2025 Annual Implementation Plan
for improving student outcomes

Auburn Primary School (2948)

Submitted for review by Tim Sawalaga (School Principal) on 20 December, 2024 at 06:53 PM
Endorsed by Natalie Grieve (Senior Education Improvement Leader) on 30 January, 2025 at 05:30 PM
Awaiting endorsement by School Council President

Self-evaluation summary

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

	FISO 2.0 outcomes	Self-evaluation level
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

		Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

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

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

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

Future planning	Tracking against our SSP goals: The key data sets indicate continued improvements from start of the SSP. Key measures across all goals are currently on track or achieved. We will aim to improve on our 2024 data sets in 2025. The following measures are highlighted for continued focus towards 2026 targets: - High resilience - Student feedback to improve practice - Promote student ownership of learning goals A continued focus on tier 1 supports and practices to improve student wellbeing has resulted in consecutive years of improved data, particularly in the attitudes to school survey. In 2024, a concerted approach to improve teacher-student relationships linked to the high-impact wellbeing strategies has been impactful. Instructional approaches - Understanding the VTML 2.0 - amplifying explicit teaching within existing instructional approaches - More coaching and learning walks - Reconnecting with expert consultants Assessment - More focus of planning and assessment (particularly formative assessment) - Development of a mathematics assessment library/resources in collaboration with our local CoP - Greater understanding of and ability to interpret high-stakes data sets. - Greater awareness of those students who are showing less than expected growth and how we can best support these students. SV&A - Student voice and agency through inquiry and investigations can be strengthened and more explicit - Student learning goals - setting, measuring and tracking Wellbeing and Inclusion Tier 1:

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<td>- Consistent implementation of split-screen learning intentions, linked to our school value-based traits across all learning environments, supported by regular coaching.
- Strengthen the explicit use of HIWS and school values/traits in team planning
- Develop a two-year scope and sequence to explicitly teach and assess the Personal and Social Capabilities, including the Respectful Relationships and Resilience Project curriculum to ensure long-term planning and consistent delivery for students to action personal wellbeing strategies effectively.

Tier 2:
- Revising local staffing arrangements and external allied health supports to provide targeted invention.
- Strengthen the use of HIWS and school values/traits in intervention plans and programs

Tier 3:
- Implementation of the process to refer to and apply for additional funding under the Disability and Inclusion Model.
- Strengthen the use of explicit HIWS and school values/traits in IEPs and BSPs.</td>
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<td>**Documents that support this plan**</td>
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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.
To maximise student learning growth for all students in Literacy and Numeracy	Yes	By 2026, increase the percentage of Year 5 students assessed as above benchmark growth in NAPLAN for: • Numeracy from 14 per cent (2021) to 40 per cent • Reading from 29 per cent (2021) to 40 per cent • Writing from 42 per cent (2021) to 45 per cent	Improve the percentage of Year 5 students who are exceeding in NAPLAN:- Numeracy to more than 23% - Reading to more than 55% - Writing to more than 20%
		By 2026, increase the percentage of students in the top two NAPLAN bands for: Year 3 • Numeracy from 64 per cent (2021) to 85 per cent • Reading 80 per cent (2021) to 85 per cent • Writing 82 per cent (2021) to 85 per cent Year 5 • Numeracy 48 per cent (2021) to 65 per cent • Reading 54 per cent (2021) to 65 per cent • Writing 42 per cent (2021) to 65 per cent	Improve the percentage of Year 3 students who are strong or exceeding in NAPLAN:- Numeracy to more than 84% - Reading to more than 84% - Writing to more than 83% Improve the percentage of Year 5 students who are strong or exceeding in NAPLAN:- Numeracy to more than 90% - Reading to more than 93% - Writing to more than 90% By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of Needs Additional Support students in 2024.

