

2024 Annual Implementation Plan

for improving student outcomes

Brunswick South Primary School (2743)



Submitted for review by Toby Mestitz (School Principal) on 19 March, 2024 at 10:13 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 19 March, 2024 at 10:14 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>AToSS: Differentiated learning challenge from 79% (2023) to 81% Motivation and interest from 77% (2023) to 79% Stimulated learning from 72% (2023) to 75% Effort from 75% (2023) to 78% Teacher concern from 60% (2023) to 65% Sense of confidence from 77% (2021) to 80%. NAPLAN Numeracy Year 3 - Students exceeding from 16% (2023) to 19% Numeracy Year 5 - Students Exceeding from 11% (2023) to 16% Writing Year 3 - Reducing the % of students in the developing proficiency from 13% to 10% Writing Year 5 - Reducing the % of students in NAS and developing proficiencies from 23% (2023) to 20%</p>
<p>Optimise student learning growth in literacy and numeracy and build the capability of students to be active learners.</p>	No	<p>NAPLAN Benchmark growth By 2025 increase the percentage of students achieving above benchmark growth in:</p> <ul style="list-style-type: none"> • writing from 38% (2021) to 41% • numeracy from 15% (2021) to 26%. <p>By 2025 decrease the percentage of Year 5 students who achieve below benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 18% (2021) to 12%. <p>NAPLAN Top two bands By 2025 increase the percentage of Year 3 students achieving in the top two bands in:</p>	

		<ul style="list-style-type: none"> • reading from 69% (2021) to 77%. <p>By 2025 increase the percentage of Year 5 students achieving in the top two bands in:</p> <ul style="list-style-type: none"> • reading from 57% (2021) to 63% • writing from 23% (2021) to 30% • numeracy from 36% (2021) to 45%. 	
		<p>By 2025 semester two, the correlation between teacher judgements and NAPLAN bands in Year 3 reading & writing in the matched Panorama report to be within 10%.</p>	
		<p>Attitudes to School Survey Improve the following Attitudes to School Survey factors from the parent factors of effective teaching practice for cognitive engagement, teacher-student relations and learner characteristics and dispositions. By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 78% (2021) to 84% • Motivation and interest from 76% (2021) to 82% • Stimulated learning from 75% (2021) to 81% • Effort from 75% (2021) to 80% • Teacher concern from 71% (2021) to 78% • Sense of confidence from 80% (2021) to 86%. 	
Empower learners to be actively engaged and connected to their learning.	Yes	<p>Attitudes to School Survey By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 60% (2021) to 68% • Motivation and interest from 76% (2021) to 82% • Sense of connectedness from 79% (2021) to 85%. 	<p>Student voice and agency from 55% (2023) to 60% Motivation and interest from 77% (2023) to 80% Sense of connectedness from 75% (2023) to 78%</p>
		<p>School Staff Survey (SSS) Modules</p>	<p>School Staff Survey (SSS) Modules Teaching and Learning Evaluation: Use student</p>

		<p>Teaching and Learning Evaluation - By 2025 increase the percentage of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 57% (2021) to 75%. <p>Teaching and Learning Implementation - By 2025 increase the percentage of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 73% (2021) to 82%. <p>Teaching and Learning Planning - By 2025 increase the percentage of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> • Understand curriculum from 67% (2021) to 79%. 	<p>feedback to improve practice from 53% (2023) to 60%.Teaching and Learning Implementation: Promote student ownership of learning goals from 58% (2021) to 65%.Teaching and Learning Planning:Understand curriculum from 79% (2023) to 82%.</p>
		<p>Parent Opinion Survey (POS) By 2025 Increase the percentages of positive parent responses to the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 73% (2021) to 78% • Student motivation and support from 58% (2021) to 71% • Stimulating learning environment 69% (2021) to 75% • Effective teaching from 62% (2021) to 74%. 	<p>Parent Opinion Survey (POS)Student agency and voice from 75% (2023) to 78%Student motivation and support from 62% (2023) to 67%Stimulating learning environment 66% (2023) to 71%Effective teaching from 63% (2023) to 68%.</p>
<p>Strengthen the capabilities of students to thrive, contribute and respond positively to challenges and opportunities.</p>	<p>No</p>	<p>Attitudes to School Survey By 2025 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Perseverance from 72% (2021) to 79% • Sense of confidence from 80% (2021) to 85% • Sense of inclusion from 85% (2021) to 90% • Respect for diversity from 80% (2021) to 86%. 	
		<p>Parent Opinion Survey By 2025 Increase the percentages of positive parent responses to the following factors:</p> <ul style="list-style-type: none"> • School connectedness from 83% (2020) to 88% • General Satisfaction from 65% (2020) to 75%. 	

