2023 Annual Implementation Plan

for improving student outcomes

Tallygaroopna Primary School (3067)

Submitted for review by David Brodie (School Principal) on 31 January, 2023 at 05:39 PM
Endorsed by Steven Rogers (Senior Education Improvement Leader) on 07 February, 2023 at 03:35 PM
Endorsed by Kelly McPherson (School Council President) on 19 February, 2023 at 02:19 PM

Self-evaluation Summary - 2023

Tallygaroopna Primary School (3067)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis

| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding | PLC / SIT documentation:
In 2022, focus (Terms 2,3 and 4), focus was on our Reading Assessment with a large emphasis on our new Evidence Based Approach to Reading (decodable readers). Other assessment data was based on NAPLAN growth, BURT, DIBELS and On Demand Testing. In regard to Numeracy, our focus was on specific Pre & Post Testing with Essential Assessment Tasks which linked directly to our Whole School Numeracy Plan. On Demand Testing Data with Numeracy was also assessed.

Goals for Students:
These were distributed to families in Terms 1 and 3 and will continue in 2023. Focus here was on 4 key areas: Reading, Writing, Maths & General (ie: attendance)

Whole School Planning documents:
These included updating our Literacy & Numeracy Whole School Plans and also some specific documents with our work with Project 21 (Ash Harvey). These can be summarised as:

Numeracy Assessment Plan
https://docs.google.com/document/d/1df2sHtg1WnRJj-hBGnDV-dbvc_93YCoiBq0HCfsY0_Q/edit
Numeracy Assessment Calendar
https://docs.google.com/document/d/1cuQg2NoE-SQoFV0ST1BoOBY3WIKsu77B1UOA3an1rzc/edit

Literacy Assessment Plan
https://docs.google.com/document/d/1-YApPBlh99UmZnOHRjAVpR4aHbeg3SVye-52ikG5X18/edit
Grade F/1 Calendar
https://docs.google.com/document/d/1nSErdH3fwZ4Tvb4CyKlp54HIhr8yXRzMkGTlxIMyHwo/edit
Grade 1/2 Calendar
https://docs.google.com/document/d/1V9aIsJpYTulm3ofJ4YhtKwGZ-L0qCRlzy3s0n-CHWTY/edit
Grade 3/4 Calendar
https://docs.google.com/document/d/1eOmBFfKlHvG5FVUWb_c2DAOFEqzgfG8f3Q3Z9qJ6glk/edit
Grade 5/6 Calendar
https://docs.google.com/document/d/1oot_2TnMUPb_1bZjYVeo0shBrO8G5cV-kfHnQXuqzEE/edit |

[teal cell]	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.	Evolving	Student Assessment NAPLAN Summary See Teaching & Learning - numerous assessment files..etc
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

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	Evolving	Classroom Observations Protocols of Practice EAP Workshop
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding	Attitude to Schools Survey Parent Opinion Survey Staff Opinion Survey Student Engagement Policy Committees - Student Voice Student Run Assemblies VIMEO Meet and Greet Nights
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	TLI Program Respectful Relationships Mental Health Fund - Psychologist, Occupational Therapy, Speech Therapy Goals Setting / ILP's Speech Therapy Notes
	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	Key findings from the Self Evaluation * Student Voice was a strength in Term 4 - Grade 5/6 Committees * Professional learning should be a major emphasis again for class teachers. * Teachers planning together is valued by all staff. * Accountability and consistency is across the school with specific planning documents. * The Google Drive is a valuable resource for storing specific school information. * Assessment in regard to the implementation of Essential Assessment has shown some growth for specific students in line with teaching in the classroom. * Progress was evident with the TLI program * Available spaces at school will aid shielding and buffering going foward. * Support and resources was a major focus in line with PSD students and the schools Mental Health Fund.
Considerations for 2023	Mental Health Fund - services provided in 2022 will continue (Psychologist, Occupational Therapist and Speech Therapist), but we will introduce other programs to ensure that all students benefit from this funding. This will involve the Resilience Project and Rumbles Quest. Support and Mentoring for a new class teacher (Foundation / Grade 1 / Grade 2). Teacher Release to occur throughout the day to assist with the implementation of our PLC approach. Literacy & Numeracy Leader Time Release will be provided. Bigger emphasis on Literacy & Numeracy PD - some involvement in programs run by the Academy. Professional learning should be a major emphasis again for class teachers. Shielding and Buffering to be discussed in more detail at the beginning of the year when discussing our Staff Protocols of

