

2023 Annual Implementation Plan

for improving student outcomes

Glen Katherine Primary School (5260)



Submitted for review by Gerard Fay (School Principal) on 01 February, 2023 at 09:44 AM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 20 February, 2023 at 02:59 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	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.	Embedding
	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	Embedding
	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
	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
	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	2022 was a year of disruption and growth. With new leadership, our schools focus was redirected to implementation of consistent practices across the school, supported by a scope and sequence embedding a guaranteed and viable curriculum. During end of year exit meetings with staff, there was consensus that there was more consistency, accountability, and data literacy evident in all year levels. Confidence increased in staff with increased collaboration time and shared planning practices. Staff highlighted more opportunity to provide feedback and participate in decision making. There was transparency in processes being implemented, highlighting evidence-based practices, and reasoning as to why decisions
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	had been made. There is an increase in stability and confidence that practices embedded this year will continue and be consolidated during the new year.
Considerations for 2023	<ul style="list-style-type: none"> * Embed SEL programs * Introduce Berry Street Model activities to support inclusiveness and safe, positive classrooms practices. * Increase staff support for wellbeing programs at the school * Continue to build staff data literacy * Refine newly constructed scope and sequences * Increase PD opportunity for staff to complete eLearning modules and inclusive education training * Launch of new school values to support SWPBP * Implement tiered approach to academic and wellbeing practices across the school - and promote to school community.
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	To optimise the learning growth of all students in literacy and numeracy
Target 2.1	By 2026, increase the percentage of Year 5 students assessed in the top two NAPLAN bands: <ul style="list-style-type: none"> • Reading from 47 per cent in 2021 to 60 per cent • Writing from 38 percent in 2021 to 40 per cent • Numeracy from 27 per cent in 2021 to 50 per cent.
Target 2.2	By 2026, increase the percentage of Year 3 students assessed in the top two NAPLAN bands: <ul style="list-style-type: none"> • Reading from 61 per cent in 2021 to 70 per cent • Writing from 38 percent in 2021 to 70 per cent • Numeracy from 32 per cent in 2021 to 70 per cent.

Target 2.3	<p>By 2026, increase the percentage of students in Year 5 assessed as at and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 76 per cent in 2021 to 88 per cent • Writing from 59 per cent in 2021 to 90 per cent. • Numeracy from 75 per cent in 2021 to 82 per cent.
Target 2.4	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum will increase from 39 per cent in 2021 to 78 per cent • Understand how to analyse data will increase from 30 per cent in 2021 to 69 per cent • Understand curriculum will increase from 59 per cent in 2021 to 81 per cent.
Key Improvement Strategy 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	To develop and implement a Glen Katherine guaranteed and viable curriculum
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability and confidence to use data to accurately differentiate the learning for all students
Key Improvement Strategy 2.c	Build staff capability to collaboratively engage in the PLC cycle

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Goal 3	To improve student agency and voice in learning and wellbeing
Target 3.1	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 68 per cent in 2021 to 80 per cent • Goal setting and self-regulation from 86 per cent in 2021 to 90 per cent
Target 3.2	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for <i>student voice and agency</i> from 75 per cent in 2021 to 85 per cent.
Target 3.3	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Promote student ownership of learning will increase from 52 per cent in 2021 to 85 per cent • Student feedback to improve practice will increase from 56 per cent in 2021 to 85 per cent.
Key Improvement Strategy 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	Develop staff understanding of voice and agency at Glen Katherine PS

Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capabilities to enhance self-regulation and goal setting
Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Staff and students build a range of strategies to support and develop student agency.
Goal 4	Strengthen the resilience and confidence of all students
Target 4.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Resilience from 5 per cent in 2021 to 15 per cent • Sense of confidence from 76 per cent in 2021 to 85 per cent • Emotional regulation and awareness from 82 per cent in 2021 to 85 per cent • Perseverance from 83 per cent to 85 per cent.
Target 4.2	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for <i>confidence and resilience</i> from 83 per cent in 2021 to 88 per cent.
Key Improvement Strategy 4.a Activation of student voice and agency, including in leadership and learning, to	Develop and document multi-tiered systems of support that enhance student well-being, engagement, and inclusion