		<p>School Staff Survey (SSS) Modules</p> <p>School Climate - by 2025 increase the percentages of positive staff responses to the following factor:</p> <ul style="list-style-type: none"> • Parent and community involvement from 78% (2021) to 85% <p>Teaching and Learning – Implementation Module- By 2025 increase the percentages of positive staff responses to the following factors:</p> <ul style="list-style-type: none"> • Understand formative assessment from 76% (2021) to 82% • Promote student ownership of learning from 71% (2021) to 80%. 	
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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>AToSS:</p> <p>Differentiated learning challenge from 79% (2023) to 81%</p> <p>Motivation and interest from 77% (2023) to 79%</p> <p>Stimulated learning from 72% (2023) to 75%</p> <p>Effort from 75% (2023) to 78%</p> <p>Teacher concern from 60% (2023) to 65%</p> <p>Sense of confidence from 77% (2021) to 80%.</p> <p>NAPLAN</p> <p>Numeracy Year 3 - Students exceeding from 16% (2023) to 19%</p> <p>Numeracy Year 5 - Students Exceeding from 11% (2023) to 16%</p> <p>Writing Year 3 - Reducing the % of students in the developing proficiency from 13% to 10%</p> <p>Writing Year 5 - Reducing the % of students in NAS and developing proficiencies from 23% (2023) to 20%</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.		
Goal 3	Empower learners to be actively engaged and connected to their learning.	
12-month target 3.1-month target	Student voice and agency from 55% (2023) to 60% Motivation and interest from 77% (2023) to 80% Sense of connectedness from 75% (2023) to 78%	
12-month target 3.2-month target	School Staff Survey (SSS) Modules Teaching and Learning Evaluation: Use student feedback to improve practice from 53% (2023) to 60%. Teaching and Learning Implementation: Promote student ownership of learning goals from 58% (2021) to 65%. Teaching and Learning Planning: Understand curriculum from 79% (2023) to 82%.	
12-month target 3.3-month target	Parent Opinion Survey (POS) Student agency and voice from 75% (2023) to 78% Student motivation and support from 62% (2023) to 67% Stimulating learning environment 66% (2023) to 71% Effective teaching from 63% (2023) to 68%.	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 3.a Engagement	Develop and implement common language, understanding and practices for student voice and agency.	Yes
KIS 3.b Engagement	Build student capacity to identify, track and measure their own learning goals and growth.	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.	While early steps have been made in defining student agency and providing authentic opportunities for students to be leaders of their learning, this work has taken time. Emerging efforts include the development of rubrics as a vehicle for student agency, units of work where students have agency over how they show their learning and the nurturing of student driven events and projects has all commenced.	

Define actions, outcomes, success indicators and activities

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 target	AToSS: Differentiated learning challenge from 79% (2023) to 81% Motivation and interest from 77% (2023) to 79% Stimulated learning from 72% (2023) to 75% Effort from 75% (2023) to 78% Teacher concern from 60% (2023) to 65% Sense of confidence from 77% (2021) to 80%. NAPLAN Numeracy Year 3 - Students exceeding from 16% (2023) to 19% Numeracy Year 5 - Students Exceeding from 11% (2023) to 16% Writing Year 3 - Reducing the % of students in the developing proficiency from 13% to 10% Writing Year 5 - Reducing the % of students in NAS and developing proficiencies from 23% (2023) to 20%
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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Strengthen the model, use and implementation of IEPs across the school to support individual successes. - Implement the rubrics developed in PLCs as part of the classroom program - Lifting the profile of and commitment to Mathematics across the school
Outcomes	Leaders will; support the consistent implementation and use of IEPs and rubrics, provide time and training for teachers to develop skills with IEPs and rubrics, protect time for Numeracy and prioritise it in timetabling, promote Numeracy with the community.

