

# 2024 Annual Implementation Plan

## for improving student outcomes

Alphington Primary School (3599)



Submitted for review by Melissa Mackenzie (School Principal) on 18 December, 2023 at 02:58 PM  
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 20 December, 2023 at 03:10 PM  
Endorsed by Matt Cobby (School Council President) on 08 February, 2024 at 12:18 PM

## Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	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	

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

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

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Optimise learning growth for all students.	Yes	<p>By 2027 increase the percentage of Year 3 students achieving NAPLAN proficiency levels as follows:</p> <ul style="list-style-type: none"> <li>• Exceeding in Writing from 16% (2023) to 25%</li> <li>• Exceeding and Strong in Numeracy from 88% (2023) to 90%</li> </ul> <p>By 2027 increase the percentage of Year 5 students achieving NAPLAN proficiency levels as follows:</p> <ul style="list-style-type: none"> <li>• Exceeding in Reading from 50% (2023) to 55%</li> <li>• Exceeding and Strong in Writing from 88% (2023) to 90%</li> <li>• Exceeding and Strong in Numeracy from 83% (2023) to 87%</li> </ul>	<p>NAPLAN Year 3: Exceeding in Writing to 21% Exceeding and Strong in Numeracy to 84% Year 5: Exceeding in Reading to 52% Exceeding and Strong in Writing from 88% (2023) to 90% Exceeding and Strong in Numeracy to 85%</p>
		<p>By 2027 increase or maintain the percentages of positive responses in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• School Climate module: <ul style="list-style-type: none"> <li>○ Academic emphasis from 64% (2022) to 70%</li> <li>○ Collective focus on student learning at 92% (2022)</li> <li>○ Collective responsibility at 91% (2022)</li> </ul> </li> <li>• Teaching and Learning Implementation module for Focus on real-life problems from 72% (2022) to 76%.</li> </ul>	<p>School Climate module: Academic emphasis from 64% (2022) to 68% Collective focus on student learning at 92% (2022) 98% (2023) Collective responsibility at 91% (2022) 97% (2023) Teaching and Learning Implementation module for Focus on real-life problems from 72% (2022) to 76%. (2023-89%) Teaching and Learning Planning</p>

		<ul style="list-style-type: none"> <li>• Teaching and Learning Planning module: <ul style="list-style-type: none"> <li>○ Plan differentiated learning activities from 89% (2022) to 94%</li> <li>○ Professional learning targeted to improving literacy and numeracy from 89% (2022) to 94%</li> </ul> </li> <li>• Teaching and Learning Practice Improvement module for Professional learning through peer observation from 39% (2022) to 43%.</li> </ul>	<p>module:Plan differentiated learning activities from 89% (2022) to 94% (2023 100%)Professional learning targeted to improving literacy and numeracy from 89% (2022) to 94% (2023 100%)Teaching and Learning Practice Improvement module for Professional learning through peer observation from 39% (2022) to 43%. (2023 74%)</p>
		<p>By 2027 increase the percentage of students assessed above the expected level of achievement for Teacher Judgements in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 60% (2022) to 64%</li> <li>• Writing from 42% (2022) to 46%</li> <li>• Number and algebra from 58% (2022) to 62%</li> </ul>	<p>Reading and viewing to 61%Writing to 43%Number and algebra to 60%</p>
<p>Enhance student learning and wellbeing by empowering students to be active agents in their education.</p>	<p>Yes</p>	<p>By 2027 increase the percentages of positive student responses to the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 68% (2023) to 70%</li> <li>• Differentiated learning challenge from 79% (2023) to 84%</li> <li>• Stimulated learning from 77% (2023) to 80%</li> <li>• Teacher concern from 62% (2023) to 70%</li> <li>• Sense of confidence from 79% (2023) 84%</li> </ul>	<p>Student voice and agency to 69%Differentiated learning challenge to 81%Stimulated learning to 78%Teacher concern to 65%Sense of confidence to 81%</p>
		<p>By 2027, maintain the percentages of positive staff responses to the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement at 88% (2022)</li> <li>• Trust in students and parents at 84% (2022)</li> </ul>	<p>Parent and community involvement at 88% Trust in students and parents at 84%</p>
		<p>By 2027 increase or maintain the percentages of positive responses in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 74% (2022) to 76%</li> <li>• Student agency and voice at 80%</li> <li>• Stimulating learning environment at 80%</li> </ul>	<p>Student motivation and support to 74%Student agency and voice at 80%Stimulating learning environment at 80%Effective teaching at 78%</p>

