

2024 Annual Implementation Plan

for improving student outcomes

Northcote Primary School (1401)



Submitted for review by Shaun Wells (School Principal) on 09 April, 2024 at 02:06 PM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 09 April, 2024 at 03:38 PM

Endorsed by Jo Pitt (School Council President) on 23 May, 2024 at 07:50 AM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To optimise learning growth for every student in Literacy and Numeracy.	Yes	<p>Reading Year 3 NPS 75% SS 86%</p> <ul style="list-style-type: none"> · Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN reading from 35% (2023 baseline) to 39% in 2027. · Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN reading from 75% (baseline in 2023) to 82% or above in 2027. <p>Year 5</p> <ul style="list-style-type: none"> · Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN reading from 50% (2023 baseline) to 54% in 2027. <p>Writing Year 3 NPS 84% SS 91%</p> <ul style="list-style-type: none"> · Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN writing from 13% (2023 baseline) to 20% in 2027. · Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN writing from 84% (baseline in 2023) to 91% or above in 2027. <p>Year 5 NPS 83% SS 87%</p>	<p>Numeracy-To improve the proportion of students in the 'exceeding' proficiency level of Year 3 NAPLAN numeracy from 14% (2023) to 15.25% (2024).-To improve the proportion of students in the 'exceeding' and 'strong' proficiency level of Year 3 NAPLAN numeracy from 75% (2023) to 77.5% (2024).-To improve the proportion of students in the 'exceeding' proficiency level of Year 5 NAPLAN numeracy from 26% (2023) to 27% (2024).-To improve the proportion of students in the 'exceeding' and 'strong' proficiency level of Year 5 NAPLAN numeracy from 81% (2023) to 81.75% (2024).</p>

		<ul style="list-style-type: none"> · <i>Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN writing from 19% (2023 baseline) to 24% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 5 NAPLAN writing from 83% (baseline in 2023) to 87% or above in 2027.</i> <p>Numeracy Year 3 NPS 75% SS 85%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN numeracy from 14% (2023 baseline) to 19% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 3 NAPLAN numeracy from 75% (baseline in 2023) to 85% or above in 2027.</i> <p>Year 5 NPS 81% SS 84%</p> <ul style="list-style-type: none"> · <i>Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN numeracy from 26% (2023 baseline) to 30% in 2027.</i> · <i>Increase the proportion of students in exceeding and strong proficiency level of Year 5 NAPLAN numeracy from 81% (baseline in 2023) to 84% or above in 2027.</i> 	
		<p>Increase the percent positive responses on the School Staff Survey (SSS) in the specific factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 55% (2019–2022) to 70% in 2027 • Instructional leadership from 54% (2019–2022) to 70% in 2027 • Visibility from 29% (2019–2022) to 50% in 2027 • Understand how to analyse data from 66% (2019–2022) to 70% in 2027 • Knowledge of high impact teaching strategies from 60% (2019–2027) to 70% in 2027 • Time to share pedagogical content knowledge from 46% (2019–2022) to 70% in 2027 • Professional learning through peer observation from 34% (2019–2022) to 70% in 2027. <p>(based on 4 years baseline data 2019–2022)</p>	<p>-To improve 'Teacher Collaboration' from 36% (2023) to 44.5% (2024).-To improve 'Instructional Leadership' from 19% (2023) to 31.75% (2024).-To improve 'Visibility' from 25% (2023) to 31.25% (2024).-To improve 'knowledge and skills in the use of high impact teaching strategies' from 35% (2023) to 43.75% (2024).-To improve 'time for teachers to share pedagogical content knowledge' from 29% (2023) to 39.25% (2024).To improve 'professional learning through peer observation from 11% (2023) to 25.75% (2024).</p>