	<p>Teachers will: understand how IEPs can be used as a progressive planning document, use the revised IEP format to develop student IEPs, assess students using the rubrics developed and provide students with opportunities to contribute to rubric development, protect time for Numeracy and prioritise it when changes occur.</p> <p>Students will: contribute to the development of their IEPs and reflect on their progress, articulate their goals and describe their progress towards success, use rubrics to self and peer assess their achievement and growth, use rubrics to set future goals.</p> <p>Parents and carers will: contribute to the development of the IEPs and support their child, promote a positive maths mindset with their child, lend their expertise to the school when this aligns with Numeracy.</p>			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> - Student IEPs will describe adjustments to meet individual needs - Junior and senior rubrics in place for writing and mathematics - Prioritisation and promotion of Numeracy in timetables, newsletter - Curriculum documentation will show plans for differentiation in Numeracy - Formative and summative assessments in Numeracy will show learning growth <p>Late indicators</p> <ul style="list-style-type: none"> - IEPs are in place and used progressively - Parent participation and expertise utilised in Numeracy sessions - The percentage of students Exceeding for Numeracy will increase - Staff survey factors (Collective Efficacy & Instructional Leadership) - Attitudes to School factors (Stimulated Learning) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning to build the capacity of staff to develop and implement IEPs purposefully and effectively	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Regular prioritising of Mathematics discussions during SIT meetings (once per term) with a specific focus on community perceptions, engagement and participation.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Update the timetable to reflect a raised profile of Numeracy across the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Literacy & Numeracy PLC Action Plans outline the professional learning with staff	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Rubrics included in Writing & Mathematics Planning Cycles with teaching teams.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers will use use the rubrics as part of their teaching program.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Rubrics are used as a formative and summative assessment tools.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan and implement events and activities that will foster a positive perception of mathematics from students, staff and families	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Appoint a Disability Inclusion coordinator to assist staff to write IEPs	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Students have input into their IEP goals and are able to measure their success with support from their teachers	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Student IEPs are included in planning documents and will inform the learning for identified students	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Students displaying a positive disposition and enthusiasm for mathematics	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Art Therapy - Targeted sessions for tier 2 and 3 students based on their wellbeing needs	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,025.36 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<p>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>Actions</p>	<ul style="list-style-type: none"> - Strengthen the whole school approach towards Social and Emotional Learning. 			
<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 means and where they can seek support at school - Teachers will plan for and implement Social and Emotional Learning within their curriculum areas - Teachers will be able to recognise, respond to and refer student mental health and wellbeing needs - Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches - Wellbeing Team will directly support students mental health and/or provide referrals 			
<p>Success Indicators</p>	<p>Early indicators</p> <ul style="list-style-type: none"> - Use of Compass Wellbeing Referral Chronicle - Protected time for the delivery of Social and Emotional Learning in the timetable - Curriculum documentation will show plans for Social and Emotional Learning - Observations by leaders will show how staff are embedding Social and Emotional Learning - Student support resources around the school will show how students can seek supports - Wellbeing supports having a positive impact on student AToSS data and attendance <p>Late indicators</p> <ul style="list-style-type: none"> - Delivery of resources access through the Schools Mental Health Fund - Victorian Curriculum: Personal and Social Capability - Staff Opinion Survey: Student feedback to improve practice - Attitudes to School Survey: Sense of Connectedness and Resilience 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Embedding the Compass Wellbeing Referral Chronicle template</p>	<p><input checked="" type="checkbox"/> Mental health and wellbeing leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$0.00</p>

