2024-27 four year average). (tbc)	By 2024, decrease the percentage of students with 20+ days absence per year from 47% (2020-23 four year average) to 40% (SINGLE year data).
Optimise the engagement and wellbeing of identified at-risk students.	Yes	By 2027, reduce the number of severe behaviour incidents recorded using the school's behaviour matrix from **xx** (2023) to **xx**. (tbc)	By 2024, reduce the number of severe behaviour incidents recorded using the school's behaviour matrix from 28 (2023) to 25.
		By 2027, increase the percentage positive endorsement for the SSS factors: • Academic emphasis from 49% to 68% • Trust in students and parents from 47% to 68% • Plan differentiated learning tasks from 60% to 70%	By 2024, increase the percentage positive endorsement for the SSS factors:Academic emphasis from 49% to 54%Trust in students and parents from 47% to 52%Plan differentiated learning tasks from 60% to

		• Monitor effectiveness using data from 60% to 70%.	62%Monitor effectiveness using data from 60% to 62%.

Goal 2		Improve student learning outcomes in literacy and numeracy.	
12-month target 2.1-month target		By 2024, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for: * Year 3 reading from 56% to 57%, writing from 63% to 64% and numeracy from 52% to 53% * Year 5 reading from 67% to 68%, writing from 74% to 75% and numeracy from 51% to 52%	
12-month target 2.2-month target		By 2024, increase the percentage of positive endorsement for the following School Staff Survey factors: * Collective efficacy from 64% (2023) to 66% * Academic emphasis from 49% (2023) to 50% * Teacher collaboration from 63% (2023) to 64%.	
12-month target 2.3-month target		By 2024, increase the percentage positive endorsement for the Attitudes to School Survey factors: Stimulated learning from 70% (2023) to 71% Sense of confidence from 67% (2023) to 68% Student voice and agency from 56% (2023) to 57%.	
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 2.a Leadership		Build instructional leadership to guide, embed and support best practices throughout the school.	Yes
KIS 2.b Teaching and learning		Build the pedagogical capability of teachers through targeted professional learning and collaborative practice.	Yes
KIS 2.c Teaching and learning		Embed the role of the student within the learning process.	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.	The school had recently introduced new approaches to the teaching of reading and mathematics and the panel agreed that these, and the school's instructional model, were not yet embedded in teacher practice schoolwide. The panel also found that the school's assessment schedule was not aligned with the current teaching and learning strategies and did not include a sufficient range of assessments for teachers to accurately judge student learning progress. This was confirmed by some lack of alignment between teacher judgements and NAPLAN data. The panel found the balance between assessment for, of and as learning required further development and teacher data literacy required further professional learning.	
Goal 3	**Improve student wellbeing.**	
12-month target 3.1-month target	By 2024, increase the percentage positive endorsement for the following Attitudes to School Survey factors: Managing bullying from 67% (2023) to 68% Teacher concern from 66% (2023) to 67% Effort from 69% (2023) to 70%.	
12-month target 3.2-month target	By 2024, decrease the percentage of 'This often occurs' responses to the Westall Student Survey for the following items: Called names from 16% (2023) to 14% Threats from 24% (2023) to 22% Put downs from 15% (2023) to 13% Rumours and gossip from 16% (2023) to 14% Kids throwing things from 19% (2023) to 18%.	
12-month target 3.3-month target	By 2024, decrease the percentage of students with 20+ days absence per year from 47% (2020-23 four year average) to 40% (SINGLE year data).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Strengthen school practices that promote safe, responsible and respectful behaviours.	Yes
KIS 3.b Leadership	Build a whole-school approach to the development of the social and emotional wellbeing of students.	No

KIS 3.d Leadership	Build staff capability to respond to the learning and wellbeing needs of all students.	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.	The review panel found the school had made significant progress in the development of a safe and secure learning environment and the development of an agreed behaviour management response based on the School Wide Positive Behaviours Support framework. Strategies had been implemented to address the high level of student absenteeism and there had been some improvement in student attendance. A school counsellor was employed full time to work with individual students and small groups. The panel agreed that the complexity of the student cohort meant this work should continue to be a school focus over the next four years. KIS 3.b Will be a focus for research only with the Principal and Assistant Principal for future implementation.,	

Goal 4	Optimise the engagement and wellbeing of identified at-risk students.	
12-month target 4.1-month target	By 2024, reduce the number of severe behaviour incidents recorded using the school's behaviour matrix from 28 (2023) to 25.	
12-month target 4.2-month target	By 2024, increase the percentage positive endorsement for the SSS factors: Academic emphasis from 49% to 54% Trust in students and parents from 47% to 52% Plan differentiated learning tasks from 60% to 62% Monitor effectiveness using data from 60% to 62%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Leadership	Develop a consistent approach to diagnostic and summative assessment to inform the school's multi-tiered support systems.	Yes
KIS 4.b Leadership	Build staff capability to respond to the learning and wellbeing needs of all students, particularly those identified as 'at-risk'.	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.	The panel agreed that the school should continue its focus on student wellbeing through a multi-tiered system of intervention and support. The school had established effective Tier 3 intervention supports, however the panel recommended that the school further develop Tier 1 and Tier 2 interventions, particularly focusing on Tier 2 students.

Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning outcomes in literacy and numeracy.
12-month target 2.1 target	By 2024, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for: * Year 3 reading from 56% to 57%, writing from 63% to 64% and numeracy from 52% to 53% * Year 5 reading from 67% to 68%, writing from 74% to 75% and numeracy from 51% to 52%
12-month target 2.2 target	By 2024, increase the percentage of positive endorsement for the following School Staff Survey factors: * Collective efficacy from 64% (2023) to 66% * Academic emphasis from 49% (2023) to 50% * Teacher collaboration from 63% (2023) to 64%.
12-month target 2.3 target	By 2024, increase the percentage positive endorsement for the Attitudes to School Survey factors: Stimulated learning from 70% (2023) to 71% Sense of confidence from 67% (2023) to 68% Student voice and agency from 56% (2023) to 57%.
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build instructional leadership to guide, embed and support best practices throughout the school.
Actions	Strengthen the leadership capability of middle leaders (teaching and learning team) to lead and support best practice Further develop staff capacity in the teaching and assessment of reading and writing Further support the development staff capacity in Math Rich Tasks with a particular focus on formative and summative assessment

Outcomes	Teachers will deepen their practice in key areas due to the development of explicit classroom norms and practice goals Teachers will receive individualised feedback through coaching to improve practice				
Success Indicators	The school will see improved outcomes in PAT, DIBELS, NAPLAN and teacher judgments				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Teaching and Learning Team to undertake PD and or work with a coach or participate in network communities of practice.	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Other funding will be used
Increase time available and create an effective schedule to allow middle leaders to support teams in the development and implementation of units of work via team meetings and learning walks	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Teaching and Learning team to refine and clearly articulate classroom pedagogical and curriculum expectations (minimum standards) • Review timing and schedule of lessons/interventions and approaches within lessons with staff • Lead teams to refine use of goals and success criteria and any student templates	☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Learning Specialist to lead in the standardisation of resources/displays and shared classroom teaching norms to improve student learning	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 2.b Documented teaching and learning program based on the	Build the pedagogical capability of teachers through targeted professional learning and collaborative practice.

Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Further develop staff capacity in the teaching and assessment of reading and writing Further support the development staff capacity in Math Rich Tasks with a particular focus on formative and summative assessment
Outcomes	Teachers: Become fluent in delivering appropriate strategies. Able to assess students more accurately and provide timely feedback to students via formative feedback. Students: Improve Reading, writing and mathematics skills.
Success Indicators	Teachers follow Soundswrite scripts accurately. Teachers utilise several maths rich tasks per unit, and able to give formative feedback to students Student reading skills improve as measured by DIBELS

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Writing: Year level teams and literacy leader to develop and formalise the use of: • a school-wide rubrics for writing assessment and • moderation using the rubric with work samples	☑ Literacy leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Reading: • New staff to undertake phonics professional development with Sounds-Write (15 staff + CRT costs = 16830 + CRT 6797) • Literacy leader to support staff to further develop assessment approaches using DIBLES • All teaching staff to undertake coaching with SPELD and the literacy leader. $5000 • School to introduce approaches to fluency. $4570 (PD for 5 staff) • Identify non-negotiable minimum standards regarding the	☑ Literacy leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$35,000.00

key concepts and skills that students must master at each level and embed them in all units					
Numeracy: • Identify non-negotiable minimum standards regarding the key skills and number facts that students must master at each level and how best to teach them o F-2 trust the count, place value o 3-6 multiplicative thinking • Deepen formative and summative assessment of Math Rich Tasks at each level • Numeracy Leader to research and trial assessment tools that link with our approaches	☑ Numeracy leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00	
Inquiry • Inquiry Leader to work with teaching teams to ensure that enquiry units link appropriately with literacy and numeracy objectives (where possible) • Inquiry leader to research assessment of reading comprehension	☑ Curriculum co-ordinator (s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	

KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the role of the student within the learning process.
Actions	Increase focus on student active participation and increase emphasis on students taking more responsibility for their learning
Outcomes	Students being more on task more of the time Students being actively engaged in learning more of the time

	Students completing more homework Students completing holiday work when they go on vacation during the term.
Success Indicators	Improving student outcomes in NAPLAN reading, writing and numeracy Improved survey data in areas such as Academic emphasis for teachers.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Strengthen classroom and teaching norms to maximise time on task • turn and talk, • catch cries • classroom organization and operational norms	☑ Teacher(s) ☑ Teaching and learning coordinator ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Set up self-directed learning nooks in classrooms so students who have finished work always have something to go on with	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Create holiday homework packs for students to complete while absent from school for extended periods of time on family holidays	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Increase academic expectations regarding homework completion	☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Increase academic expectation via awards for academic achievement and endeavor at the end of each term	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	Improve student wellbeing.
12-month target 3.1 target	By 2024, increase the percentage positive endorsement for the following Attitudes to School Survey factors: Managing bullying from 67% (2023) to 68% Teacher concern from 66% (2023) to 67% Effort from 69% (2023) to 70%.
12-month target 3.2 target	By 2024, decrease the percentage of 'This often occurs' responses to the Westall Student Survey for the following items: Called names from 16% (2023) to 14% Threats from 24% (2023) to 22% Put downs from 15% (2023) to 13% Rumours and gossip from 16% (2023) to 14% Kids throwing things from 19% (2023) to 18%.
12-month target 3.3 target	By 2024, decrease the percentage of students with 20+ days absence per year from 47% (2020-23 four year average) to 40% (SINGLE year data).
KIS 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen school practices that promote safe, responsible and respectful behaviours.
Actions	Further refine school wide positive behavior and reward program Further refine processes to support student attendance
Outcomes	More consistent application of rewards and sanctions by teachers Improved student behaviour and morale Improved participation and attendance

Success Indicators	Reduction in Red, Orange and Yellow zone conduct Improvements in bullying and management of bullying survey indicators				
Activities	**People responsible**	**Is this a PL priority**	**When**		**Activity cost and funding streams**
Assistant Principal to further document existing processes	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1		$0.00
School to expand lunch time activities available for students to promote positive participation and cross-year interactions	☑ Assistant principal ☑ Education support	☐ PLP Priority	from: Term 2 to: Term 4		$0.00
Undertake parent meetings with all Prep parents to highlight the importance of attendance	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1		$0.00
Undertake parent meetings with parents of students with excessive absences in the previous year	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2		$0.00
Continue rewards and recognition program for high attendance	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4		$600.00
KIS 3.d The strategic direction and deployment of resources to	Build staff capability to respond to the learning and wellbeing needs of all students.				

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Further develop a range of Tier 2 small group - social emotional and behavioral programs for students that need a more targeted approach. Senior leadership team (SLT) to undertake review of approaches and undertake significant professional development in preferred approach
Outcomes	Students with social and emotional challenges have learned new skills and are relating better with their peers and teachers. SLT will have a sound knolwedge base to determine if the Berry Street model is relevant in our school context.
Success Indicators	Students undertaking small group programs will be tracked and feedback from participants and teachers will be collected to guage efficacy

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
School counsellor and AP to review student needs from 2023 School Survey and teacher referals to develop small group interventions for students with similar needs such as: • Social skills • Confidence building	☑ Assistant principal ☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
AP and Principal to undertake Berry Street PD and gauge appropriateness for our schools context	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 4	Optimise the engagement and wellbeing of identified at-risk students.
12-month target 4.1 target	By 2024, reduce the number of severe behaviour incidents recorded using the school's behaviour matrix from 28 (2023) to 25.

12-month target 4.2 target	By 2024, increase the percentage positive endorsement for the SSS factors:				
	Academic emphasis from 49% to 54% Trust in students and parents from 47% to 52% Plan differentiated learning tasks from 60% to 62% Monitor effectiveness using data from 60% to 62%.				
KIS 4.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop a consistent approach to diagnostic and summative assessment to inform the school's multi-tiered support systems.				
Actions	Create processes within the PLC cycle to gather and analyze student data to inform student learning and wellbeing needs and develop appropriate supports				
Outcomes	The school will become proficient in using the PLC cycle to improve students outcomes by: * Teachers will analyse student learning data (Dibels, specialist vocabulary) * Teachers will identify students needing tiered interventions * Teachers will identify strategies for tiers, and also track sample students * Teachers will review progress at the end of the PLC cycle for identified students.				
Success Indicators	Minutes of PLC meetings will identify students and strategies Minutes of PLC meetings will include data and work samples for identified students.				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a template and agenda to focus PLC activities	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Develop standardized list of strategies for classroom teacher that are high impact for trial with the different tiers	☑ Learning specialist(s) ☑ Literacy leader	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Review student reading data as a PLC – twice per term	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Recommend students for different tiers of RTI and discuss preferred strategies for use in Tier 2 and Tier 3 interventions	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Capture real time data from the classroom to review at end of term • Samples of work • DIBELS • Videos (semester 2)	☑ Teacher(s)	☐ PLP Priority	from: Term 1 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	Build staff capability to respond to the learning and wellbeing needs of all students, particularly those identified as 'at-risk'.
Actions	Provide appropriate professional development and in class support for students with poor behaviour
Outcomes	Staff following IEP plans and our school wide matrix to manage classroom behaviours in an effective and consistent manner Teachers and aides using de-escalation and re-direction strategies with students