		<ul style="list-style-type: none"> <li>• Effective teaching at 78%</li> </ul>	
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<b>Goal 2</b>	<b>Optimise learning growth for all students.</b>		
<b>12-month target 2.1-month target</b>	NAPLAN Year 3: Exceeding in Writing to 21% Exceeding and Strong in Numeracy to 84% Year 5: Exceeding in Reading to 52% Exceeding and Strong in Writing from 88% (2023) to 90% Exceeding and Strong in Numeracy to 85%		
<b>12-month target 2.2-month target</b>	School Climate module: Academic emphasis from 64% (2022) to 68% Collective focus on student learning at 92% (2022) 98% (2023) Collective responsibility at 91% (2022) 97% (2023) Teaching and Learning Implementation module for Focus on real-life problems from 72% (2022) to 76%. (2023- 89%) Teaching and Learning Planning module: Plan differentiated learning activities from 89% (2022) to 94% (2023 100%) Professional learning targeted to improving literacy and numeracy from 89% (2022) to 94% (2023 100%) Teaching and Learning Practice Improvement module for Professional learning through peer observation from 39% (2022) to 43%. (2023 74%)		
<b>12-month target 2.3-month target</b>	Reading and viewing to 61% Writing to 43% Number and algebra to 60%		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Continue developing the collective efficacy of teacher planning that includes utilising data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.		Yes

<b>KIS 2.b</b> Teaching and learning	Develop teacher capability to evaluate and plan for responsive, student-centred learning that challenges all students.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Using data, evidence based practices and teaching implementation are responsive to the students we teach. This will continue to be a focus and is closely interlinked with responsive, student centred learning and so this KIS also becomes a focus for the AIP. Our core work is to provide learning opportunities that meet each students needs.	
<b>Goal 3</b>	<b>Enhance student learning and wellbeing by empowering students to be active agents in their education.</b>	
<b>12-month target 3.1-month target</b>	Student voice and agency to 69% Differentiated learning challenge to 81% Stimulated learning to 78% Teacher concern to 65% Sense of confidence to 81%	
<b>12-month target 3.2-month target</b>	Parent and community involvement at 88% Trust in students and parents at 84%	
<b>12-month target 3.3-month target</b>	Student motivation and support to 74% Student agency and voice at 80% Stimulating learning environment at 80% Effective teaching at 78%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Teaching and learning	Build the knowledge and capabilities of teachers to strengthen the dispositions/attitudes of students, to thrive, contribute and respond positively to the challenges and opportunities of life.	Yes
<b>KIS 3.b</b> Engagement	Develop staff and student knowledge of learner dispositions, goal setting and feedback to improve agency in learning.	Yes

<p><b>KIS 3.c</b> Engagement</p>	<p>Embed a whole school approach to empower students to be engaged in the co-design of their learning, to establish effective relationships and be connected to their peers, staff and the community.</p>	<p>No</p>
<p>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.</p>	<p>Work on student agency has begun. The first step identified is for staff and then students to define what agency is. Understanding themselves as learners provided us with the opportunity to introduce learner dispositions, which will continue to be implemented next year. Setting goals and feedback are two areas that follow and which will become the focus of this AIP.</p>	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Optimise learning growth for all students.
<b>12-month target 2.1 target</b>	NAPLAN Year 3: Exceeding in Writing to 21% Exceeding and Strong in Numeracy to 84% Year 5: Exceeding in Reading to 52% Exceeding and Strong in Writing from 88% (2023) to 90% Exceeding and Strong in Numeracy to 85%
<b>12-month target 2.2 target</b>	School Climate module: Academic emphasis from 64% (2022) to 68% Collective focus on student learning at 92% (2022) 98% (2023) Collective responsibility at 91% (2022) 97% (2023) Teaching and Learning Implementation module for Focus on real-life problems from 72% (2022) to 76%. (2023- 89%) Teaching and Learning Planning module: Plan differentiated learning activities from 89% (2022) to 94% (2023 100%) Professional learning targeted to improving literacy and numeracy from 89% (2022) to 94% (2023 100%) Teaching and Learning Practice Improvement module for Professional learning through peer observation from 39% (2022) to 43%. (2023 74%)
<b>12-month target 2.3 target</b>	Reading and viewing to 61% Writing to 43% Number and algebra to 60%
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue developing the collective efficacy of teacher planning that includes utilising data to inform evidence-based learning, teaching and assessment of a differentiated curriculum.
<b>Actions</b>	Data- building capability to utilise differentiated assessments, identifying/ purchasing/utilising a platform that will allow for the gathering of multiple forms of data and developing efficient analysis of the data to inform planning. Develop staff capability in

