

2024 Annual Implementation Plan

for improving student outcomes

Napoleons Primary School (1072)



Submitted for review by Sue Izard (School Principal) on 13 December, 2023 at 06:20 PM

Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 19 December, 2023 at 12:13 PM

Endorsed by Kristy Gainger (School Council President) on 19 December, 2023 at 03:19 PM

Self-evaluation summary - 2024

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

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	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	
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	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>We will increase our current achievement levels in Reading from 43 (2022) to 46 students at or above expected achievement. We will increase our student achievement in Writing from 37 (2022) to 41 students at or above expected achievement. We will maintain or increase our current achievement levels in Numeracy from 41 (2022) to 45 students at or above expected achievement. NAPLAN We will improve our NAPLAN proficiency in the Strong and Exceeding categories in the following years by the following percentages Year 3 Reading - 54% (2023) to 60% (2024) Writing - 64% (2023) to 70% (2024) Numeracy - 64% (2023) to 70% (2024) Year 5 Reading - 64% (2023) to 70% (2024) Writing - 50% (2023) to 60% (2024) Numeracy - 64% (2023) to 70% (2024)</p>
<p>To maximise the achievement and the learning growth of every student, particularly in literacy and numeracy.</p>	No	<p>By 2024, the percentage of students demonstrating 12 months or more high learning growth (benchmark) using teacher judgement data will increase from its current 3 year means from:</p> <ul style="list-style-type: none"> • 29% in Reading to 35% • 18% in Writing to 35% • 23% in Numeracy to 35% <p>This will be triangulated with reference to agreed norms-referenced/standards based data</p>	

		<p>By 2024, increase the percentage of students making high benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 29% (benchmark set as a mean over three years prior to start of review period) to 35% • Writing from 18% (benchmark set as a mean over three years prior to start of review period) to 35% • Numeracy from 23% (benchmark set as a mean over three years prior to start of review period) to 35% 	
		<p>By 2024, increase the percentage of Year 3 students in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 42% (benchmark set as a mean over three years prior to start of review period) to 46% • Writing from 26% (benchmark set as a mean over three years to start of review period) to 30% • Numeracy from 33% (benchmark set as a mean over three years to start of review period) to 38% 	
		<p>By 2024, increase the percentage of Year 5 students in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 34% (benchmark set as a mean over three years prior to start of review period) to 40% • Writing from 13% (benchmark set as a mean over three years prior to start of review period) to 20% • Numeracy from 21% (benchmark set as a mean over three years prior to start of review period) to 30% 	
		<p>By 2024, improve the percentage of positive endorsement on the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • School Climate 85% (2020) to 90% (2024) • Collective Efficacy 82% (2020) to 87% (2024) • Collective Responsibility 100% (2020) to be retained. 	