	Practice and expectations for each other. Community Involvement to be a focus (ie: Reading Information Night...etc). Sharing knowledge and expertise with the use of Interactive Panels. Student Voice again to be a priority at our school and attempt to branch this out to a whole school approach. Classroom observations to be more frequent again in 2023 - with the use of video Positive staff culture to be reinforced with a new Junior Teacher and Ed. Support member of staff. Assessment schedule and Whole School planning documents to be reviewed again.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve learning outcomes in literacy and numeracy for all students.
Target 2.1	By 2026 increase the percentage of students in the top two bands (three–year average): • In Year 3 Reading from 33% (2021) to 38% • In Year 3 Writing from 28% (2021) to 33% • Year 5 Reading from 23% (2021) to 28% • Year 5 Writing from 0% (2021) to 10%
Target 2.2	By 2026, decrease the percentage of students in NAPLAN bottom two bands (three–year average): • In Numeracy Year 3 from 15% in 2022 to 12% • In Numeracy Year 5 from 12% in 2022 to 10%

Target 2.3	By 2026 increase Teacher Judgements, at or above expected level F–6: • Reading and Viewing from 80% in 2022 to 85% • Writing from 75% in 2022 to 80% • Number and Algebra from 81% in 2022 to 85%
Target 2.4	By 2026 increase the percentage of positive responses on the SSS (three–year average) for: • Collective efficacy from 78% in 2022 to 85% • Teacher collaboration from 85% in 2022 to 90%
Target 2.5	By 2026, increase the proportion of positive response on AtoSS (three–year average) across the school for: • Sense of confidence from 71% in 2022 to 77%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review, document and embed an agreed instructional model for literacy and numeracy.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a common approach to curriculum planning, collaboration and documentation across the school to create consistent practice from F–6 that incorporates high impact teaching strategies (ie: HITS).

Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum through professional learning and the PLC process.
Goal 3	To improve health and wellbeing across the school.
Target 3.1	By 2026 increase the positive responses on the AtoSS (three–year averages) for: • Sense of connectedness from 76% in 2022 to 78%
Target 3.2	By 2026 increase the percentage of positive responses on the SSS (three–year averages) for: • Shielding and Buffering from 31% in 2022 to 75% • Building resilience and a resilient supporting environment from 68% in 2022 to 81%
Target 3.3	By 2026 increase the percentage of positive responses on the POS (three-Year averages) for: • General School Satisfaction from 79% to 85% • Student Connectedness from 84% to 89%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to	Increase school, family and community partnerships as a key strategy to improve student learning and wellbeing outcomes.

strengthen students' participation and engagement in school	
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Establish processes to record and track student learning and wellbeing data in order to prioritise consistent actions in classrooms and across the school.
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi–tiered systems of support that enhance student wellbeing, engagement, inclusion and mental health.

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.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	LEARNING:NAPLANIncrease percentage of students in NAPLAN top two bands (3 year average):Reading - Year 3 from 33% (2021) to 35% (2023)Reading - Year 5 from 23% (2021) to 25% (2023)Writing - Year 3 from 28% (2021) to 30% (2023)Writing - Year 5 from 0% (2021) to 10% (2023)Decrease percentage of students in NAPLAN bottom two bands (3 year average):Numeracy - Year 3 from 15% (2021) to 12% (2023)Numeracy - Year 5 from 12% (2021) to 10% (2023)TEACHER JUDGEMENTS F-6 (AT OR ABOVE EXPECTED LEVEL)Reading & Viewing – from 80% (2021) to 85% (2023)Writing – from 75% (2021) to 80% (2023)Number & Algebra from 81% (2021) to 85% (2023)Attitude to Schools (3 year average)Increase percentage of students with a positive endorsement in sense of confidence from 71% (2021) to 77% (2023)Staff Satisfaction Survey (3 year average)Increase percentage of staff with a positive endorsement in collective efficacy from 78% (2021) to 85% (2023)Increase percentage of staff with a positive endorsement in teacher collaboration from 85% (2021) to 90% (2023)WELL BEING:Staff Satisfaction Survey (3 year average)Increase

