

2024 Annual Implementation Plan

for improving student outcomes

Caulfield Primary School (5489)



Submitted for review by Edward Strain (School Principal) on 18 December, 2023 at 01:38 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 22 December, 2023 at 10:42 AM
Endorsed by Emma Mattock (School Council President) on 22 December, 2023 at 11:54 AM

Self-evaluation summary - 2024

	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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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.	
	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	
	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	
	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Target 1.2: Naplan:- By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 5 Writing from 20%.- By the end of 2024 increase the percentage of students for Year 3 Reading for the category of 'Exceeding' from 23%. - By the end of 2024 increase the percentage of students for Year 5 Numeracy for the category of 'Exceeding' from 37%.Target 1.2: Teacher Judgment:- Improve the percentage of students from Foundation to Year 6 achieving above expected level in Writing from 23 percent in 2020 to _____ (50% Target in SSP) - Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 percent in 2020 to _____ (50% Target in SSP) Target 1.3: Staff Opinion Survey:- Increase the positive endorsement for 'understand how to analyse data' in the Teaching and Learning- Evaluation module from 35 percent in 2023 to 60 percent in 2024- Increase the positive endorsement for 'professional learning through peer observation' in the Teaching and Learning- Practice Improvement module from 55 percent in 2023 to 75 percent in 2024Target 2.1:</p>

			<p>AtoSS Data - Social Engagement:- Improve the positive endorsement for 'student voice and agency' from 54 percent in 2023 to 65 percent in 2024 Target 2.2: Staff Opinion Survey:- Improve the positive endorsement for 'use student feedback to improve practice' from 80 percent in 2023 to 85 percent in 2024- Improve the positive endorsement for 'seek feedback to improve practice' from 45 percent in 2023 to 60 percent in 2024- Improve the positive endorsement for 'believe peer feedback improves practice' from 63 percent in 2023 to 80 percent in 2024 Target 3.1: AtoSS Data:- Social Engagement: Improve 'sense of connectedness' from 78 percent in 2023 to 83 percent in 2024- Student Teacher Relations: Improve 'teacher concern' from 59 percent in 2023 to 70 percent in 2024- Learner Characteristics and Disposition: Improve 'motivation and interest' from 74 percent in 2023 to 80 percent in 2024- Emotional and Relational Engagement: Improve 'emotional awareness and regulation' from 75 percent in 2023 to 80 percent in 2024 Target 3.2: Parent Opinion Survey- Student Cognitive Engagement- Improve 'student motivation and support' from 66 percent in 2023 to 75 percent in 2024- Improve 'positive transition' from 76 percent in 2023 to 85 percent in 2024</p>
To improve student learning outcomes in Literacy and Numeracy.	No	<p>NAPLAN above benchmark growth</p> <ul style="list-style-type: none"> • Improve the percentage of students achieving above benchmark growth in writing from 18 per cent in 2021 to 28 per cent in 2024. • Improve the percentage of student achieving above benchmark growth in numeracy from 12 per cent in 2021 to 25 per cent in 2024. 	

		<ul style="list-style-type: none"> • Decrease the percentage of students achieving below benchmark growth in writing from 27 per cent in 2021 to 15 per cent in 2024. 	
		<p>Teacher Judgement Semester 2:</p> <ul style="list-style-type: none"> • Improve the percentage of students from Foundation to Year 6 achieving above expected level for Writing from 23 per cent in 2020 to 50 per cent in 2024 • Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 per cent in 2020 to 50 per cent in 2024 	
		<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> • Increase the positive endorsement for Skills to measure impact in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024 • Increase the positive endorsement for Understand how to analyse data in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024 • Increase the positive endorsement for Professional learning through peer observation in the Teaching and Learning – Practice Improvement module from 31 per cent in 2020 to 75 per cent in 2024. 	
<p>To empower students to be engaged in their learning.</p>	<p>No</p>	<p>Attitude to School Survey:</p> <ul style="list-style-type: none"> • Improve the positive endorsement for student voice and agency from 52 per cent in 2021 to 70 per cent in 2024. 	
		<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> • Improve the positive endorsement for Use student feedback to improve practice from 69 per cent in 2020 to 80 per cent in 2024 • Improve the positive endorsement for Seek feedback to improve practice from 44 per cent in 2020 to 70 per cent in 2024 	

		<ul style="list-style-type: none"> • Improve the positive endorsement for Believe peer feedback improves practice from 69 per cent in 2020 to 80 per cent in 2024. 	
To improve student wellbeing.	No	Attitude to School Survey: <ul style="list-style-type: none"> • Improve Sense of connectedness from 76 per cent in 2021 to 80 per cent in 2024 • Improve Teacher concern from 67 per cent in 2021 to 80 per cent in 2024 • Improve Motivation and interest from 70 per cent in 2021 to 80 per cent in 2024 • Improve Emotional awareness and regulation from 69 per cent in 2021 to 80 per cent in 2024 	
		Parent Opinion Survey: <ul style="list-style-type: none"> • Improve Student motivation and support from 80 per cent in 2020 to 85 per cent in 2024 • Improve Positive transition from 83 per cent in 2020 to 87 per cent in 2024. 	