		<ul style="list-style-type: none"> • Academic Emphasis 65% (2020) to 70% (2024) Teaching and Learning Module—Evaluation <ul style="list-style-type: none"> • Understand how to analyse data 57% (2020) to 62% (2024) • Use student feedback to improve practice 57% (2020) to 62% (2024) 	
To improve student engagement, voice and learner agency.	Yes	By 2024, improve the percentage of positive endorsement for AToSS factor: <ul style="list-style-type: none"> • Student voice & agency 68% (2019) to 80% (2024) • Effective teaching time 93% retain or increase (2024) 	We will improve our percentage of positive endorsement in AtoSS factors of:- Student Voice and Agency from 56% (2023) to 66% (2024)- Effective teaching time from 75% (2023) to 83% (2024)
		By 2024 the number of absence days will decrease from 16 days (2017–19) to 13 days (2024).	We will decrease the number of students with 20+ absence days from 31% (2023) to 25% (2024)
		By 2024, improve the percentage of positive endorsement for SSS Teaching and learning module—Evaluation factor: <ul style="list-style-type: none"> • Use student feedback to improve practice 57% (2020) to 62% (2024) 	We will seek to maintain positive endorsement for SSS Teaching and learning module - Evaluation factor of use student feedback to improve practice at 100% (2023) in 2024.
To improve the resilience and social and emotional wellbeing of all students.	Yes	By 2024, improve the percentage of positive endorsement for the AToSS factors: <ul style="list-style-type: none"> • Resilience 76% (2019) to 82% (2024) • Sense of Confidence 83% (2019) retain or improve (2024) • Managing Bullying 78% (2019) to 80% (2024) • Attitudes to Attendance 85% (2019) to 90% (2024) • Sense of Connectedness 70% (2019) to (75%) (2024) 	We will improve our percentage of positive endorsement for AToSS factors of: - Sense of Connectedness from 65% (2023) to 75% (2024)- Resilience (Perseverance) from 67% (2023) to 75% (2024)- Student Voice and Agency from 56% (2023) to 66% (2024)
		By 2024, improve the percentage of positive endorsement for the POS factor: <ul style="list-style-type: none"> • General satisfaction 59% (2019) to 70% (2024) 	We will improve our percentage of positive endorsement level in general satisfaction of 71% (2023) to 75% (2024) in the POS

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	<p>We will increase our current achievement levels in Reading from 43 (2022) to 46 students at or above expected achievement.</p> <p>We will increase our student achievement in Writing from 37 (2022) to 41 students at or above expected achievement.</p> <p>We will maintain or increase our current achievement levels in Numeracy from 41 (2022) to 45 students at or above expected achievement.</p> <p>NAPLAN We will improve our NAPLAN proficiency in the Strong and Exceeding categories in the following years by the following percentages</p> <p>Year 3 Reading - 54% (2023) to 60% (2024) Writing - 64% (2023) to 70% (2024) Numeracy - 64% (2023) to 70% (2024)</p> <p>Year 5 Reading - 64% (2023) to 70% (2024) Writing - 50% (2023) to 60% (2024) Numeracy - 64% (2023) to 70% (2024)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	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.	
Goal 3	To improve student engagement, voice and learner agency.	
12-month target 3.1-month target	We will improve our percentage of positive endorsement in AtoSS factors of: - Student Voice and Agency from 56% (2023) to 66% (2024) - Effective teaching time from 75% (2023) to 83% (2024)	
12-month target 3.2-month target	We will decrease the number of students with 20+ absence days from 31% (2023) to 25% (2024)	
12-month target 3.3-month target	We will seek to maintain positive endorsement for SSS Teaching and learning module - Evaluation factor of use student feedback to improve practice at 100% (2023) in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Implement a process for students and teachers to participate in the development of challenging student learning goals, and to monitor progress towards the achievement of goals.	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.	We have selected this KIS as a focus as a direct result of two student surveys conducted at different times in 2023 - the Attitudes to School Survey (May) and a local attitudes to school questionnaire (Nov) based on the improvement areas identified through the AtoSS. We have sought to improve our Student Voice and Agency over the lifetime of the current School Strategic Plan, however our data has not improved. In 2024 we are seeking to do things a little differently (starting from our Grade Up Day on 12th December 2023)	
Goal 4	To improve the resilience and social and emotional wellbeing of all students.	

12-month target 4.1-month target	We will improve our percentage of positive endorsement for AToSS factors of: - Sense of Connectedness from 65% (2023) to 75% (2024) - Resilience (Perseverance) from 67% (2023) to 75% (2024) - Student Voice and Agency from 56% (2023) to 66% (2024)	
12-month target 4.2-month target	We will improve our percentage of positive endorsement level in general satisfaction of 71% (2023) to 75% (2024) in the POS	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Develop and implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers.	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.	<p>In 2023 we undertook a strong focus in developing student agency and resilience. We were fortunate to participate in the Inclusion Outreach Coordinator initiative and began implementation of Zones of Regulation in all classes to support the building of emotional literacy and resilience. In student agency we developed classroom opportunities for co-determined learning goals and student decision making.</p> <p>We continue to implement our School Wide Positive Behaviours program and our Respectful Relationship program. In 2024 (Term 4) we are scheduled to implement Topic 7 and 8.</p> <p>In 2024-2025 Napoleons Primary School will participate in the Visible Wellbeing Program to support both students and staff with building capacity in positive mental health and wellbeing.</p>	