		By 2026, increase the percentage of F-6 students meeting or above the expected level against the Victorian Curriculum (time series growth): • Number and Algebra from 87 per cent (2020 – 2021 semester 2) to 90 per cent • Reading and Viewing from 81 per cent (2020 – 2021 semester 2) to 90 per cent • Writing from 77 per cent (2020 – 2021 semester 2) to 90 per cent	Increase the percentage of F-6 students meeting or above the expected level against the Victorian Curriculum:- Number and Algebra to 90% or more- Reading and Viewing to 90% or more- Writing to 90% or more
To enhance student engagement through increased voice and agency	Yes	By 2026, increase the percent positive responses score in AtoSS for the following factors: Learner characteristics and disposition domain • Motivation and interest from 68 per cent in 2022 to 80 per cent • Sense of confidence from 75 per cent in 2022 to 80 per cent Effective teaching for cognitive engagement domain • Stimulated learning from 70 per cent in 2022 to 80 per cent Social Engagement domain • Student voice and agency from 58 per cent in 2022 to 80 per cent	Improve the positive response scores in AtoSS for the following factors:- Motivation and interest from 87% in 2024- Sense of confidence from 90% in 2024 - Stimulated learning from 90% in 2024- Student voice and agency from 85% in 2024
		By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: Cognitive engagement • Student agency and voice 69 per cent 2021 to 80 per cent • Student motivation and support 62 per cent in 2021 to 80 per cent	Improve the positive endorsement in the Parent Opinion Survey for the following measures:- Student agency and voice from 89% in 2024- Student motivation and support from 86% in 2024- Stimulating learning environment from 89% in 2024

		• Stimulating learning environment 65 per cent in 2021 to 80 per cent	
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: • Use student feedback to improve practice from 42 per cent in 2021 to 90 per cent • Promote student ownership of learning goals from 50 per cent in 2021 to 90 per cent	Improve the positive endorsement in the School Staff Survey for the following measures:- Use student feedback to improve practice from 67% in 2024 to 90% in 2025- Promote student ownership of learning goals from 72% in 2024 to 90% in 2025
To optimise student wellbeing and inclusion	Yes	By 2026, increase the percent positive responses score on AtoSS for the following factors: Social and emotional wellbeing • High Resilience from 8 per cent 2022 to 20 per cent • Teacher concern from 63 per cent 2022 to 75 per cent • Sense of Connectedness 75 per cent in 2022 to 80 per cent	Improve the positive response scores in AtoSS for the following factors: - High Resilience from 13% to 20% in 2025.- Improve the percentage of teacher concern to more than 82% in 2025. - Improve the percentage for Sense of connectedness to more than 86% in 2025.
		By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: • Student connectedness from 86 per cent 2021 to 90 per cent • Confidence and resiliency skills from 70 per cent 2021 to 85 per cent	- Improve the percentage of student connectedness to more than 95% in 2025. - Improve the percentage of confidence and resiliency skills to more than 90% in 2025.

Goal 1	**To maximise student learning growth for all students in Literacy and Numeracy**