		<p>Increase the percent positive responses on the Attitudes to School Survey (AtoSS) in the factors:</p> <ul style="list-style-type: none"> • Effective teaching time from 73% in 2022 to 80% in 2027 • Teacher concern from 61% in 2022 to 80% in 2027 • Differentiated learning challenge from 70% in 2022 to 80% in 2027. 	<p>-To improve 'Effective Teaching Time' from 73% (2023) to 74.75% (2024).-To improve 'Teacher Concern' from 63% (2023) to 68% (2024).-To improve 'Differentiated Learning Challenge' from 70% (2023) to 72.5% (2024).</p>
		<p>Increase the percent positive responses on the Parent Opinion Survey (POS) in the factors:</p> <ul style="list-style-type: none"> • Effective teaching from 70% in 2022 to 80% in 2027 • Stimulating learning environment from 69% in 2022 to 80% in 2027. 	<p>-To improve 'Effective Teaching' from 62% (2023) to 66.5% (2024).-To improve 'Stimulated Learning Environment' from 64% (2023) to 68% (2024).</p>
To develop a positive culture with high levels of engagement and wellbeing.	Yes	<p>Increase the percent positive responses on the SSS in the factor: Trust in students and parents from 76% in 2022 to 85% in 2027.</p>	<p>-To improve 'Trust in students and parents' from 77% (2023) to 79% (2024).</p>
		<p>Increase the percent positive responses on the AtoSS in the factors:</p> <ul style="list-style-type: none"> • Effort from 72% in 2022 to 80% in 2027 • Sense of connectedness from 75% in 2022 to 80% in 2027 • Stimulated learning from 59% in 2022 to 80% in 2027 <p>Managing bullying from 73% in 2022 to 80% in 2027.</p>	<p>-To improve 'Effort' from 74% (2023) to 75.5% (2024).-To improve 'Sense of Connectedness' from 72% (2023) to 74% (2024).-To improve 'Stimulated Learning' from 67% (2023) to 70.25% (2024).-To improve 'Managing Bullying' from 74% (2023) to 75.5% (2024).</p>
		<p>Increase the percent positive responses on the POS in the factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 52% in 2022 to 80% in 2027 • School communication from 60% in 2022 to 80% in 2027 • Teacher communication from 66% in 2022 to 80% in 2027 • Promoting positive behaviour from 76% in 2022 to 85% in 2027 • Confidence and resiliency skills from 72% in 2022 to 80% in 2027 • Student motivation and support from 64% in 2022 to 80% in 2027. 	<p>-To improve 'Parent participation and involvement' from 61% (2023) to 65.75% (2024).-To improve 'School Communication' from 59% (2023) to 64.25% (2024).-To improve 'Teacher Communication' from 52% (2023) to 59% (2024).-To improve 'Promoting Positive Behaviour' from 74% (2023) to 76.75% (2024).-To improve 'Confidence and Resiliency Skills' from 76% (2023) to 77%</p>

			(2024).-To improve 'Student Motivation and Support ' from 62% (2023) to 66.5% (2024).
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Goal 2	To optimise learning growth for every student in Literacy and Numeracy.
12-month target 2.1-month target	<p>Numeracy</p> <ul style="list-style-type: none"> -To improve the proportion of students in the 'exceeding' proficiency level of Year 3 NAPLAN numeracy from 14% (2023) to 15.25% (2024). -To improve the proportion of students in the 'exceeding' and 'strong' proficiency level of Year 3 NAPLAN numeracy from 75% (2023) to 77.5% (2024). -To improve the proportion of students in the 'exceeding' proficiency level of Year 5 NAPLAN numeracy from 26% (2023) to 27% (2024). -To improve the proportion of students in the 'exceeding' and 'strong' proficiency level of Year 5 NAPLAN numeracy from 81% (2023) to 81.75% (2024).
12-month target 2.2-month target	<ul style="list-style-type: none"> -To improve 'Teacher Collaboration' from 36% (2023) to 44.5% (2024). -To improve 'Instructional Leadership' from 19% (2023) to 31.75% (2024). -To improve 'Visibility' from 25% (2023) to 31.25% (2024). -To improve 'knowledge and skills in the use of high impact teaching strategies' from 35% (2023) to 43.75% (2024). -To improve 'time for teachers to share pedagogical content knowledge' from 29% (2023) to 39.25% (2024). To improve 'professional learning through peer observation from 11% (2023) to 25.75% (2024).
12-month target 2.3-month target	<ul style="list-style-type: none"> -To improve 'Effective Teaching Time' from 73% (2023) to 74.75% (2024). -To improve 'Teacher Concern' from 63% (2023) to 68% (2024). -To improve 'Differentiated Learning Challenge' from 70% (2023) to 72.5% (2024).
12-month target 2.4-month target	<ul style="list-style-type: none"> -To improve 'Effective Teaching' from 62% (2023) to 66.5% (2024). -To improve 'Stimulated Learning Environment' from 64% (2023) to 68% (2024).