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>We will increase our current achievement levels in Reading from 43 (2022) to 46 students at or above expected achievement.</p> <p>We will increase our student achievement in Writing from 37 (2022) to 41 students at or above expected achievement.</p> <p>We will maintain or increase our current achievement levels in Numeracy from 41 (2022) to 45 students at or above expected achievement.</p> <p>NAPLAN We will improve our NAPLAN proficiency in the Strong and Exceeding categories in the following years by the following percentages</p> <p>Year 3 Reading - 54% (2023) to 60% (2024) Writing - 64% (2023) to 70% (2024) Numeracy - 64% (2023) to 70% (2024)</p> <p>Year 5 Reading - 64% (2023) to 70% (2024) Writing - 50% (2023) to 60% (2024) Numeracy - 64% (2023) to 70% (2024)</p>
<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>

Actions	<ul style="list-style-type: none"> - Build staff capacity with Reading assessment including assessing against rubrics and using DIBELS - Build staff capacity with Writing assessment by determining a more aligned assessment tool for writing than the current assessment tool (VCOP Criterion Scale) - Build staff capacity with Numeracy learning using open ended approaches and Jo Boaler's Big Ideas - Support students who are requiring additional support with small group tutoring in both Literacy and Numeracy (as required) 			
Outcomes	<ul style="list-style-type: none"> - students in need of targeted support or intervention in Literacy and Numeracy will be identified and supported - teachers will understand their students' needs and develop and deliver appropriate strategies and interventions - teachers will plan for differentiation based on student learning data (Sounds Write, DIBELS, 6+1 Traits rubrics, Essential Assessment) - teachers will regularly monitor, review and update IEPs to ensure they are responsive to student need - Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning 			
Success Indicators	<ul style="list-style-type: none"> - curriculum documentation will show plans for differentiation in Literacy and Numeracy learning areas - formative and summative assessments will demonstrate student progress and growth - student IEPs will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEPs - teacher judgements will show increased learning growth in Literacy and Numeracy learning areas - AtoSS factor of stimulated learning will increase 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Teachers to have professional learning in the use of DIBELS for the assessment of Reading	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Teachers to have professional learning in open ended tasks and Jo Boaler's Big Ideas in Mathematics	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>TLI initiative will continue and student participating to be reviewed each term with students progressing well to move to Tier 1 and substituted for other students needing support</p>	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$45,527.29</p> <input checked="" type="checkbox"/> Other funding will be used
<p>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</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<ul style="list-style-type: none"> - Strengthen the whole school approach towards positive mental health and emotional regulation through the Visible Wellbeing program - Expand on the Respectful Relationships program to include Topic 7 and 8 - Embed the Zones of Regulation to support emotional regulation across all classes - Ensure clear communication of wellbeing actions and strategies to the school community 			
<p>Outcomes</p>	<ul style="list-style-type: none"> - students will report improved emotional awareness and resilience - students will be able to explain what positive mental health is and where they can seek support at school - staff will report improved work-life balance with intentional strategies to build positive mental health at work - staff will be able to recognise, respond to and refer students' mental health needs - leaders and teachers will support the continuous development, documentation and revision of whole school wellbeing approaches - families will report improved communication with school regarding wellbeing matters 			
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Student support resources displayed around the school will show how students can seek support - AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience - Curriculum documentation will show plans for social and emotional learning - Students with individual needs will have these reflected in Behaviour Support Plans and Individual Education Plans 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