12-month target 1.1	Improve the percentage of Year 5 students who are exceeding in NAPLAN: - Numeracy to more than 23% - Reading to more than 55% - Writing to more than 20%	
12-month target 1.2	Improve the percentage of Year 3 students who are strong or exceeding in NAPLAN: - Numeracy to more than 84% - Reading to more than 84% - Writing to more than 83% Improve the percentage of Year 5 students who are strong or exceeding in NAPLAN: - Numeracy to more than 90% - Reading to more than 93% - Writing to more than 90% By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of Needs Additional Support students in 2024.	
12-month target 1.3	Increase the percentage of F-6 students meeting or above the expected level against the Victorian Curriculum: - Number and Algebra to 90% or more - Reading and Viewing to 90% or more - Writing to 90% or more	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	To develop teacher capacity to further embed the whole school instructional models for Literacy and Numeracy	No
KIS 1.b Assessment	To develop teacher capacity in evidence based assessment to differentiate student learning in Literacy and Numeracy	Yes
KIS 1.c Leadership	Strengthen the whole school approach to planning, assessment and collaboration	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.	2.b - A range of data sets, including teacher judgements, NAPLAN, and PAT, indicate that a spread of student achievement in key learning areas has narrowed. We have successfully reduced the number of students identified as 'Needing Additional Support' in Year 5 NAPLAN; however, our percentage of students in exceeding (or equivalent) has also reduced. 2.c - The department's implementation of the VTLM 2.0, supports a concerted focus on improving our whole school approach to planning and assessment within our established collaborative teams.	
Goal 2	**To enhance student engagement through increased voice and agency**	
12-month target 2.1	Improve the positive response scores in AtoSS for the following factors: - Motivation and interest from 87% in 2024 - Sense of confidence from 90% in 2024 - Stimulated learning from 90% in 2024 - Student voice and agency from 85% in 2024	
12-month target 2.2	Improve the positive endorsement in the Parent Opinion Survey for the following measures: - Student agency and voice from 89% in 2024 - Student motivation and support from 86% in 2024 - Stimulating learning environment from 89% in 2024	
12-month target 2.3	Improve the positive endorsement in the School Staff Survey for the following measures: - Use student feedback to improve practice from 67% in 2024 to 90% in 2025 - Promote student ownership of learning goals from 72% in 2024 to 90% in 2025	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	To build capacity for teachers to engage students through personalised learning and goal setting	Yes
KIS 2.b Engagement	To build capacity for teachers to activate student agency through effective inquiry based learning	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.	Personalised learning and goal setting were identified as an area for improvement in our staff opinion survey and correlate with the intended goals related to learning and assessment this year.
Goal 3	**To optimise student wellbeing and inclusion**
12-month target 3.1	Improve the positive response scores in AtoSS for the following factors: - High Resilience from 13% to 20% in 2025. - Improve the percentage of teacher concern to more than 82% in 2025. - Improve the percentage for Sense of connectedness to more than 86% in 2025.
12-month target 3.2	- Improve the percentage of student connectedness to more than 95% in 2025. - Improve the percentage of confidence and resiliency skills to more than 90% in 2025.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	To further develop and embed a school wide and consistent approach to wellbeing and inclusion	Yes
KIS 3.b Engagement	Strengthen partnership with school community to have a positive impact on student's learning, wellbeing and engagement	Yes
KIS 3.c Support and resources	To develop teacher capacity to empower students to be agents of their own wellbeing	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.	Further developing student resilience (Attitudes to School High Resilience target 20%) was identified as an area for improvement, alongside the refinement of scope and sequence linked to the Victorian Curriculum 2.0 Personal and Social Capabilities, and The Rights, Resilience and Respectful Relationships curriculum and other resources. Strengthening our Tier 2 supports through partnerships with allied health, and building capacity of staff to provide interventions and support is another goal for 2025.

Define actions, outcomes, success indicators and activities

Goal 1	To maximise student learning growth for all students in Literacy and Numeracy
12-month target 1.1	Improve the percentage of Year 5 students who are exceeding in NAPLAN: - Numeracy to more than 23% - Reading to more than 55% - Writing to more than 20%
12-month target 1.2	Improve the percentage of Year 3 students who are strong or exceeding in NAPLAN: - Numeracy to more than 84% - Reading to more than 84% - Writing to more than 83% Improve the percentage of Year 5 students who are strong or exceeding in NAPLAN: - Numeracy to more than 90% - Reading to more than 93% - Writing to more than 90% By 2026, reduce the number of Needs Additional Support students in each of reading and numeracy in Year 3 and 5 compared to the number of Needs Additional Support students in 2024.
12-month target 1.3	Increase the percentage of F-6 students meeting or above the expected level against the Victorian Curriculum: - Number and Algebra to 90% or more - Reading and Viewing to 90% or more - Writing to 90% or more
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	To develop teacher capacity in evidence based assessment to differentiate student learning in Literacy and Numeracy