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Establish, and consistently implement, instructional guidelines across the school, including development of an explicit instructional model.	Yes
KIS 2.b Teaching and learning	Embed collaborative curriculum planning, and build a guaranteed and viable curriculum.	Yes
KIS 2.c Teaching and learning	Strengthen PLC practice and processes across all teams so that all PLCs effectively use formative assessment data to plan a differentiated curriculum that targets each student's point of need and provides an appropriate level of challenge.	No
KIS 2.d Leadership	Strengthen instructional leadership, professional learning and coaching across the school.	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.	These strategies are foundational to the first-year goals of our strategic plan, following on from the recommendations from the school review. They are the building blocks that set the stage for the subsequent years of the strategic plan and the work that will follow. The priorities we have chosen to focus on in 2024 also builds on the work that we were able to undertake in the second half of last year.	
Goal 3	To develop a positive culture with high levels of engagement and wellbeing.	
12-month target 3.1-month target	-To improve 'Trust in students and parents' from 77% (2023) to 79% (2024).	
12-month target 3.2-month target	-To improve 'Effort' from 74% (2023) to 75.5% (2024). -To improve 'Sense of Connectedness' from 72% (2023) to 74% (2024). -To improve 'Stimulated Learning' from 67% (2023) to 70.25% (2024). -To improve 'Managing Bullying' from 74% (2023) to 75.5% (2024).	
12-month target 3.3-month target	-To improve 'Parent participation and involvement' from 61% (2023) to 65.75% (2024). -To improve 'School Communication' from 59% (2023) to 64.25% (2024).	

	<ul style="list-style-type: none"> -To improve 'Teacher Communication' from 52% (2023) to 59% (2024). -To improve 'Promoting Positive Behaviour' from 74% (2023) to 76.75% (2024). -To improve 'Confidence and Resiliency Skills' from 76% (2023) to 77% (2024). -To improve 'Student Motivation and Support ' from 62% (2023) to 66.5% (2024). 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop, document and embed tiered and responsive approaches to support positive behaviour, and social and emotional wellbeing.	Yes
KIS 3.b Teaching and learning	Identify, and implement consistently across the school, appropriate learning habits and dispositions for staff and students.	No
KIS 3.c Support and resources	Strengthen community connections, and improve communication with parents and carers to enhance student learning, engagement, and wellbeing.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	These strategies are foundational to the first-year goals of our strategic plan, following on from the recommendations from the school review. They are the building blocks that set the stage for the subsequent years of the strategic plan and the work that will follow. The priorities we have chosen to focus on in 2024 also builds on the work that we were able to undertake in the second half of last year.	