			to: Term 4	
Access to Cool Kids training to upskill MHWL in providing support to Tier 1 & 2 students	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue utilising the student wellbeing tracker to identify, track and monitor Tier 1, 2 and 3 students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Community of Practice: Disability Inclusion focus with Network schools	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Social Emotional Learning Support through targeted small group sessions (Canine Comprehension)	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Resources: Smiling Mind subscription for SEL resources for whole school at classroom level	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Anti Bullying Theatre Production	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Art Therapy - Targeted sessions for students based on their wellbeing needs	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$11,125.36
Goal 3	Empower learners to be actively engaged and connected to their learning.			
12-month target 3.1 target	Student voice and agency from 55% (2023) to 60% Motivation and interest from 77% (2023) to 80% Sense of connectedness from 75% (2023) to 78%			
12-month target 3.2 target	School Staff Survey (SSS) Modules Teaching and Learning Evaluation: Use student feedback to improve practice from 53% (2023) to 60%. Teaching and Learning Implementation: Promote student ownership of learning goals from 58% (2021) to 65%.			

	Teaching and Learning Planning: Understand curriculum from 79% (2023) to 82%.
12-month target 3.3 target	Parent Opinion Survey (POS) Student agency and voice from 75% (2023) to 78% Student motivation and support from 62% (2023) to 67% Stimulating learning environment 66% (2023) to 71% Effective teaching from 63% (2023) to 68%.
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement common language, understanding and practices for student voice and agency.
Actions	- Strengthen the whole school approach towards Student Voice and Agency
Outcomes	- Students will know what the next steps are to progress their learning in Numeracy - Teachers will co-construct learning goals, based on Learning Cycle data. - Students will report improved emotional awareness and resilience - Students will be able to explain what how they have input into their learning and their experience at school - Leaders will support staff to define student voice and agency - Leaders will support staff build shared vocabulary and understanding of what student voice and agency looks like - Leaders will model positive examples of student agency
Success Indicators	Early indicators - Increased use of rubrics as a method of self and peer assessment - Curriculum documentation will show specific opportunities to build student voice Late indicators - Students providing formal feedback to teachers to further develop teacher practice - Attitudes to School factors (Student Voice and Agency and Stimulated Learning) - Increased opportunities for students to be actively part of the whole school learning experience (e.g. attending planning, accompanying staff on Learning Walks, recruitment)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Highlight the explicit connection to student voice and agency during PLC meetings, team planning, professional learning and as part of wellbeing practices.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Implement rubrics as a means of self and peer assessment for students in Writing and Mathematics	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Student focus groups: to collect additional information based on ATOSS data	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Student selected learning goals: are linked to success criteria; with the intention of consistency across the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Amici Insieme (Peers support program): students will build their emotional awareness and resilience via the multi-age program, led by the Year 56 students.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,990.70	\$7,525.36	\$465.34
Disability Inclusion Tier 2 Funding	\$60,178.39	\$59,500.00	\$678.39
Schools Mental Health Fund and Menu	\$41,625.36	\$41,625.36	\$0.00
Total	\$109,794.45	\$108,650.72	\$1,143.73

Activities and milestones – Total Budget

Activities and milestones	Budget
Professional learning to build the capacity of staff to develop and implement IEPs purposefully and effectively	\$3,500.00
Appoint a Disability Inclusion coordinator to assist staff to write IEPs	\$30,000.00
Art Therapy - Targeted sessions for tier 2 and 3 students based on their wellbeing needs	\$1,025.36
Access to Cool Kids training to upskill MHWL in providing support to Tier 1 & 2 students	\$10,000.00
Social Emotional Learning Support through targeted small group sessions (Canine Comprehension)	\$3,500.00
Resources: Smiling Mind subscription for SEL resources for whole school at classroom level	\$2,000.00
Anti Bullying Theatre Production	\$2,000.00

Amici Insieme (Peers support program): students will build their emotional awareness and resilience via the multi-age program, led by the Year 56 students.	\$2,000.00
Totals	\$54,025.36

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Art Therapy - Targeted sessions for tier 2 and 3 students based on their wellbeing needs	from: Term 2 to: Term 4	\$1,025.36	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$1,025.36	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning to build the capacity of staff to develop and implement IEPs purposefully and effectively	from: Term 2 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> CRT •
Appoint a Disability Inclusion coordinator to assist staff to write IEPs	from: Term 2 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •

