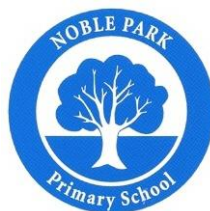


2023 Annual Implementation Plan

for improving student outcomes

Noble Park Primary School (3675)



Submitted for review by Jodie Pyman (School Principal) on 27 March, 2023 at 02:17 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 27 March, 2023 at 03:37 PM

Endorsed by Ryan Chapman (School Council President) on 22 May, 2023 at 09:01 AM

Self-evaluation summary - 2023

	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	Evolving
	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	Evolving
	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.	Evolving
	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	Emerging
	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	Emerging
	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	<p>Achievement and wellbeing outcomes indicated that the school has a number of areas that need to be enhanced or strengthened to improve school performance.</p> <ol style="list-style-type: none"> 1) Developing a culture of respect and collaboration 2) Developing the instructional leadership of key staff to drive school improvement 3) Developing a safe and orderly learning environment for staff and students
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	4) Developing an instructional model that includes high impact teaching strategies
Considerations for 2023	As 2023 is a review year, the strategic direction and deployment of resources will be aligned to the next School Strategic Plan goals and key improvement strategies. It will also provide an opportunity to review the schools vision and values, focusing on developing a culture of respect and collaboration. Developing a safe and orderly learning environment (for staff and students) will align to both 2023 Priority Goals and will be supported by a consultant who has been engaged to work with school leadership and staff on building a more positive and productive learning environment. To develop the leadership capacity of key staff, a leadership coach has been employed to work with the School Improvement Team, with a specific focus on developing the pre-conditions for driving school improvement. In the later part of 2023, staff will work collaboratively to develop the Noble Park Primary School Instructional Model, with a focus on unpacking and implementing high impact teaching strategies.
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>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, increase the percentages of Year 3 students in the top two bands of NAPLAN for reading from 36% (2019) to 40% By 2023, increase the percentages of Year 5 students in the top two bands of NAPLAN for writing from 10% (2019) to 15% By 2023, increase the percentages of high relative growth in NAPLAN for reading from 17% (2019) to 24% By 2023, decrease low relative growth for reading from 26% (2019) to 23% By 2023, increase the percentages of high relative growth in NAPLAN for writing from 22% (2019) to 25% By 2023, the percentages of positive responses in the staff survey will increase for: • Collective Efficacy from 54% to 70% • Academic Emphasis from 54% to 70% • Teacher Collaboration from 46% to 70%</p>
Improve literacy outcomes for all students	No	By 2023, increase the percentages of Year 3 students in the top two bands of NAPLAN for reading from 36% (2019) to 40%, and for Year 5 students in reading from 16% (2019) to 23%. By 2023, increase the percentages of Year 5 students in the top two bands of NAPLAN for writing from 10% (2019) to 15%.	

		<p>By 2023, increase the percentages of high relative growth in NAPLAN for reading from 17% (2019) to 24% (match 2019 network), and decrease low relative growth for reading from 26% (2019) to 23% (lower than the state in 2019).</p> <p>By 2023, increase the percentages of high relative growth in NAPLAN for writing from 22% (2019) to 25% (match 2019 state).</p>	
		<p>By 2023, the percentages of positive responses in the staff survey will increase for:</p> <ul style="list-style-type: none"> • Collective Efficacy from 54% to 70% • Academic Emphasis from 54% to 70% • Teacher Collaboration from 46% to 70% 	
Improve numeracy outcomes for all students	No	<p>By 2023, increase the percentages of high relative growth in NAPLAN for numeracy from 17% (2019) to 25% (equal with state 2019), and decrease low relative growth for numeracy from 28% (2019) to 25% (equal with state 2019).</p>	
		<p>By 2023, increase the percentages of students in the top two bands of NAPLAN for numeracy from:</p> <ul style="list-style-type: none"> • Year 3 - 21% (2019) to 25% • Year 5 - 10% (2019) to 20%. 	
		<p>By 2023, the percentages of positive responses in the staff survey will increase for:</p> <ul style="list-style-type: none"> • Collective Efficacy from 54% to 70% • Academic Emphasis from 54% to 70% • Teacher Collaboration from 46% to 70% 	
Improve student engagement in learning	No	<p>By 2023, in the Attitudes to School Survey, positive endorsement will improve for</p>	

		<ul style="list-style-type: none"> • student voice and agency from 77% to at or above 85% • teacher concern from 70% to at or above 85% 	
		By 2023, the positive endorsement in the Staff Survey will improve in the Professional Learning module (active participation variable) from 59% to 70%	
		The average attendance across the school is 91%. Foundation attendance was at 90%. By 2023 the average attendance across the school will increase from 91% to 95% and in Foundation from 90% to 93%.	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1-month target	<p>By 2023, increase the percentages of Year 3 students in the top two bands of NAPLAN for reading from 36% (2019) to 40%</p> <p>By 2023, increase the percentages of Year 5 students in the top two bands of NAPLAN for writing from 10% (2019) to 15%</p> <p>By 2023, increase the percentages of high relative growth in NAPLAN for reading from 17% (2019) to 24%</p> <p>By 2023, decrease low relative growth for reading from 26% (2019) to 23%</p> <p>By 2023, increase the percentages of high relative growth in NAPLAN for writing from 22% (2019) to 25%</p> <p>By 2023, the percentages of positive responses in the staff survey will increase for:</p> <ul style="list-style-type: none"> • Collective Efficacy from 54% to 70% • Academic Emphasis from 54% to 70% • Teacher Collaboration from 46% to 70%

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 2023.	