Define actions, outcomes, success indicators and activities

Goal 2	To optimise learning growth for every student in Literacy and Numeracy.
12-month target 2.1 target	<p>Numeracy</p> <ul style="list-style-type: none"> -To improve the proportion of students in the 'exceeding' proficiency level of Year 3 NAPLAN numeracy from 14% (2023) to 15.25% (2024). -To improve the proportion of students in the 'exceeding' and 'strong' proficiency level of Year 3 NAPLAN numeracy from 75% (2023) to 77.5% (2024). -To improve the proportion of students in the 'exceeding' proficiency level of Year 5 NAPLAN numeracy from 26% (2023) to 27% (2024). -To improve the proportion of students in the 'exceeding' and 'strong' proficiency level of Year 5 NAPLAN numeracy from 81% (2023) to 81.75% (2024).
12-month target 2.2 target	<ul style="list-style-type: none"> -To improve 'Teacher Collaboration' from 36% (2023) to 44.5% (2024). -To improve 'Instructional Leadership' from 19% (2023) to 31.75% (2024). -To improve 'Visibility' from 25% (2023) to 31.25% (2024). -To improve 'knowledge and skills in the use of high impact teaching strategies' from 35% (2023) to 43.75% (2024). -To improve 'time for teachers to share pedagogical content knowledge' from 29% (2023) to 39.25% (2024). To improve 'professional learning through peer observation' from 11% (2023) to 25.75% (2024).
12-month target 2.3 target	<ul style="list-style-type: none"> -To improve 'Effective Teaching Time' from 73% (2023) to 74.75% (2024). -To improve 'Teacher Concern' from 63% (2023) to 68% (2024). -To improve 'Differentiated Learning Challenge' from 70% (2023) to 72.5% (2024).
12-month target 2.4 target	<ul style="list-style-type: none"> -To improve 'Effective Teaching' from 62% (2023) to 66.5% (2024). -To improve 'Stimulated Learning Environment' from 64% (2023) to 68% (2024).
KIS 2.a Documented teaching and learning program based on the	Establish, and consistently implement, instructional guidelines across the school, including development of an explicit instructional model.

Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
Actions	<p>1. Build staff capability to consistently implement the Northcote Primary School instructional model.</p> <p>2. Build staff capability to explicitly teach content that stimulates deep learning and provides students opportunities to construct and apply new knowledge.</p>			
Outcomes	<p>Teachers will consistently and explicitly implement the instructional model.</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs.</p> <p>Teachers will identify student learning needs in Numeracy based on diagnostic and formative assessment data.</p> <p>Students will know how lessons are structured and how this supports their learning.</p> <p>Students will have increased opportunities to engage in tasks that support problem solving and reasoning.</p> <p>Leaders will plan for ongoing professional learning to support explicit teaching and differentiation.</p> <p>Leaders will support teachers to work collaboratively to assess, plan for and implement learning sequences.</p> <p>Our school community will have an increased understanding of the importance of mindset in mathematics.</p>			
Success Indicators	<p>PLC minutes show evidence of teachers use of data to collaboratively review and assess student progress and to discuss best practice in mathematics.</p> <p>A range of assessment types will be used to track student learning.</p> <p>Pre and post unit assessment results will be documented and regularly analysed to inform future planning.</p> <p>Curriculum documentation will show plans for differentiation in mathematics.</p> <p>Student survey results about their attitudes towards mathematics will show improvement.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
2. School leadership purchase new resources to support the delivery of effective teaching and learning in numeracy.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00
1. Engage with numeracy consultant to provide professional learning, coaching and feedback.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 2	
3. Use resources to develop a bank of open and challenging tasks.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
4. Unpack the instructional model in further detail during staff professional learning sessions.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
5. Create a student survey to collect input from student groups about mathematics.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
6. Schedule termly learning walks.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed collaborative curriculum planning, and build a guaranteed and viable curriculum.			
Actions	1. Engage in professional learning to build knowledge and understanding of a guaranteed and viable curriculum focusing on learning pathways that are systematic and sequential, starting in Number.			