Whole staff to participate in Visible Wellbeing program to support both staff and student wellbeing and positive mental health	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole staff to continue to work with Christian Brown of the RRRR initiative - preparation for the implementation of Topic 7 and 8	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole staff to continue to work with Martine Wakeham (SWPBs) in implementing expectation matrix	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve student engagement, voice and learner agency.			
12-month target 3.1 target	We will improve our percentage of positive endorsement in AtoSS factors of: - Student Voice and Agency from 56% (2023) to 66% (2024) - Effective teaching time from 75% (2023) to 83% (2024)			
12-month target 3.2 target	We will decrease the number of students with 20+ absence days from 31% (2023) to 25% (2024)			

12-month target 3.3 target	We will seek to maintain positive endorsement for SSS Teaching and learning module - Evaluation factor of use student feedback to improve practice at 100% (2023) in 2024.
KIS 3.a Intellectual engagement and self-awareness	Implement a process for students and teachers to participate in the development of challenging student learning goals, and to monitor progress towards the achievement of goals.
Actions	<p>Whole School</p> <p>Establish student focus groups to promote student voice and agency through a student led student council to seek feedback on the opportunities available for student led projects and activities</p> <p>Build staff capacity through professional and collaborative learning in implementing student, voice and agency through:</p> <ul style="list-style-type: none"> - co-designing classroom elements (theme, rules, ideas for learning) with students - co-developing learning goals in Literacy and Numeracy <p>in order to increase opportunities for students to share ownership of their learning and their learning environment.</p> <p>Classroom</p> <p>Strengthen in-class relationships through peer and group learning activities</p> <p>Conduct regular learning conferencing with students through Literacy and Numeracy to co-design learning goals</p>
Outcomes	<p>Staff, students and the school community will share a common understanding of the whole school approach to engaging students through enabling student voice and agency.</p> <p>Students will feel heard, supported and engaged in classrooms and co-contribute to a strong classroom culture.</p>
Success Indicators	<p>Early indicators</p> <p>Classroom and peer observations</p> <p>Observations of changes to classroom practices</p> <p>Internal and external professional learning attendance and shared readings for staff are documented</p>

	<p>Late indicators</p> <p>Students, staff and parent perception survey results</p> <p>Attendance data</p> <p>Improvements in the student check in tool</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Classes implement co-designed class rules and routines, class themes, learning goals (through individual and small group conferencing) and collaborative learning, consistently	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <input checked="" type="checkbox"/> Other funding will be used
Staff and students to co-design lunchtime activities led by students and 'electives' - 3 Friday afternoons per term, with invitations to school community members with particular expertise to support if possible.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Staff will participate in school visits to learn from other schools who have successfully implemented student voice and agency within a primary school context.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Student school leaders to initiate student-led activities through Junior School Council and junior school council representatives in each class (F-Year 6)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Goal 4	To improve the resilience and social and emotional wellbeing of all students.
12-month target 4.1 target	We will improve our percentage of positive endorsement for AToSS factors of: - Sense of Connectedness from 65% (2023) to 75% (2024) - Resilience (Perseverance) from 67% (2023) to 75% (2024) - Student Voice and Agency from 56% (2023) to 66% (2024)
12-month target 4.2 target	We will improve our percentage of positive endorsement level in general satisfaction of 71% (2023) to 75% (2024) in the POS
KIS 4.a Health and wellbeing	Develop and implement strategies to support students to build resilience, strengthen their social skills and build positive relationships with their peers.
Actions	<ul style="list-style-type: none"> - Implement SWPBS features with fidelity, ensuring a common and consistent language is used and understood across the school community - Establish SWPBS Effective Teaching and Learning Practice - developing more consistency across the school, with the use of the Expectations Matrix and behaviour data to target 'hot spots' and identify teaching improvements - Incorporate elements of RRRR Units 7 & 8
Outcomes	<ul style="list-style-type: none"> - Leaders monitor SWPBS implementation to ensure all staff gain fluency in critical skills - Leaders integrate SWPBS with other school activities - RRRR, Visible Wellbeing (VWB) - Leaders apply a data-based decision-making approach to address behaviour problems (COMPASS, Student Check in Tool) - Teachers apply agreed practices to reduce the effectiveness of bullying behaviour and use consistent language to discuss expected behaviours and major/minor behaviours through the revised Expectations Matrix - Student understand what they can do to prevent or disrupt bullying behaviour and as a result engage in less inappropriate behaviour - Parents/Carers understand the desired school behaviours and the procedures for responding to major/minor behaviours using the behaviour flow chart, the revised Expectations Matrix and the nominated elements of RRRR Units 7 & 8
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - At least 80% progress on SWPBS Universal Prevention Part B Action Plan - Tiered Fidelity inventory score of at least 70% - Data-based problem-solving and solution plans lead to reductions in specific behaviour problems through wellbeing meetings and behaviour data monitoring (using COMPASS and student check in tool) <p>Late Indicators</p> <ul style="list-style-type: none"> - AtoSS indicates improved perception of student safety and reduction in bullying behaviour