strengthen students' participation and engagement in school	
Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school approach to strengthening students' 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
<p>2023 Priorities Goal</p> <p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2023, Learning KIS At least 60 students (10%) will have participated in at least 5 weeks of intensive tutor program support. At least 90% of students in Year 1 are at or above expected level in the Maths Online interview The percentage of students at or above expected age level based on teacher judgement will increase from: Number and Algebra 87% (2021) to 91% Measurement and Geometry 90% (2021) to 93% The percentage of students performing in the top 2 bands of NAPLAN Numeracy will increase from: Year 3 36% (2022) to 42% Year 5 19% (2022) to 30% The percentage of students achieving low benchmark growth in NAPLAN numeracy will reduce from 24% (2021) to 20% Staff Increase the percentage of positive endorsement in the Staff Opinion Survey in 2023: Collective efficacy from 70% (2022) to 80% Guaranteed and viable curriculum from 59% (2022) to 75% Academic Emphasis from 65% (2022) to 70% Increase the percentage of positive endorsement in the Attitude to School Survey: Student voice and agency from 77% (2022) to 85% Teacher concern (care) from 77% (2022) to 85% Increase high resilience from 8% (2022) to 15 % Emotional Awareness</p>

			and regulations from 82% (2022) to 85% Sense of confidence 85% (2022) to 88%
To optimise the learning growth of all students in literacy and numeracy	No	By 2026, increase the percentage of Year 5 students assessed in the top two NAPLAN bands: <ul style="list-style-type: none"> • Reading from 47 per cent in 2021 to 60 per cent • Writing from 38 percent in 2021 to 40 per cent • Numeracy from 27 per cent in 2021 to 50 per cent. 	
		By 2026, increase the percentage of Year 3 students assessed in the top two NAPLAN bands: <ul style="list-style-type: none"> • Reading from 61 per cent in 2021 to 70 per cent • Writing from 38 percent in 2021 to 70 per cent • Numeracy from 32 per cent in 2021 to 70 per cent. 	
		By 2026, increase the percentage of students in Year 5 assessed as at and above benchmark growth in NAPLAN: <ul style="list-style-type: none"> • Reading from 76 per cent in 2021 to 88 per cent • Writing from 59 per cent in 2021 to 90 per cent. • Numeracy from 75 per cent in 2021 to 82 per cent. 	
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> • Guaranteed and viable curriculum will increase from 39 per cent in 2021 to 78 per cent • Understand how to analyse data will increase from 30 per cent in 2021 to 69 per cent • Understand curriculum will increase from 59 per cent in 2021 to 81 per cent. 	
To improve student agency and voice in learning and wellbeing	No	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Student voice and agency from 68 per cent in 2021 to 80 per cent 	

		<ul style="list-style-type: none"> Goal setting and self-regulation from 86 per cent in 2021 to 90 per cent 	
		By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for <i>student voice and agency</i> from 75 per cent in 2021 to 85 per cent.	
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> Promote student ownership of learning will increase from 52 per cent in 2021 to 85 per cent Student feedback to improve practice will increase from 56 per cent in 2021 to 85 per cent. 	
Strengthen the resilience and confidence of all students	No	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> Resilience from 5 per cent in 2021 to 15 per cent Sense of confidence from 76 per cent in 2021 to 85 per cent Emotional regulation and awareness from 82 per cent in 2021 to 85 per cent Perseverance from 83 per cent to 85 per cent. 	
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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.
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12 Month Target 1.1	<p>By the end of 2023, Learning KIS</p> <p>At least 60 students (10%) will have participated in at least 5 weeks of intensive tutor program support.</p> <p>At least 90% of students in Year 1 are at or above expected level in the Maths Online interview</p> <p>The percentage of students at or above expected age level based on teacher judgement will increase from: Number and Algebra 87% (2021) to 91%</p> <p>Measurement and Geometry 90% (2021) to 93%</p> <p>The percentage of students performing in the top 2 bands of NAPLAN Numeracy will increase from: Year 3 36% (2022) to 42%</p> <p>Year 5 19% (2022) to 30%</p> <p>The percentage of students achieving low benchmark growth in NAPLAN numeracy will reduce from 24% (2021) to 20%</p> <p>Staff</p> <p>Increase the percentage of positive endorsement in the Staff Opinion Survey in 2023: Collective efficacy from 70% (2022) to 80%</p> <p>Guaranteed and viable curriculum from 59% (2022) to 75%</p> <p>Academic Emphasis from 65% (2022) to 70%</p> <p>Increase the percentage of positive endorsement in the Attitude to School Survey: Student voice and agency from 77% (2022) to 85%</p> <p>Teacher concern (care) from 77% (2022) to 85%</p> <p>Increase high resilience from 8% (2022) to 15 %</p> <p>Emotional Awareness and regulations from 82% (2022) to 85%</p> <p>Sense of confidence 85% (2022) to 88%</p>	
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	<p>By the end of 2023, Learning KIS</p> <p>At least 60 students (10%) will have participated in at least 5 weeks of intensive tutor program support.</p> <p>At least 90% of students in Year 1 are at or above expected level in the Maths Online interview</p> <p>The percentage of students at or above expected age level based on teacher judgement will increase from: Number and Algebra 87% (2021) to 91%</p> <p>Measurement and Geometry 90% (2021) to 93%</p> <p>The percentage of students performing in the top 2 bands of NAPLAN Numeracy will increase from:</p> <p>Year 3 36% (2022) to 42%</p> <p>Year 5 19% (2022) to 30%</p> <p>The percentage of students achieving low benchmark growth in NAPLAN numeracy will reduce from 24% (2021) to 20%</p> <p>Staff</p> <p>Increase the percentage of positive endorsement in the Staff Opinion Survey in 2023:</p> <p>Collective efficacy from 70% (2022) to 80%</p> <p>Guaranteed and viable curriculum from 59% (2022) to 75%</p> <p>Academic Emphasis from 65% (2022) to 70%</p> <p>Increase the percentage of positive endorsement in the Attitude to School Survey:</p> <p>Student voice and agency from 77% (2022) to 85%</p> <p>Teacher concern (care) from 77% (2022) to 85%</p> <p>Increase high resilience from 8% (2022) to 15 %</p> <p>Emotional Awareness and regulations from 82% (2022) to 85%</p> <p>Sense of confidence 85% (2022) to 88%</p>