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1-month target	Target 1.2: Naplan: <ul style="list-style-type: none"> - By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 5 Writing from 20%. - By the end of 2024 increase the percentage of students for Year 3 Reading for the category of 'Exceeding' from 23%. - By the end of 2024 increase the percentage of students for Year 5 Numeracy for the category of 'Exceeding' from 37%. Target 1.2: Teacher Judgment: <ul style="list-style-type: none"> - Improve the percentage of students from Foundation to Year 6 achieving above expected level in Writing from 23 percent in 2020 to _____ (50% Target in SSP)

	<p>- Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 percent in 2020 to _____ (50% Target in SSP)</p> <p>Target 1.3: Staff Opinion Survey:</p> <ul style="list-style-type: none"> - Increase the positive endorsement for 'understand how to analyse data' in the Teaching and Learning- Evaluation module from 35 percent in 2023 to 60 percent in 2024 - Increase the positive endorsement for 'professional learning through peer observation' in the Teaching and Learning- Practice Improvement module from 55 percent in 2023 to 75 percent in 2024 <p>Target 2.1: AtoSS Data - Social Engagement:</p> <ul style="list-style-type: none"> - Improve the positive endorsement for 'student voice and agency' from 54 percent in 2023 to 65 percent in 2024 <p>Target 2.2: Staff Opinion Survey:</p> <ul style="list-style-type: none"> - Improve the positive endorsement for 'use student feedback to improve practice' from 80 percent in 2023 to 85 percent in 2024 - Improve the positive endorsement for 'seek feedback to improve practice' from 45 percent in 2023 to 60 percent in 2024 - Improve the positive endorsement for 'believe peer feedback improves practice' from 63 percent in 2023 to 80 percent in 2024 <p>Target 3.1: AtoSS Data:</p> <ul style="list-style-type: none"> - Social Engagement: Improve 'sense of connectedness' from 78 percent in 2023 to 83 percent in 2024 - Student Teacher Relations: Improve 'teacher concern' from 59 percent in 2023 to 70 percent in 2024 - Learner Characteristics and Disposition: Improve 'motivation and interest' from 74 percent in 2023 to 80 percent in 2024 - Emotional and Relational Engagement: Improve 'emotional awareness and regulation' from 75 percent in 2023 to 80 percent in 2024 <p>Target 3.2: Parent Opinion Survey- Student Cognitive Engagement</p> <ul style="list-style-type: none"> - Improve 'student motivation and support' from 66 percent in 2023 to 75 percent in 2024 - Improve 'positive transition' from 76 percent in 2023 to 85 percent in 2024 	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1.a</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>	<p>Yes</p>

KIS 1.b	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 2024.	

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<p>Target 1.2: Naplan:</p> <ul style="list-style-type: none"> - By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 5 Writing from 20%. - By the end of 2024 increase the percentage of students for Year 3 Reading for the category of 'Exceeding' from 23%. - By the end of 2024 increase the percentage of students for Year 5 Numeracy for the category of 'Exceeding' from 37%. <p>Target 1.2: Teacher Judgment:</p> <ul style="list-style-type: none"> - Improve the percentage of students from Foundation to Year 6 achieving above expected level in Writing from 23 percent in 2020 to _____ (50% Target in SSP) - Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 percent in 2020 to _____ (50% Target in SSP) <p>Target 1.3: Staff Opinion Survey:</p> <ul style="list-style-type: none"> - Increase the positive endorsement for 'understand how to analyse data' in the Teaching and Learning- Evaluation module from 35 percent in 2023 to 60 percent in 2024 - Increase the positive endorsement for 'professional learning through peer observation' in the Teaching and Learning- Practice Improvement module from 55 percent in 2023 to 75 percent in 2024 <p>Target 2.1: AtoSS Data - Social Engagement:</p> <ul style="list-style-type: none"> - Improve the positive endorsement for 'student voice and agency' from 54 percent in 2023 to 65 percent in 2024 <p>Target 2.2: Staff Opinion Survey:</p> <ul style="list-style-type: none"> - Improve the positive endorsement for 'use student feedback to improve practice' from 80 percent in 2023 to 85 percent in 2024 - Improve the positive endorsement for 'seek feedback to improve practice' from 45 percent in 2023 to 60 percent in 2024 - Improve the positive endorsement for 'believe peer feedback improves practice' from 63 percent in 2023 to 80 percent in 2024 <p>Target 3.1: AtoSS Data:</p> <ul style="list-style-type: none"> - Social Engagement: Improve 'sense of connectedness' from 78 percent in 2023 to 83 percent in 2024 - Student Teacher Relations: Improve 'teacher concern' from 59 percent in 2023 to 70 percent in 2024 - Learner Characteristics and Disposition: Improve 'motivation and interest' from 74 percent in 2023 to 80 percent in 2024