			the positive responses on the school SSS:- Shielding and buffering from 31% (2021) to 50% (2023)- Build resilience and a resilient supportive environment from 68% (2021) to 75% (2023)Attitude to Schools (3 year average)Increase the positive responses on the AtoSS:- Sense of Connectedness from 76% (2021) to 78% (2023)Parent Opinion Survey (3 year average)Increase the positive responses on the POS:- General School Satisfaction from 79% (2021) to 85% (2023)- Student Connectedness from 84% (2021) to 89% (2023)
Improve learning outcomes in literacy and numeracy for all students.	No	By 2026 increase the percentage of students in the top two bands (three–year average): • In Year 3 Reading from 33% (2021) to 38% • In Year 3 Writing from 28% (2021) to 33% • Year 5 Reading from 23% (2021) to 28% • Year 5 Writing from 0% (2021) to 10%	
		By 2026, decrease the percentage of students in NAPLAN bottom two bands (three–year average): • In Numeracy Year 3 from 15% in 2022 to 12% • In Numeracy Year 5 from 12% in 2022 to 10%	
		By 2026 increase Teacher Judgements, at or above expected level F–6: • Reading and Viewing from 80% in 2022 to 85% • Writing from 75% in 2022 to 80% • Number and Algebra from 81% in 2022 to 85%	
		By 2026 increase the percentage of positive responses on the SSS (three–year average) for: • Collective efficacy from 78% in 2022 to 85%	

		• Teacher collaboration from 85% in 2022 to 90%	
		By 2026, increase the proportion of positive response on AtoSS (three–year average) across the school for: • Sense of confidence from 71% in 2022 to 77%	
To improve health and wellbeing across the school.	No	By 2026 increase the positive responses on the AtoSS (three–year averages) for: • Sense of connectedness from 76% in 2022 to 78%	
		By 2026 increase the percentage of positive responses on the SSS (three–year averages) for: • Shielding and Buffering from 31% in 2022 to 75% • Building resilience and a resilient supporting environment from 68% in 2022 to 81%	
		By 2026 increase the percentage of positive responses on the POS (three-Year averages) for: • General School Satisfaction from 79% to 85% • Student Connectedness from 84% to 89%	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	LEARNING: NAPLAN Increase percentage of students in NAPLAN top two bands (3 year average): Reading - Year 3 from 33% (2021) to 35% (2023)

Reading - Year 5 from 23% (2021) to 25% (2023)
Writing - Year 3 from 28% (2021) to 30% (2023)
Writing - Year 5 from 0% (2021) to 10% (2023)

Decrease percentage of students in NAPLAN bottom two bands (3 year average):
Numeracy - Year 3 from 15% (2021) to 12% (2023)
Numeracy - Year 5 from 12% (2021) to 10% (2023)

TEACHER JUDGEMENTS F-6 (AT OR ABOVE EXPECTED LEVEL)
Reading & Viewing – from 80% (2021) to 85% (2023)
Writing – from 75% (2021) to 80% (2023)
Number & Algebra from 81% (2021) to 85% (2023)

Attitude to Schools (3 year average)
Increase percentage of students with a positive endorsement in sense of confidence from 71% (2021) to 77% (2023)

Staff Satisfaction Survey (3 year average)
Increase percentage of staff with a positive endorsement in collective efficacy from 78% (2021) to 85% (2023)
Increase percentage of staff with a positive endorsement in teacher collaboration from 85% (2021) to 90% (2023)

WELL BEING:

Staff Satisfaction Survey (3 year average)
Increase the positive responses on the school SSS:
-        Shielding and buffering from 31% (2021) to 50% (2023)
-        Build resilience and a resilient supportive environment from 68% (2021) to 75% (2023)

Attitude to Schools (3 year average)
Increase the positive responses on the AtoSS:
-        Sense of Connectedness from 76% (2021) to 78% (2023)

Parent Opinion Survey (3 year average)
Increase the positive responses on the POS:
-        General School Satisfaction from 79% (2021) to 85% (2023)
-        Student Connectedness from 84% (2021) to 89% (2023)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	LEARNING: NAPLAN Increase percentage of students in NAPLAN top two bands (3 year average): Reading - Year 3 from 33% (2021) to 35% (2023) Reading - Year 5 from 23% (2021) to 25% (2023) Writing - Year 3 from 28% (2021) to 30% (2023) Writing - Year 5 from 0% (2021) to 10% (2023) Decrease percentage of students in NAPLAN bottom two bands (3 year average): Numeracy - Year 3 from 15% (2021) to 12% (2023) Numeracy - Year 5 from 12% (2021) to 10% (2023) TEACHER JUDGEMENTS F-6 (AT OR ABOVE EXPECTED LEVEL) Reading & Viewing – from 80% (2021) to 85% (2023) Writing – from 75% (2021) to 80% (2023) Number & Algebra from 81% (2021) to 85% (2023) Attitude to Schools (3 year average) Increase percentage of students with a positive endorsement in sense of confidence from 71% (2021) to 77% (2023) Staff Satisfaction Survey (3 year average) Increase percentage of staff with a positive endorsement in collective efficacy from 78% (2021) to 85% (2023) Increase percentage of staff with a positive endorsement in teacher collaboration from 85% (2021) to 90% (2023) WELL BEING: Staff Satisfaction Survey (3 year average)