attainment and wellbeing capabilities	
Actions	- Improving collective understanding of the Elements of Learning, as per the VTLM 2.0 - Building staff capacity to use a range of data sets, including formative assessment, to more effectively support student learning needs - Upskill staff on data-driven differentiation
Outcomes	Students will: - understand how they learn best - experience higher levels of engagement due to more targeted learning experiences Teacher will: - understand the elements of learning and teaching - improve data literacy for greater differentiation Leaders will: - lead Professional Learning in the elements of learning, assessment and differentiation - prioritise the collective focus and resources to maximise the impact and effectiveness of the VTLM 2.0 elements of teaching. Community will: - be informed about the elements of learning.
Success Indicators	- Evidence in weekly planners of student assessment opportunities and adjustments to ensure student needs are met. - Planning documentation reflects challenge and extension, - Increased number of students achieving above expected level in a range of data sets.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engaging with our Community of Practice with local schools and regional staff, focusing on data practices linked to numeracy teaching and learning	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1	$8,000.00

				to: Term 4	
Professional learning, including PLCs focusing on assessment and differentiation	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Targeted intervention support, including Tutor Learning	☑ Literacy support ☑ Numeracy support	☐ PLP Priority	from: Term 1 to: Term 4	$42,750.52 ☑ Other funding will be used
Targeted intervention support	☑ Literacy support ☑ Numeracy support	☐ PLP Priority	from: Term 1 to: Term 4	$8,154.90 ☑ Equity funding will be used

KIS 1.c 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 the whole school approach to planning, assessment and collaboration
Actions	- PLC review of our approach to planning curriculum delivery (learning design), in line with the VTLM 2.0 and its implementation - Consistent implementation of the department's Positive Classroom Management Strategies to further enable learning - Improve explicit teaching practices

Outcomes	Students will: - participate in increased instructional minutes - be increasingly engaged in their learning Teachers will: - Improve data-driven collaborative planning. - Improve understanding and effectiveness of Positive Classroom Management Strategies - Improve their knowledge and understanding of explicit teaching Leaders will: - Work collaboratively with staff to provide targeted professional learning and support to improve planning, positive classroom management, and explicit teaching practices. Community will: - Be informed about the elements of teaching.
Success Indicators	- Updated planning documentation - Refining and streamlining the assessment schedule and its implementation and impact on learning design. - Formative assessment evident with observational notes and digital tools that could be used by teaching teams to improve planning and assessment practices. - Visual aids to support classroom expectations and routines, as per positive classroom management, enabling more instructional minutes. - Documented learning walk and peer observation notes, identifying improved evidence of positive classroom management strategies and elements of explicit teaching

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Learning walks and peer observations	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$16,000.00
Coaching	☑ Leadership team	☑ PLP Priority	from: Term 1	$4,000.00

			to: Term 4	
Professional learning, including PLCs, focusing on planning and explicit teaching	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Future Leaders Scholoarship - targetted Professional Learning for staff Development in Numeracy	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$7,500.00

Goal 2	To enhance student engagement through increased voice and agency
12-month target 2.1	Improve the positive response scores in AtoSS for the following factors: - Motivation and interest from 87% in 2024 - Sense of confidence from 90% in 2024 - Stimulated learning from 90% in 2024 - Student voice and agency from 85% in 2024
12-month target 2.2	Improve the positive endorsement in the Parent Opinion Survey for the following measures: - Student agency and voice from 89% in 2024 - Student motivation and support from 86% in 2024 - Stimulating learning environment from 89% in 2024
12-month target 2.3	Improve the positive endorsement in the School Staff Survey for the following measures: - Use student feedback to improve practice from 67% in 2024 to 90% in 2025 - Promote student ownership of learning goals from 72% in 2024 to 90% in 2025
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and	To build capacity for teachers to engage students through personalised learning and goal setting