	2. The shared development of consistent curriculum planning processes and documentation that outlines learning programs that are developmental and scaffolded to meet students needs.			
Outcomes	Teachers will have a stronger understanding of the learning progression in mathematics. Teachers will engage in high levels of collaboration to plan for student learning at point of need. Students will know what the next steps are to progress their learning in mathematics . Leaders will support the continuous development and revision of whole school curriculum documentation: Whole School, Team and Individual Documentation and Curriculum Frameworks.			
Success Indicators	PLC minutes will show evidence of professional discussion about the learning progression and pathways in mathematics. Teachers will be consistently using the whole school documentation to plan for student learning. Notes from learning walks and peer observation will show how staff are implementing the instructional model and differentiated teaching. Student survey results will show improved understanding of understanding their next steps in maths.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
1. Provide professional learning for teachers to unpack the Big Ideas and Numeracy Pathways.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
2. Create a Teaching and Learning handbook to document school process and expectations.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
3. Develop a professional learning plan that prioritises time to mathematics.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

4. Unpack the Victorian Curriculum Maths 2.0 and revise maths scope and sequence and reporting guidelines.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
5. Provide professional learning around the four proficiencies in maths (understanding, fluency, reasoning, problem solving) and how to incorporate these into maths lessons.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Plan Curriculum Day dedicated to unpacking Multiplicative Thinking and Place Value.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
KIS 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen instructional leadership, professional learning and coaching across the school.			
Actions	1. Targeted professional learning to build the capability of middle leaders to facilitate their leadership growth and to enhance their ability to lead their teams and the whole-school improvement agenda.			
Outcomes	Teachers will have a stronger understanding of how PLC practices support planning and collaboration. Teachers and middle leaders will understand how our whole school goals are linked to our professional learning priorities. Team leaders will support teaching staff to develop assessments and to implement differentiation practices. Leaders will support and coach team leaders to identify their own areas for growth.			
Success Indicators	Regular meetings between team leaders and leading teacher, and the wider leadership team. PLC minutes will show increased evidence of teams working through the collaborative cycles of learning and inquiry. Professional learning schedule will show time dedicated to working on improvement in mathematics.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
1. Run fortnightly team leader meetings to provide a platform for professional learning in instructional leadership.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
2. Provide additional time release to team leaders to meet with the leading teacher on a weekly basis.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	To develop a positive culture with high levels of engagement and wellbeing.			
12-month target 3.1 target	-To improve 'Trust in students and parents' from 77% (2023) to 79% (2024).			
12-month target 3.2 target	-To improve 'Effort' from 74% (2023) to 75.5% (2024). -To improve 'Sense of Connectedness' from 72% (2023) to 74% (2024). -To improve 'Stimulated Learning' from 67% (2023) to 70.25% (2024). -To improve 'Managing Bullying' from 74% (2023) to 75.5% (2024).			
12-month target 3.3 target	-To improve 'Parent participation and involvement' from 61% (2023) to 65.75% (2024). -To improve 'School Communication' from 59% (2023) to 64.25% (2024). -To improve 'Teacher Communication' from 52% (2023) to 59% (2024). -To improve 'Promoting Positive Behaviour' from 74% (2023) to 76.75% (2024). -To improve 'Confidence and Resiliency Skills' from 76% (2023) to 77% (2024). -To improve 'Student Motivation and Support ' from 62% (2023) to 66.5% (2024).			
KIS 3.a Activation of student voice and agency, including in leadership	Develop, document and embed tiered and responsive approaches to support positive behaviour, and social and emotional wellbeing.			

and learning, to strengthen students' participation and engagement in school				
Actions	<ol style="list-style-type: none"> 1. Build staff capability to communicate, clarify, reinforce, and sustain whole-school behaviour expectations through positive framing and consistently implementing consequences. 2. Establish a school-wide system for managing and responding to inappropriate behaviours with a restorative practice lens. 3. Establish a school-wide continuum of tangible reinforcers to acknowledge expected behaviours. 			
Outcomes	<p>Teachers will implement and model consistent routines and classroom expectations Increased staff confidence in managing challenging behaviours through school wide behaviour continuum Increase in student motivation and desired behaviours through school wide acknowledgments students will feel supported and engaged to contribute to strong classroom and whole school culture Increased staff engagement with parent community</p>			
Success Indicators	<p>Observations of changes to classroom practices Documentation of whole school frameworks, expectations and routines. Documented internal professional learning for staff Documentation of strategies students will use in classess and at school Expected behaviours are displayed through out the school Improvement in Attitude to School Survey Data Improvement in Parent opinon survey</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a Wellbeing and Engagement lead for each team to build the capability of staff. This team/working group will focus on the implementation of School Wide Positive Behaviour (SWPBS), Mental Health reforms and Disability and Inclusion (DI) work.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