	<p>developing assessment tasks.          Differentiation- building staff understanding of differentiation as point of need and being able to respond to this in planning and also responsive teaching.          Planning documentation- further developing planning documents to include evidence of planning for each student and their point of need including enablers and extenders.</p>			
<b>Outcomes</b>	<p>Teams of teachers will confidently plan for and implement a curriculum that is meeting point of need for each student. This will be included in planning documents.          There will be evidence of multiple forms of data being used through a platform that allows for the deeper analysis of data and an explicit approach for new learning.          Student data will be showing incremental improvements with each student being identified and a plan developed to cater for their needs.          Planning documentation will continue to be centralised and will identify the learning for each student and the range of each task to meet individual needs.          Assessment schedule will reflect the data sources for collection.</p>			
<b>Success Indicators</b>	<p>NAPLAN data- Teacher judgements- in-school assessments eg. Essential Assessments will show growth for every student. If no growth then student will be targeted for support/ ILP/ discussion about why progress is not as expected and plan forward.          DOCUMENTATION- will show differentiated planning for students and will identify how needs are being met. This will continue to be housed centrally so can be accessed by all staff.          STUDENT DATA- student survey data each term will show an increase in the students understanding what they are learning and what they need to learn next.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Data platform introduced and staff trained to use it.	<input checked="" type="checkbox"/> Data leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,500.00  <input checked="" type="checkbox"/> Other funding will be used
Differentiation - understanding and showing in planning documentation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Tutoring support for targeted students provided by ES staff	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,790.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Support for those below expected academic levels in years 3 and 5.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teacher capability to evaluate and plan for responsive, student-centred learning that challenges all students.			
<b>Actions</b>	Build staff capacity to utilise the maths curriculum 2.0 to suitably challenge all learners- planning and implemetation Professional Learning around differentiation/ embedding learner dispositions/ student centred learning/ learning styles Responsive teaching and learning (developing idea of what this means, looks like and how to implement)			
<b>Outcomes</b>	Maths curriculum 2.0 will be implemeted in planning and understanding of changes understood and begun to eb iplemented ready for full implementation in 2025. Staff capability to cater for individual learning needs will have increased and be evidenced in planning, use of HITS and classroom implementation Student needs being identified and catered for explicitly through planning, ILP, tutoring support, DI, SHW and SPS initiatives.			
<b>Success Indicators</b>	Student outcomes show positive growth or are maintained Student survey data shows positive growth, particularly in the areas of students feeling challenged Staff survey shows growth in the areas of professional learning targeted to needs Planning documentation shows evidence of new maths curriculum and meeting students point of need through differentiation and enablers and extenders.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning around the maths curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used
Employment of speech pathologist to work with staff and small groups of students.	<input checked="" type="checkbox"/> Allied health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Appoint a DI leader to oversee adjustments and lead the shift to DI across 2024.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Development of targeted support and extension groups in numeracy for students identified as strong or exceeding in years 3 & 5	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<b>Goal 3</b>	Enhance student learning and wellbeing by empowering students to be active agents in their education.			
<b>12-month target 3.1 target</b>	Student voice and agency to 69% Differentiated learning challenge to 81% Stimulated learning to 78% Teacher concern to 65% Sense of confidence to 81%			

<b>12-month target 3.2 target</b>	Parent and community involvement at 88% Trust in students and parents at 84%			
<b>12-month target 3.3 target</b>	Student motivation and support to 74% Student agency and voice at 80% Stimulating learning environment at 80% Effective teaching at 78%			
<b>KIS 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the knowledge and capabilities of teachers to strengthen the dispositions/attitudes of students, to thrive, contribute and respond positively to the challenges and opportunities of life.			
<b>Actions</b>	Professional learning to support staff to understand each Wellbeing program/ approach, its purpose and to implement with consistency. Building staff capability to actively address individual student needs- social/ emotional and learning styles Building community understanding of APS approach to 'positive' dispositions, how we motivate and engage students and the student leadership/actions that happen in school environment			
<b>Outcomes</b>	Clarity about the multiple ways APS supports the health and wellbeing of all students, documented and communicated with the community Staff will have more confidence and clarity about wellbeing, using the HIWS, and the channels of support for students Student survey data will show an increase in students having resilience and engaging in opportunities Parent outcome?			
<b>Success Indicators</b>	Students survey data showing positive growth Appointment of SHW leader Student survey data and staff opinion data shows positive growth about meeting individual needs			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