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	<ul style="list-style-type: none"> * Build teacher capacity to implement PLC inquiry cycles using the improvement cycle * Develop an agreed and consistent approach to the teaching of Numeracy across the school * Develop the capacity of middle leadership to effectively implement and drive PLCs 				
Outcomes	<p>Students participate in point of need learning tasks Students apply learning to complete formative assessment tasks Students provide feedback to teachers to inform planning Education Support Staff will participate in construction of ILPs Parents will access and articulate student ILPs Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles Teachers articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle Team leaders provide professional development for staff focussing on data and evidence Team leaders and learning specialists will develop a school wide consistent approach to the Maths pedagogy Leaders consciously protect privileged time for PLC collaboration Leaders frequently review PLC implementation practices (using the PLC guide 'Victorian PLCs: maximising impact in our schools' as reference) to identify barriers and enablers for effective PLC implementation</p>				
Success Indicators	<p>Early Indicators 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 Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data A clear school wide approach will be displayed and staff will confidently articulate Late Indicators Data walls tracking student learning growth ZPD evident in planners Staff Survey positive increase in responses for factors - Guaranteed and Viable Curriculum - from 59% to 68% Collective focus on student learning from 63% to 75% Teacher Collaboration from 29% to 60% Understand Curriculum from 59% to 80% Time to share pedagogical content from 33% to 60%</p>				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams	

Complete PLC training with regional staff (Deb Showers)	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit previous PLC practices to establish areas of strength and growth	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine the staff professional calendar to prioritise time for PLC inquiry cycles in learning areas and wellbeing teams (OWLs)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule first PLC inquiry cycle to begin Week 5, Term 1	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement Then 2 PLCs in term 3 and 1 PLC in term 4. Evidence to be presented in teams.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Continue Learning Walks process in light of PLC inquiry cycle with Maths focus	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Tutor Program - Involving at least 50 students in 5 weeks blocks; at least 2 sessions per week. Students identified via NAPLAN Bottom 2 Bands, ATSI, Equity Funding, ESL.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning specialist and SIT will discuss, develop and document an agreed to approach to Maths.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> School Improvement Team		to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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	<ul style="list-style-type: none"> * Develop leaders' and teachers' understanding of SWPBS Universal Prevention Action Plan through ongoing professional learning * Develop a shared vision for school culture and the behaviours that are consistent with the SWPBS philosophy * Develop staff knowledge and capability to implement trauma informed practice within the classroom 				
Outcomes	<p>Students articulate the positive behaviours consistent with SWBPB</p> <p>Students identify appropriate behaviours in different settings</p> <p>Staff (teachers, specialists, ES) collaboratively develop social skills lessons (part of SEL) to teach SWPBS expected behaviours</p> <p>Staff understand the SWPBS philosophy and articulate the desired behaviours</p> <p>Staff use consistent language to discuss positive behaviours</p> <p>Staff implement a cycle of positive affirmations through weekly COMPASS alerts</p> <p>Teachers collect and collaboratively analyse student behaviour data using COMPASS</p> <p>Leaders ensure that the whole school community has been consulted to develop the SWPBS mission statement and shared vision</p> <p>Leaders frequently monitor SWPBS behaviour data using COMPASS</p> <p>Leaders provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS</p> <p>Parents/carers/kin understand the desired school behaviours and the procedures for responding to behaviours</p> <p>Parents/carers/kin recognise student positive behaviours through COMPASS alerts</p>				
Success Indicators	<p>Early Indicators</p> <p>Expected behaviours are displayed prominently throughout the school</p>				