	<ul style="list-style-type: none"> - Emotional and Relational Engagement: Improve 'emotional awareness and regulation' from 75 percent in 2023 to 80 percent in 2024 <p>Target 3.2: Parent Opinion Survey- Student Cognitive Engagement</p> <ul style="list-style-type: none"> - Improve 'student motivation and support' from 66 percent in 2023 to 75 percent in 2024 - Improve 'positive transition' from 76 percent in 2023 to 85 percent in 2024
<p>KIS 1.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</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<ul style="list-style-type: none"> - Establish consistent approaches in formative assessment and build staff capacity in mathematics and literacy assessment. - Develop data literacy of teachers to inform and identify students' individual learning needs. - Maintain PLC structures to support teacher collaboration and strengthen teaching practice and peer observation
<p>Outcomes</p>	<p>Students:</p> <ul style="list-style-type: none"> - will experience success and celebrate the acquisition of knowledge - will be aware of their current learning levels in literacy and numeracy - will know what the next steps are to progress their learning in literacy and numeracy - in need of targeted support or intervention in mathematics and literacy will be identified and supported. <p>Teachers:</p> <ul style="list-style-type: none"> - will plan for differentiation based on student assessment data - will confidently and accurately identify student learning needs in mathematics and literacy based on assessment data - will regularly monitor, review and update IEPs to ensure they are responsive to student needs - will seek out regular feedback by engaging and collaborating with other teachers <p>Leaders:</p> <ul style="list-style-type: none"> - will support teaching staff to revise specific units of learning identified through student outcome data - will build staff capacity in data literacy - will support teaching staff to build assessment, differentiation and inclusive practices. - will maintain PLC structures to ensure PLCs meet regularly to engage in reflective practice, evaluate and plan curriculum, assessments and lessons

Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Student IEPs will describe teaching strategies and the initial progress against student SMART goals - Teachers will embed formative and summative assessments in planning documents - Naplan results namely % of students achieving in 'Exceeding' - Teacher records and observations of student progress <p>Late Indicators:</p> <ul style="list-style-type: none"> - Student IEPs will demonstrate short term goals and progress achieved through adjustments and interventions implemented. - Victorian Curriculum teacher judgements will show increased learning growth in mathematics and literacy - Increased % of positive endorsement for 'understand how to analyse data' in the Staff Opinion Survey - Peer observations, learning walks demonstrate improved understanding of High Impact Teaching Strategies (HITs) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Completion of the Victorian Academy of Teaching and Leadership Leading Literacy Professional Learning program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,100.00
Continuation of Tutor Learning Initiative (TLI) as a scaffolded numeracy support for identified students.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Undertake Peer Observations (2 per term) over the course of the 2024 school year to support our PLC Inquiry Cycles and professional learning.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Capacity building data-literacy and responsive teaching with staff through work with Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4	\$4,323.66

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Teachers will implement the agreed assessment schedule.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers will collaboratively undertake a process of assessment moderation.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leaders and Teachers will undertake regular professional development to support their roles and responsibilities	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers will undertake relevant professional learning aligned to literacy and numeracy outcomes	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Evaluation of parent, student, and staff survey outcomes	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to promote and embed a consistent whole school use of the Professional Learning Communities (PLC) approach	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
School Improvement Team and Area Leaders will engage in Growth Coaching with external consultant.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Continue work alongside Education Improvement Leader (EIL) and revisions with Victorian Curriculum - Numeracy 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Strengthen the whole school approach towards social and emotional learning - Build staff capacity to collect, analyse and respond to student wellbeing data. - Promote student voice and seek feedback on the promotion of wellbeing and positive mental health. 			
Outcomes	Students: <ul style="list-style-type: none"> -will have positive relationships with peers and staff - will be able to explain what positive mental health means and where they can seek support at school. - will feel supported to provide voice and agency in classrooms and contribute to a strong classroom culture Teachers: <ul style="list-style-type: none"> - will be able to recognise, respond to and refer to students' mental health needs. - will model positive relationships with students and staff - will implement the wellbeing framework in classrooms Leaders:			