	Increase the positive responses on the school SSS: -　　　Shielding and buffering from 31% (2021) to 50% (2023) -　　　Build resilience and a resilient supportive environment from 68% (2021) to 75% (2023) Attitude to Schools (3 year average) Increase the positive responses on the AtoSS: -　　　Sense of Connectedness from 76% (2021) to 78% (2023) Parent Opinion Survey (3 year average) Increase the positive responses on the POS: -　　　General School Satisfaction from 79% (2021) to 85% (2023) -　　　Student Connectedness from 84% (2021) to 89% (2023)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	1. Build teacher capacity to implement PLC inquiry cycles using the improvement cycle 2. Continue to reinforce and develop an agreed Instructional model for literacy and numeracy.
Outcomes	Students will: 1. Feel supported and engaged and receive feedback in regard to academic progress.' 2. Know how lessons are structured and how this supports their learning Teachers will: 1. Actively engage in PLC meetings each fortnight and articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle 2. Understand and explicitly use different language and vocabulary with literacy and numeracy learning activities. 3. Plan and teach using the instructional model. The Principal will: 1. Ensure SIT and PLC meetings reflect the work in the AIP, including the regular monitoring of data and consciously protect privileged time for PLC collaboration. 2. Support the continuous development, documentation, revision and professional learning of the agreed Instructional model
Success Indicators	Early Indicators: 1. Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth

	2. Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data Late Indicators: 1. Improved AtoS Survey Results - Sense of Confidence 2. Peer observations reflect staff implementing the instructional model

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Google Drive is used to document specific individual and whole school planning documents at school.	☑ Literacy Leader ☑ Numeracy Leader ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Classroom Observations have an emphasis on High Impact Teaching Strategies	☑ Literacy Leader ☑ Numeracy Leader ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Focus on PLC/SIT meeting - Liaise with regional PLC coach for targeted support - Implement specific coaching of PLC leaders - Revisit PLC training as a whole school - Revise meeting schedule to ensure dedicated PLC time - Monitor impact through leadership observations and PLC leader discussions	☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and Revise the instructional model - Audit of the Instructional Model - including learning walks and talks - Professional learning which is generally led by the Numeracy and Literacy leaders at the school - Visiting schools	☑ Literacy Leader ☑ Numeracy Leader ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Network Numeracy PL	☑ Numeracy Leader ☑ Principal	☑ PLP Priority	from: Term 1	$1,000.00

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	1. Implement the Resilience Project & Resilience, Rights and Respectful Relationships Curriculum 2. Strengthen in class relationships through peer and group learning activities.				
Outcomes	Students will: 1. Feel supported and engaged in the classroom and contribute to a strong classroom culture. 2. Have strong relationships with peers/staff across the school and have opportunities to lead others. Teachers will: 1. Implement and model consistent behaviours and routines 2. Support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers The Principal will: 1. Support and monitor the implementation of the Resilience Project & Resilience, Rights and Respectful Relationships Curriculum 2. Implement a range of interventions in the school to support student wellbeing				
Success Indicators	Early Indicators: 1. Documentation of resources for wellbeing programs. 2. Engagement data from survey results from Rumbles Quest. Late Indicators:				

	1. Attendance data along with staff and parent perception survey results 2. AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Support the work of the Mental Health in Schools Leader which involves the implementation of the Resilience Project & the Resilience, Rights and Respectful Relationships Curriculum • Mentor new staff in the school (ie: ES staff) • Establish the Wellbeing team • Liaise with regional area staff for targeted support • Complete self assessment on current work • Revise meeting schedule to prioritise wellbeing sessions • Provide professional learning for all staff • Track and Monitor impact at SIT meetings (Rumbles Quest)	☑ All Staff ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Regular promotion and information to the school community in regard to Mental Health Funding programs (ie: Resilience Project, Rumbles Quest).	☑ Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Employ additional staff to support the needs of our students across the school - Education Support	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$7,388.30 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide a variety of services to students which is funded from the Mental Health Fund (Psychologist)	☑ Allied Health ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 3	$6,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide a variety of services to students which is funded from the Mental Health Fund (Occupational Therapist)	☑ Allied Health ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 3	$6,500.00 ☐ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide a variety of services to students which is funded from the Mental Health Fund (Speech Therapist)	☑ Allied Health ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 3	$10,647.38 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Network Wellbeing CoP	☑ Principal ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$10,388.30	$10,388.30	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$30,647.38	$30,647.38	$0.00
Total	$41,035.68	$41,035.68	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Support the work of the Mental Health in Schools Leader which involves the implementation of the Resilience Project & the Resilience, Rights and Respectful Relationships Curriculum • Mentor new staff in the school (ie: ES staff) • Establish the Wellbeing team • Liaise with regional area staff for targeted support • Complete self assessment on current work • Revise meeting schedule to prioritise wellbeing sessions • Provide professional learning for all staff • Track and Monitor impact at SIT meetings (Rumbles Quest)	$6,000.00
Regular promotion and information to the school community in regard to Mental Health Funding programs (ie: Resilience Project, Rumbles Quest).	$1,000.00
Employ additional staff to support the needs of our students across the school - Education Support	$7,388.30