senior secondary pathways, incorporating extra-curricula programs	
Actions	- Embed mechanisms for student feedback for practice improvement. - Establish and embed practices that promote student ownership of learning goals in line with VTLM 2.0
Outcomes	Students will: - Understand their learning goals. - Provide feedback for teachers to positively impact their learning Teachers will: - Embed practices that promote student ownership of learning goals - Embed effective mechanisms to obtain and use student feedback for practice improvement. Leaders will: - Resource and facilitate professional learning, including PLC cycles, to understand and embed mechanisms for gathering feedback and monitoring progress.
Success Indicators	- Evidence in planners of opportunities for student feedback. - Documented formative assessment data used to inform learning design - Key measures in the staff survey are met.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning - including Quaglia.	☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Professional learning, including PLCs, focusing on using formative assessment for practice improvement and promoting student ownership of learning goals.	☑ Leadership team ☑ PLC leaders	☑ PLP Priority	from: Term 1	$10,000.00

				to: Term 4	
Coaching		☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00

Goal 3	To optimise student wellbeing and inclusion
12-month target 3.1	Improve the positive response scores in AtoSS for the following factors: - High Resilience from 13% to 20% in 2025. - Improve the percentage of teacher concern to more than 82% in 2025. - Improve the percentage for Sense of connectedness to more than 86% in 2025.
12-month target 3.2	- Improve the percentage of student connectedness to more than 95% in 2025. - Improve the percentage of confidence and resiliency skills to more than 90% in 2025.
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	To further develop and embed a school wide and consistent approach to wellbeing and inclusion
Actions	- Develop a 2-year Scope and Sequence, incorporating the Respectful Relationships and Resilience Project curriculum, to consistently teach and assess the Personal and Social Capabilities across P–6. - Strengthen the explicit implementation of HIWS and school values/traits within team planning, intervention programs and plans, and Individual Learning Plans (IEPs) and Behavior Support Plans (BSPs), ensuring learning intentions and success criteria support students in co-creating their learning goals. - Implement the Disability Inclusion program
Outcomes	Students will: - Co-create learning goals with their teacher/s and monitor these, sharing them back with their families.

	- Identify streghts/traits in themselves and others Teachers will: - Explicitly use HIWS and school values/traits in teaching and learning sequences, including success criteria for lessons. - Co-create learning goals with students and monitor these, reporting back to families. - Refer students for additional support (tier 2 group and tier 3 individual) as required. - Document adjustments and supports in place for their students through planners and individual plans. Leaders will: - Support staff with the implementation of the scope and sequence through planning support, modeling, and coaching. - Support staff with student referrals for additional support (tier 2 and tier 3). - Facilitate professional learning opportunities for staff relating to disability inclusion program. Community will: - be informed of the values/traits that are being spotlighted through assemblies, newsletters etc.
Success Indicators	- Students exhibiting personal and social capability traits and celebrated through positive acknowledgment systems - Documented scope and sequence and evident in team planners - Disability Inclusion profiles completed and submitted - Improve positive responses identified measures in Attitudes to School and Parent Survey.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Future Leaders Scholarship—targeting professional learning for staff in Masters in Inclusive Education	☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$7,500.00
Coaching & classroom support, including Tier 2 - Learning Specailist	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$72,000.00 ☑ Disability Inclusion Tier 2

				Funding will be used
Additional support for inclusion in classrooms for students (Tier 3) - Education Support	☑ Assistant principal ☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Tier 2 support programs (Allied Health)	☑ Allied health ☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 2	$32,882.61 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen partnership with school community to have a positive impact on student's learning, wellbeing and engagement
Actions	Tier 1: Whole-School Engagement - Develop opportunities for parent/carer engagement with the Respectful Relationships curriculum, Resilience Project and school values/traits through assemblies, newsletters, and information sessions. Tier 2 and Tier 3: Targeted and Individualised Support - Review local staffing arrangements and external allied health supports to enhance the provision of targeted