	<ul style="list-style-type: none"> - will directly support students' mental health and/or provide referrals. - will support teachers to understand and implement the wellbeing framework in all classrooms - will promote the wellbeing framework to our school community 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Student support resources displayed around the school will show how students can seek support - Student engagement in wellbeing programs - All teaching staff have understanding of Wellbeing Framework <p>Late Indicators:</p> <ul style="list-style-type: none"> - AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience - Maintain high attendance data and an improved late arrival data - Improved teacher confidence in awarding Social and Personal Capabilities 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Use data to assess and deliver a whole school universal positive wellbeing program in small focus groups.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$72,592.70 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provision of a Speech Pathologist to deliver small group and structured literacy support for identified students through the use of Mental Health Funding (2024).	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,188.76 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish Smiling Mind as a whole school evidenced based support for Mindfulness and wellbeing.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,390.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Strengthen the school-wide approach towards communicating positive transition approaches to parents/carers/kin	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Conduct regular wellbeing check-ins with students in conjunction with co-teacher and specialist teachers.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers will plan for and implement social and emotional learning within their curriculum areas	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Effective documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide support in classrooms with Education Support assistance where required.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide supporting wellbeing resources to support implementation of SmilingMind throughout whole school.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$10,307.50	\$10,307.50	\$0.00
Disability Inclusion Tier 2 Funding	\$119,593.25	\$112,592.70	\$7,000.55
Schools Mental Health Fund and Menu	\$39,889.76	\$38,578.76	\$1,311.00
Total	\$169,790.51	\$161,478.96	\$8,311.55

Activities and milestones – Total Budget

Activities and milestones	Budget
Continuation of Tutor Learning Initiative (TLI) as a scaffolded numeracy support for identified students.	\$26,500.00
Use data to assess and deliver a whole school universal positive wellbeing program in small focus groups.	\$72,592.70
Provision of a Speech Pathologist to deliver small group and structured literacy support for identified students through the use of Mental Health Funding (2024).	\$29,188.76
Establish Smiling Mind as a whole school evidenced based support for Mindfulness and wellbeing.	\$4,390.00
Provide support in classrooms with Education Support assistance where required.	\$30,000.00
Provide supporting wellbeing resources to support implementation of SmilingMind throughout whole school.	\$5,000.00
Totals	\$167,671.46

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continuation of Tutor Learning Initiative (TLI) as a scaffolded numeracy support for identified students.	from: Term 1 to: Term 4	\$10,307.50	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$10,307.50	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Use data to assess and deliver a whole school universal positive wellbeing program in small focus groups.	from: Term 1 to: Term 4	\$72,592.70	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Provide support in classrooms with Education Support assistance where required.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning)
Totals		\$112,592.70	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Provision of a Speech Pathologist to deliver small group and structured literacy support for identified students through the use of Mental Health Funding (2024).	from: Term 1 to: Term 4	\$29,188.76	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Employ CRT to release staff member ○ Program delivered in school by external service provider ○ Build staff capacity (conference, course, seminar)
Establish Smiling Mind as a whole school evidenced based support for Mindfulness and wellbeing.	from: Term 1 to: Term 4	\$4,390.00	<input checked="" type="checkbox"/> Smiling Mind Primary Schools Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Provide supporting wellbeing resources to support implementation of SmilingMind throughout whole school.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Smiling Mind Primary Schools Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Activity-based non-consumables (equipment hire, etc)
Totals		\$38,578.76	

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
Completion of the Victorian Academy of Teaching and Leadership Leading Literacy Professional Learning program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> Off-site Victorian Academy of Teaching and Leadership
Undertake Peer Observations (2 per term) over the course of the 2024 school year to support our PLC Inquiry Cycles and professional learning.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Capacity building data-literacy and responsive teaching with staff through work with Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	<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"/> External consultants Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> On-site
School Improvement Team and Area Leaders will engage in Growth Coaching with external consultant.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Growth Coaching - Mandy Dunn	<input checked="" type="checkbox"/> On-site

<p>Continue work alongside Education Improvement Leader (EIL) and revisions with Victorian Curriculum - Numeracy 2.0</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Revised Numeracy supports from EILs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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