Appointment of SHW leader and weekly time allowance to progress the implementation of the initiative.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning about each wellbeing approach and consequential development of a framework	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,361.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement additional programs provided by outside agencies to support wellbeing-	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop staff and student knowledge of learner dispositions, goal setting and feedback to improve agency in learning.			

<b>Actions</b>	Whole school agreement and consistency around goal setting and implementation. Developing understanding of different learning styles/how to meet the needs of all students, with reference to the HIWS. Further development and usage of rubrics and feedback processes			
<b>Outcomes</b>	Students, staff and parents use the language of Learner Dispositions to describe learning and personal strengths Staff have received PD and are working towards creating an implementation guide for goal setting Development of continuum of goal setting and expectations for each age group Staff provide feedback directly linked to teaching points and success criteria of lesson. Students are utilising feedback to improve learning and levels of achievement			
<b>Success Indicators</b>	Implementation guide for goal setting at APS Survey data show positive increase in student goal setting and agency			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Goal setting professional development- series of sessions suggested	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$125,789.97	\$125,790.00	-\$0.03
Schools Mental Health Fund and Menu	\$43,360.96	\$43,361.00	-\$0.04
<b>Total</b>	<b>\$174,150.93</b>	<b>\$174,151.00</b>	<b>-\$0.07</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Tutoring support for targeted students provided by ES staff	\$17,790.00
Support for those below expected academic levels in years 3 and 5.	\$5,000.00
Employment of speech pathologist to work with staff and small groups of students.	\$80,000.00
Appoint a DI leader to oversee adjustments and lead the shift to DI across 2024.	\$28,000.00
Appointment of SHW leader and weekly time allowance to progress the implementation of the initiative.	\$14,000.00
Professional learning about each wellbeing approach and consequential development of a framework	\$5,361.00
Implement additional programs provided by outside agencies to support wellbeing-	\$24,000.00
<b>Totals</b>	<b>\$174,151.00</b>



## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support for those below expected academic levels in years 3 and 5.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$5,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Tutoring support for targeted students provided by ES staff	from: Term 1 to: Term 4	\$17,790.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
Employment of speech pathologist to work with staff and small groups of students.	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• Speech pathologists</li> </ul>
Appoint a DI leader to oversee adjustments and lead the shift to DI across 2024.	from: Term 1 to: Term 4	\$28,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul>

<b>Totals</b>		\$125,790.00	
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### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Appointment of SHW leader and weekly time allowance to progress the implementation of the initiative.	from: Term 1 to: Term 4	\$14,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Professional learning about each wellbeing approach and consequential development of a framework	from: Term 1 to: Term 4	\$5,361.00	<input checked="" type="checkbox"/> Bully Stoppers (free)  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Activity-based non-consumables (equipment hire, etc)</li> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Employ CRT to release staff member</li> </ul>
Implement additional programs provided by outside agencies to support wellbeing-	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> Be You Initiative for Educators (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>
<b>Totals</b>		\$43,361.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Data platform introduced and staff trained to use it.	<input checked="" type="checkbox"/> Data leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Differentiation - understanding and showing in planning documentation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <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"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Professional learning around the maths curriculum	<input checked="" type="checkbox"/> Assistant principal <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 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Maths 2.0	<input checked="" type="checkbox"/> On-site
Employment of speech pathologist to work with staff and small groups of students.	<input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Speech pathologist	<input checked="" type="checkbox"/> On-site

Appoint a DI leader to oversee adjustments and lead the shift to DI across 2024.	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Appointment of SHW leader and weekly time allowance to progress the implementation of the initiative.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning about each wellbeing approach and consequential development of a framework	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Implement additional programs provided by outside agencies to support wellbeing-	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Goal setting professional development- series of sessions suggested	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site group of staff to attend

	<input checked="" type="checkbox"/> Learning specialist(s)		<input checked="" type="checkbox"/> Collaborative inquiry/action research team			CREATE program
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