Assistant Principal- will lead DI applications Learning Specialist- will explore reasonable adjustments Leading Teacher- will explore differentiation from a teaching and learning viewpoint	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team		to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a start-up program to outline classroom behaviour expectations centred around the school values of respect, collaboration and community.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff professional learning to implement and sustain school-wide behaviour expectations as well as consistently implementing consequences.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff professional learning to establish a school-wide system for managing and responding to inappropriate behaviours with a restorative practice lens.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a whole-school reward system through professional learning and consultation with staff and students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish a scope and sequence to consistently implement the Resilience, Rights and Respectful Relationship framework through out the school	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Establish a bank of resources to assist students in managing their social and emotional well-being, paying particular attention to those who may be most in need of support.</p>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>
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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	\$12,306.00	\$12,306.00	\$0.00
Disability Inclusion Tier 2 Funding	\$112,438.37	\$112,438.37	\$0.00
Schools Mental Health Fund and Menu	\$39,347.39	\$39,347.39	\$0.00
Total	\$164,091.76	\$164,091.76	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Establish a Wellbeing and Engagement lead for each team to build the capability of staff. This team/working group will focus on the implementation of School Wide Positive Behaviour (SWPBS), Mental Health reforms and Disability and Inclusion (DI) work. Assistant Principal- will lead DI applications Learning Specialist- will explore reasonable adjustments Leading Teacher- will explore differentiation from a teaching and learning viewpoint	\$20,000.00
Totals	\$20,000.00

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
<p>Establish a Wellbeing and Engagement lead for each team to build the capability of staff. This team/working group will focus on the implementation of School Wide Positive Behaviour (SWPBS), Mental Health reforms and Disability and Inclusion (DI) work.</p> <p>Assistant Principal- will lead DI applications Learning Specialist- will explore reasonable adjustments Leading Teacher- will explore differentiation from a teaching and learning viewpoint</p>	from: Term 1 to: Term 4	\$112,438.37	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Learning specialist • Disability inclusion coordinator • Leading teacher <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> •
Totals		\$112,438.37	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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<p>Establish a Wellbeing and Engagement lead for each team to build the capability of staff. This team/working group will focus on the implementation of School Wide Positive Behaviour (SWPBS), Mental Health reforms and Disability and Inclusion (DI) work.</p> <p>Assistant Principal- will lead DI applications Learning Specialist- will explore reasonable adjustments Leading Teacher- will explore differentiation from a teaching and learning viewpoint</p>	<p>from: Term 1 to: Term 4</p>	<p>\$39,347.39</p>	<p><input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Totals		\$39,347.39	

Additional funding planner – Total Budget

Activities and milestones	Budget
Tutor Learning Initiative	\$12,306.00
Totals	\$12,306.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative	from: Term 1	\$12,306.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Totals		\$12,306.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
1. Engage with numeracy consultant to provide professional learning, coaching and feedback.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<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"/> External consultants Carmel O'Beirne	<input checked="" type="checkbox"/> On-site
4. Unpack the instructional model in further detail during staff professional learning sessions.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
1. Provide professional learning for teachers to unpack the Big Ideas and Numeracy Pathways.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<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 Carmel O'Beirne	<input checked="" type="checkbox"/> On-site
5. Provide professional learning around the four proficiencies in maths (understanding, fluency, reasoning, problem solving) and how to incorporate these into maths lessons.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Plan Curriculum Day dedicated to unpacking Multiplicative Thinking and Place Value.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Carmel O'Beirne	<input checked="" type="checkbox"/> On-site
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