	<ul style="list-style-type: none"> - Behaviour referral data indicate reductions in major incidents - Behaviour referral data indicate reductions in disrespectful, defiant, 'hands on' and bullying behaviour 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SWPBS team leader participates in regular coaching and completes UPB course	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS leader to ensure there is a plan to teach and revisit core staff practices, including opportunities for practice, feedback and coaching as part of PLC Inquiry Cycle and school-wide scope and sequence plan.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop common procedures for staff when instances of disrespect or bullying are reported, based on the SWPBS Expectation Matrix	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise events and celebrations for parents to learn about SWPBS	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$800.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff to participate in Professional Learning in order to implement elements of Units 7 & 8 from RRRR	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" 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	\$16,813.45	\$16,813.45	\$0.00
Disability Inclusion Tier 2 Funding	\$57,546.10	\$57,546.10	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$29,753.25	\$1,000.00
Total	\$105,112.80	\$104,112.80	\$1,000.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Teachers to have professional learning in open ended tasks and Jo Boaler's Big Ideas in Mathematics	\$7,000.00
Whole staff to participate in Visible Wellbeing program to support both staff and student wellbeing and positive mental health	\$15,000.00
Whole staff to continue to work with Christian Brown of the RRRR initiative - preparation for the implementation of Topic 7 and 8	\$1,000.00
Whole staff to continue to work with Martine Wakeham (SWPBs) in implementing expectation matrix	\$0.00
Staff and students to co-design lunchtime activities led by students and 'electives' - 3 Friday afternoons per term, with invitations to school community members with particular expertise to support if possible.	\$1,600.00

Staff will participate in school visits to learn from other schools who have successfully implemented student voice and agency within a primary school context.	\$3,000.00
Student school leaders to initiate student-led activities through Junior School Council and junior school council representatives in each class (F-Year 6)	\$1,000.00
SWPBS team leader participates in regular coaching and completes UPB course	\$0.00
SWPBS leader to ensure there is a plan to teach and revisit core staff practices, including opportunities for practice, feedback and coaching as part of PLC Inquiry Cycle and school-wide scope and sequence plan.	\$0.00
Develop common procedures for staff when instances of disrespect or bullying are reported, based on the SWPBS Expectation Matrix	\$0.00
Organise events and celebrations for parents to learn about SWPBS	\$800.00
Staff to participate in Professional Learning in order to implement elements of Units 7 & 8 from RRRR	\$1,000.00
Totals	\$30,400.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Teachers to have professional learning in open ended tasks and Jo Boaler's Big Ideas in Mathematics	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <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 <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Communication equipment/software <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> •
Staff and students to co-design lunchtime activities led by students and 'electives' - 3 Friday afternoons per term, with invitations to school community members with particular expertise to support if possible.	from: Term 1 to: Term 4	\$1,600.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Staff will participate in school visits to learn from other schools who have successfully implemented student voice and agency within a primary school context.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Student school leaders to initiate student-led activities through Junior School Council and junior school	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •

council representatives in each class (F-Year 6)	to: Term 4		
Totals		\$12,600.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Whole staff to participate in Visible Wellbeing program to support both staff and student wellbeing and positive mental health	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> All-School Visible Wellbeing Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Whole staff to continue to work with Christian Brown of the RRRR initiative - preparation for the implementation of Topic 7 and 8	from: Term 1 to: Term 3	\$0.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Whole staff to continue to work with Martine Wakeham (SWPBs) in implementing expectation matrix	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
SWPBS team leader participates in regular coaching and completes UPB course	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
SWPBS leader to ensure there is a plan to teach and revisit core staff practices, including opportunities for practice, feedback and coaching as part of PLC Inquiry Cycle and	from: Term 1 to: Term 1	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)

school-wide scope and sequence plan.			
Develop common procedures for staff when instances of disrespect or bullying are reported, based on the SWPBS Expectation Matrix	from: Term 1 to: Term 1	\$153.25	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Organise events and celebrations for parents to learn about SWPBS	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Staff to participate in Professional Learning in order to implement elements of Units 7 & 8 from RRRR	from: Term 2 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)
Totals		\$15,153.25	

Additional funding planner – Total Budget

Activities and milestones	Budget
Coordination and Leadership of Mental Health Initiative at a school level	\$29,600.00
Additional Educational Support Staff	\$11,813.45
Education support sought prior to Disability Support Applications	\$20,434.35
Totals	\$61,847.80

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Coordination and Leadership of Mental Health Initiative at a school level	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional Educational Support Staff	from: Term 1 to: Term 4	\$11,813.45	<input checked="" type="checkbox"/> School-based staffing
Education support sought prior to Disability Support Applications	from: Term 1 to: Term 4	\$0.00	
Totals		\$16,813.45	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Coordination and Leadership of Mental Health Initiative at a school level	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Additional Educational Support Staff	from: Term 1 to: Term 4	\$14,511.75	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Education support sought prior to Disability Support Applications	from: Term 1	\$20,434.35	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		•
Totals		\$44,946.10	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Coordination and Leadership of Mental Health Initiative at a school level	from: Term 1 to: Term 4	\$14,600.00	<input checked="" type="checkbox"/> All-School Visible Wellbeing Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Additional Educational Support Staff	from: Term 1 to: Term 4	\$0.00	
Education support sought prior to Disability Support Applications	from: Term 1 to: Term 4	\$0.00	
Totals		\$14,600.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Teachers to have professional learning in the use of DIBELS for the assessment of Reading	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Teachers to have professional learning in open ended tasks and Jo Boaler's Big Ideas in Mathematics	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> External consultants Jo Boaler <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Earth Ed in Mount Clear - associated with Mount Clear College
Whole staff to participate in Visible Wellbeing program to support both staff and student wellbeing and positive mental health	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Internal staff <input checked="" type="checkbox"/> External consultants Visible Wellbeing - Lea Waters	<input checked="" type="checkbox"/> On-site
Whole staff to continue to work with Christian Brown of the RRRR initiative - preparation for the	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources RRRR - Christian Brown	<input checked="" type="checkbox"/> On-site

implementation of Topic 7 and 8					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Whole staff to continue to work with Martine Wakeham (SWPBs) in implementing expectation matrix	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources SWPBs - Martine Wakeham	<input checked="" type="checkbox"/> On-site
Classes implement co-designed class rules and routines, class themes, learning goals (through individual and small group conferencing) and collaborative learning, consistently	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPBS team leader participates in regular coaching and completes UPB course	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Departmental resources SWPBS Regional Support	<input checked="" type="checkbox"/> On-site