	Behaviour records in COMPASS Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours (SEL) Use of SWPBS language evident in peer observations Focus groups responses reflect improved relationships between staff and students, students and students Late Indicators Successful completion of the implementation checklist, the SWPBS Self-assessment Survey, and implementation of new school values Reduced exclusionary discipline recorded in COMPASS At least 10 positive affirmation alerts per student are completed on COMPASS Staff Survey - Trust in students and parents increases from 69% to 75% Collective responsibility increases from 60% to 70% ATOSS -Low resilience reduces from 30% to 20% Parent Survey - Teacher Communication from 68% (2022) to 80%			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and run whole school consultation to inform the design of the Expectations Matrix and expected behaviours in each school setting and appropriate reinforcements and consequences	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan for and document the teaching of social skills each week in all classes (SEL) - inclusive of Respectful Relationships Program, Berry Street Model and Real School recommendations	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Present information sessions to parents/carers/kin	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of a Mental Health Coordinator to lead Berry Street Model implementation and Classroom/student support	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing Leaders to complete the Berry Street Model training-providing support for each subschool.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide training for staff on communication practices and processes when contacting parents/families. Teachers are the first point of contact for families.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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	\$19,472.30	\$19,472.30	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$65,161.45	\$65,161.45	\$0.00
Total	\$84,633.75	\$84,633.75	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Tutor Program - Involving at least 50 students in 5 weeks blocks; at least 2 sessions per week. Students identified via NAPLAN Bottom 2 Bands, ATSI, Equity Funding, ESL.	\$90,000.00
Plan for and document the teaching of social skills each week in all classes (SEL) - inclusive of Respectful Relationships Program, Berry Street Model and Real School recommendations	\$20,000.00
Employment of a Mental Health Coordinator to lead Berry Street Model implementation and Classroom/student support	\$50,000.00
Wellbeing Leaders to complete the Berry Street Model training- providing support for each subschool.	\$5,000.00
Totals	\$165,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor Program - Involving at least 50 students in 5 weeks blocks; at least 2 sessions per week. Students identified via NAPLAN Bottom 2 Bands, ATSI, Equity Funding, ESL.	from: Term 1 to: Term 4	\$19,472.30	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$19,472.30	

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
Plan for and document the teaching of social skills each week in all classes (SEL) - inclusive of Respectful Relationships Program, Berry Street Model and Real School recommendations	from: Term 1 to: Term 4	\$20,161.45	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)

Employment of a Mental Health Coordinator to lead Berry Street Model implementation and Classroom/student support	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Wellbeing Leaders to complete the Berry Street Model training-providing support for each subschool.	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
Totals		\$65,161.45	

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
Complete PLC training with regional staff (Deb Showers)	✓ PLC Leaders	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Preparation ✓ Collaborative Inquiry/Action Research team ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ PLC Initiative 	<ul style="list-style-type: none"> ✓ On-site
Audit previous PLC practices to establish areas of strength and growth	✓ Teacher(s)	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ SEIL ✓ PLC Initiative ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
Schedule first PLC inquiry cycle to begin Week 5, Term 1	<ul style="list-style-type: none"> ✓ Education Support ✓ Teacher(s) 	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day ✓ Communities of Practice 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
Continue Learning Walks process in light of PLC inquiry cycle with Maths focus	✓ Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site

Learning specialist and SIT will discuss, develop and document an agreed to approach to Maths.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan for and document the teaching of social skills each week in all classes (SEL) - inclusive of Respectful Relationships Program, Berry Street Model and Real School recommendations	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Employment of a Mental Health Coordinator to lead Berry Street Model implementation and Classroom/student support	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Wellbeing Leaders to complete the Berry Street Model training- providing support for each subschool.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Berry Street and Real Schools	<input checked="" type="checkbox"/> On-site
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