Provide a variety of services to students which is funded from the Mental Health Fund (Psychologist)	$6,500.00
Provide a variety of services to students which is funded from the Mental Health Fund (Occupational Therapist)	$6,500.00
Provide a variety of services to students which is funded from the Mental Health Fund (Speech Therapist)	$10,647.38
Totals	$38,035.68

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Employ additional staff to support the needs of our students across the school - Education Support	from: Term 1 to: Term 4	$10,388.30	☑ School-based staffing
Totals		$10,388.30	

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

Support the work of the Mental Health in Schools Leader which involves the implementation of the Resilience Project & the Resilience, Rights and Respectful Relationships Curriculum
 	
•   Mentor new staff in the school (ie: ES staff)
•   Establish the Wellbeing team
•   Liaise with regional area staff for targeted support
•   Complete self assessment on current work
•   Revise meeting schedule to prioritise wellbeing sessions
•   Provide professional learning for all staff
•   Track and Monitor impact at SIT meetings (Rumbles Quest)
	from:
	Term 1
	to:
	Term 4
		$6,000.00	☑ The Resilience Project
			
			This activity will use Mental Health Menu staffing
			   o Employ Mental Health Staff in school (eduPay or non-teaching staff)
			      Mental health and wellbeing leaders

Regular promotion and information to the school community in regard to Mental Health Funding programs (ie: Resilience Project, Rumbles Quest).	from: Term 1 to: Term 4	$1,000.00	☑ Respectful Relationships (free) **This activity will use Mental Health Menu staffing** o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Provide a variety of services to students which is funded from the Mental Health Fund (Psychologist)	from: Term 1 to: Term 3	$6,500.00	☑ Employ Mental Health Staff to provide Tier 3 support for students **This activity will use Foundation Resources (DET Funded initiatives or other free resources)** o Program delivered in school by external service provider
Provide a variety of services to students which is funded from the Mental Health Fund (Occupational Therapist)	from: Term 1	$6,500.00	☑ Employ Mental Health Staff to provide Tier 3 support for students **This activity will use Foundation Resources (DET Funded initiatives or other free resources)**

	to: Term 3		○ Program delivered in school by external service provider
Provide a variety of services to students which is funded from the Mental Health Fund (Speech Therapist)	from: Term 1 to: Term 3	$10,647.38	☑ Employ Mental Health Staff to provide Tier 3 support for students **This activity will use Foundation Resources (DET Funded initiatives or other free resources)** ○ Program delivered in school by external service provider
Totals		**$30,647.38**	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Classroom Observations have an emphasis on High Impact Teaching Strategies	☑ Literacy Leader ☑ Numeracy Leader ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Literacy Leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Focus on PLC/SIT meeting - Liaise with regional PLC coach for targeted support - Implement specific coaching of PLC leaders - Revisit PLC training as a whole school - Revise meeting schedule to ensure dedicated PLC time - Monitor impact through leadership observations and PLC leader discussions	☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ SEIL ☑ PLC Initiative ☑ Internal staff ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Review and Revise the instructional model - Audit of the Instructional Model - including learning walks and talks - Professional learning which is generally led by the Numeracy and Literacy	☑ Literacy Leader ☑ Numeracy Leader ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL ☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders ☑ External consultants	☑ On-site

leaders at the school - Visiting schools			☑ Peer observation including feedback and reflection		Danny Hyndman ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
Network Numeracy PL	☑ Numeracy Leader ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Network Professional Learning	☑ External consultants Danny Hyndman	☑ Off-site Network Numeracy PL
Regular promotion and information to the school community in regard to Mental Health Funding programs (ie: Resilience Project, Rumbles Quest).	☑ Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Network Professional Learning ☑ Communities of Practice	☑ SEIL ☑ Internal staff	☑ On-site
Employ additional staff to support the needs of our students across the school - Education Support	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ SEIL ☑ Internal staff	☑ On-site
Network Wellbeing CoP	☑ Principal ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Network Professional Learning	☑ Internal staff	☑ Off-site TBC