Amici Insieme (Peers support program): students will build their emotional awareness and resilience via the multi-age program, led by the Year 5/6 students.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources •
Totals		\$35,500.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Art Therapy - Targeted sessions for tier 2 and 3 students based on their wellbeing needs	from: Term 2 to: Term 4	\$9,125.36	<input checked="" type="checkbox"/> Arts Therapists
Access to Cool Kids training to upskill MHWL in providing support to Tier 1 & 2 students	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Cool Kids at School (Macquarie University)
Social Emotional Learning Support through targeted small group sessions (Canine Comprehension)	from: Term 2 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> Canine Comprehension School Programs
Resources: Smiling Mind subscription for SEL resources for whole school at classroom level	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Smiling Mind Primary Schools Program
Anti Bullying Theatre Production	from: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Brainstorm Productions

	to: Term 4		
Totals		\$26,625.36	

Additional funding planner – Total Budget

Activities and milestones	Budget
Funding camps and excursions for those students whose families have financial issues	\$3,000.00
Equity funding for Instrumental Music program to engage students and make them feel a sense of contentedness to the school	\$2,000.00
Professional Learning for Peer Support program	\$2,000.00
ES to support Tier 2 students	\$0.00
Trauma Informed practice professional learning	\$3,000.00
Smiling Mind Subscription	\$2,000.00
Improving SEL outcomes in the Classroom - PL	\$10,000.00
Calming Kit Resources	\$1,500.00
Totals	\$23,500.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Funding camps and excursions for those students whose families have financial issues	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Equity funding for Instrumental Music program to engage students and make them feel a sense of contentedness to the school	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Other Instrumental music teacher
Professional Learning for Peer Support program	from: Term 2 to: Term 4	\$0.00	
ES to support Tier 2 students	from: Term 1 to: Term 4	\$0.00	
Trauma Informed practice professional learning	from: Term 2 to: Term 4	\$0.00	
Smiling Mind Subscription	from: Term 2 to: Term 4	\$0.00	
Improving SEL outcomes in the Classroom - PL	from: Term 2 to: Term 2	\$0.00	
Calming Kit Resources	from: Term 1	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
Totals		\$6,500.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Funding camps and excursions for those students whose families have financial issues	from: Term 2 to: Term 4	\$0.00	
Equity funding for Instrumental Music program to engage students and make them feel a sense of contentedness to the school	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Professional Learning for Peer Support program	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
ES to support Tier 2 students	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Trauma Informed practice professional learning	from: Term 2 to: Term 4	\$0.00	

Smiling Mind Subscription	from: Term 2 to: Term 4	\$0.00	
Improving SEL outcomes in the Classroom - PL	from: Term 2 to: Term 2	\$0.00	
Calming Kit Resources	from: Term 1 to: Term 4	\$0.00	
Totals		\$24,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Funding camps and excursions for those students whose families have financial issues	from: Term 2 to: Term 4	\$0.00	
Equity funding for Instrumental Music program to engage students and make them feel a sense of contentedness to the school	from: Term 1 to: Term 4	\$0.00	
Professional Learning for Peer Support program	from: Term 2 to: Term 4	\$0.00	

ES to support Tier 2 students	from: Term 1 to: Term 4	\$0.00	
Trauma Informed practice professional learning	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Trauma Informed Care in Schools (TIC)(Orygen)
Smiling Mind Subscription	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Smiling Mind Primary Schools Program
Improving SEL outcomes in the Classroom - PL	from: Term 2 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Improving SEL Outcomes in the Classroom (Pearson Australia)
Calming Kit Resources	from: Term 1 to: Term 4	\$0.00	
Totals		\$15,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional learning to build the capacity of staff to develop and implement IEPs purposefully and effectively	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Departmental resources D&I team	<input checked="" type="checkbox"/> On-site
Appoint a Disability Inclusion coordinator to assist staff to write IEPs	<input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embedding the Compass Wellbeing Referral Chronicle template	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Access to Cool Kids training to upskill MHWL in providing support to Tier 1 & 2 students	<input checked="" type="checkbox"/> Mental health and wellbeing 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"/> External consultants Monash University	<input checked="" type="checkbox"/> Off-site Monash University

<p>Resources: Smiling Mind subscription for SEL resources for whole school at classroom level</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network professional learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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