Success Indicators	Improved student attitude to school data in relevant areas Reduces Red, orange and Yellow behaviour incidents Improved local survey results.				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**	
School counsellor and other professionals to attend classes to observe students with additional needs, and provide recommendations and support for teacher and ES capacity to manage the wellbeing/behaviour and learning of students with additional needs	☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00	
Wellbeing Team to develop a range of small group interventions to support student emotional and social development.	☑ Assistant principal ☑ Mental health and wellbeing leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	
Employ Mental Health and Wellbeing Leader (school counsellor) to facilitate following interventions.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$86,610.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used	
Expand our intervention support program to cater for: • Mathematics • EAL • Literacy	☑ Literacy support ☑ Numeracy support	☐ PLP Priority	from: Term 1 to: Term 4	$347,644.00	

				☑ Equity funding will be used
				☑ Disability Inclusion Tier 2 Funding will be used
				☑ 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	$264,923.30	$127,981.00	$136,942.30
Disability Inclusion Tier 2 Funding	$144,498.71	$15,156.00	$129,342.71
Schools Mental Health Fund and Menu	$31,862.60	$31,862.60	$0.00
Total	**$441,284.61**	**$174,999.60**	**$266,285.01**

Activities and milestones – Total Budget

Activities and milestones	Budget
Employ Mental Health and Wellbeing Leader (school counsellor) to facilitate following interventions.	$86,610.00
Expand our intervention support program to cater for: • Mathematics • EAL • Literacy	$347,644.00
Totals	**$434,254.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Employ Mental Health and Wellbeing Leader (school counsellor) to facilitate following interventions.	from: Term 1 to: Term 4	$34,467.00	☑ School-based staffing
Expand our intervention support program to cater for: • Mathematics • EAL • Literacy	from: Term 1 to: Term 4	$93,514.00	☑ School-based staffing
Totals		**$127,981.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Expand our intervention support program to cater for: • Mathematics • EAL • Literacy	from: Term 1 to: Term 4	$15,156.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		**$15,156.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Employ Mental Health and Wellbeing Leader (school counsellor) to facilitate following interventions.	from: Term 1 to: Term 4	$31,862.60	☑ Employ cohort-specific staff to support Tier 2 initiatives
Totals		$31,862.60	

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
Teaching and Learning Team to undertake PD and or work with a coach or participate in network communities of practice.	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ Network professional learning ☑ Communities of practice	☑ SEIL ☑ PLC Initiative ☑ School improvement partnerships	☑ Off-site Local primary schools
Increase time available and create an effective schedule to allow middle leaders to support teams in the development and implementation of units of work via team meetings and learning walks	☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Literacy expertise ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Teaching and Learning team to refine and clearly articulate classroom pedagogical and curriculum expectations (minimum standards) •　　Review timing and schedule of lessons/interventions and approaches within lessons	☑ Teaching and learning coordinator	from: Term 1 to: Term 4	☑ Planning	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

with staff • Lead teams to refine use of goals and success criteria and any student templates						
Writing: Year level teams and literacy leader to develop and formalise the use of: • a school-wide rubrics for writing assessment and • moderation using the rubric with work samples	☑ Literacy leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Numeracy: • Identify non-negotiable minimum standards regarding the key skills and number facts that students must master at each level and how best to teach them o F-2 trust the count, place value o 3-6 multiplicative thinking • Deepen formative and summative assessment of Math Rich Tasks at each level • Numeracy Leader to research and trial assessment tools that link with our approaches	☑ Numeracy leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders	☑ On-site

School counsellor and other professionals to attend classes to observe students with additional needs, and provide recommendations and support for teacher and ES capacity to manage the wellbeing/behaviour and learning of students with additional needs	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site