	interventions. - Strengthen parent/carer engagement in the development, review, and implementation of Individual Education Plans (IEPs), Behaviour Support Plans (BSPs) and intervention goals and strategies.				
Outcomes	Students will: - work with their teacher to develop their individual learning plans and support plans, and share these with their families Teachers will: - work with students and families on targeted Individual Education Plans and Behaviour Support Plans, with cycles of review built in Leaders will: - review and implement refined options for tier 2 supports through partnerships with allied health teams and upskilling internal staff Community will: - be provided opportunities to engage with the wellbeing curriculum being taught - including Respectful Relationships, Resilience Project - through targeted parent sessions				
Success Indicators	- Community engagement in parent information sessions - Individual Education Plans/Behavior Support Plans include student voice as well as input from families and allied health teams - Formal and informal measures of success for Tier 2 interventions				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage Resilience Project to support well-being.	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Allied Health Partnerships—providing Tier 2 support and building staff capacity.	☑ Allied health ☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$21,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Tier 2 intervention support (Education Support)	☑ Assistant principal ☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 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	$8,154.90	$8,154.90	$0.00
Disability Inclusion Tier 2 Funding	$133,061.12	$133,061.12	$0.00
Schools Mental Health Fund and Menu	$40,882.61	$40,882.61	$0.00
Total	**$182,098.63**	**$182,098.63**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Targeted intervention support	$8,154.90
Coaching & classroom support, including Tier 2 - Learning Specailist	$72,000.00
Additional support for inclusion in classrooms for students (Tier 3) - Education Support	$20,000.00
Tier 2 support programs (Allied Health)	$32,882.61
Engage Resilience Project to support well-being.	$8,000.00
Allied Health Partnerships—providing Tier 2 support and building staff capacity.	$21,000.00
Tier 2 intervention support (Education Support)	$20,000.00
Totals	**$182,037.51**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Targeted intervention support	from: Term 1 to: Term 4	$8,154.90	☑ School-based staffing ☑ CRT
Totals		**$8,154.90**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Coaching & classroom support, including Tier 2 - Learning Specailist	from: Term 1 to: Term 4	$72,061.12	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Learning specialist
Additional support for inclusion in classrooms for students (Tier 3) - Education Support	from: Term 1 to: Term 4	$20,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Allied Health Partnerships—providing Tier 2 support and building staff capacity.	from: Term 1 to: Term 4	$21,000.00	☑ Professional learning for school-based staff • Other Allied Health

			☑ Other workforces to support students with disability
			• Occupational therapy
			• Psychologists
Tier 2 intervention support (Education Support)	from: Term 1 to: Term 4	$20,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties
			• Education support staff
Totals		**$133,061.12**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Tier 2 support programs (Allied Health)	from: Term 1 to: Term 2	$32,882.61	☑ Employ allied health professional to provide Tier 2 tailored support for students
Engage Resilience Project to support well-being.	from: Term 1 to: Term 4	$8,000.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		**$40,882.61**	

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
Engaging with our Community of Practice with local schools and regional staff, focusing on data practices linked to numeracy teaching and learning	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Communities of practice	☑ School improvement partnerships ☑ Learning specialist ☑ Literacy leaders ☑ Departmental resources EILs ☑ Numeracy leader	☑ On-site
Professional learning, including PLCs focusing on assessment and differentiation	☑ Leadership team	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Learning specialist	☑ On-site
Learning walks and peer observations	☑ Leadership team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist	☑ On-site
Coaching	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Demonstration lessons	☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist	☑ On-site

Professional learning, including PLCs, focusing on planning and explicit teaching	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Professional Learning - including Quaglia.	☑ Leadership team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Quaglia	☑ On-site
Professional learning, including PLCs, focusing on using formative assessment for practice improvement and promoting student ownership of learning goals.	☑ Leadership team ☑ PLC leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Coaching	☑ Leadership team ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Coaching & classroom support, including Tier 2 - Learning Specailist	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist	☑ On-site