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	By 2023, increase the percentages of Year 3 students in the top two bands of NAPLAN for reading from 36% (2019) to 40% By 2023, increase the percentages of Year 5 students in the top two bands of NAPLAN for writing from 10% (2019) to 15% By 2023, increase the percentages of high relative growth in NAPLAN for reading from 17% (2019) to 24% By 2023, decrease low relative growth for reading from 26% (2019) to 23% By 2023, increase the percentages of high relative growth in NAPLAN for writing from 22% (2019) to 25% By 2023, the percentages of positive responses in the staff survey will increase for: <ul style="list-style-type: none"> • Collective Efficacy from 54% to 70% • Academic Emphasis from 54% to 70% • Teacher Collaboration from 46% to 70%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	1) Build leadership capacity, to maximise the safe and orderly learning environment (for students and staff) so that the Learning Key Improvement Strategy 1.a can be successfully implemented. 2) Develop collective efficacy that positively impacts student learning outcomes.
Outcomes	Leaders will: <ul style="list-style-type: none"> • Work collaboratively with a leadership coach and neuro-coach to implement agreed practices that support a safe and orderly learning environment • Support staff to implement high impact teaching and wellbeing strategies that develop a safe and orderly learning environment • Model the language of collective efficacy • Utilise Agile School Leadership tools to clarify improvement priorities and take responsive action

	<p>Teachers will:</p> <ul style="list-style-type: none"> • Demonstrate positive communication between and amongst themselves • Be motivated to make instructional decisions together <p>Students will:</p> <ul style="list-style-type: none"> • Engage in a safe and orderly learning environment • Feel safe and secure at school 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> • School Improvement Team meeting minutes demonstrate the strategic and intentional use of the Agile School Leadership tools and development of leadership skills • Roles and responsibilities of the Learning Specialists have been personalised <p>Late Indicators</p> <ul style="list-style-type: none"> • Improved results related to the team functionality assessment • The Noble Park Primary School Organisational Design provides role clarity • Professional learning minutes notes showing how staff have informed the design of the school instructional model 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage leadership coach, Roma McKinnon to work with the Principal and School Improvement Team to build teacher and leadership capacity and drive a culture of learning at Noble Park Primary School.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage neuro-coach Faye Cormick to work with the Principal Team to implement change practices, with a specific focus on Leadership, Communication and Culture.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Formally document an organisational design framework that demonstrates clear lines of communication and role statements. (This includes employing addition teaching staff / Learning Specialists so that the School Improvement Team's work can be implemented with fidelity)	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Utilise a collaborative approach throughout the Pre-Review Self Evaluation to develop trust between and amongst staff.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Prioritise time for the School Improvement Team to participate in Ryan Dunn and Simon Breakspear's "Agile School Leadership" professional learning program and trial the foundational tools.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$8,000.00
Provide Learning Specialists with the opportunity to attend the Victoria Academy of Teaching and Leadership Data Literacy for School Leaders or Create: Middle Leaders professional learning.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide Learning Specialists with the opportunity to visit schools that have an established professional learning community approach in place in order to develop their instructional leadership capacity.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The School Improvement Team will review the research on evidence-based instructional models (incorporating HITS & HIWS) used in teacher classroom practice and identify a range of	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00

exemplar models to be presented to staff in a professional learning program.			to: Term 4	
The School Improvement Team will design and present professional learning opportunities and/or professional readings that focus on an effective evidence-based instructional model, with a specific focus on strengthening the effectiveness of their teaching.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
The School Improvement Team will identify the stages or elements of the school's instructional model that will be targeted for key improvement work over the course of the next School Strategic Plan.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	1) Build leadership capacity, to maximise the safe and orderly learning environment (for students and staff) so that the Wellbeing Key Improvement Strategy 1.b can be successfully implemented. 2) Develop collective efficacy that positively impacts student learning and wellbeing outcomes.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Work collaboratively with staff to strengthen the whole school approach to supporting student behaviour. Work collaboratively with the Complex Cases Support Team to strengthen the implementation of Tier 2 and Tier 3 interventions for supporting student behaviour. <p>Teachers will:</p> <ul style="list-style-type: none"> Participate in wellbeing professional learning opportunities that align to current needs and Tier 1 Universal interventions Develop their ability to plan and implement Tier 1 Universal interventions in the classroom <p>Students will:</p> <ul style="list-style-type: none"> Articulate the expected behaviours at Noble Park Primary School 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> Staff have completed professional learning opportunities and are beginning to consistently implement universal interventions 			

	<ul style="list-style-type: none"> IEPs include SMART goals and SSGs are in place as per department policy Minor and major behaviours have been identified Expected behaviours have been identified <p>Late Indicators</p> <ul style="list-style-type: none"> Expected behaviours are displayed prominently throughout the school Reduced negative incidents are recorded on Sentral 				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
The Principal and Assistant Principal review the existing roles and responsibilities of key staff (Speech Pathologist, Social Worker, Nurse) to ensure that their skills are maximised and used to support the specific needs of students who require Tier 2 or Tier 3 interventions.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$80,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	
The Wellbeing Team to complete the School-Wide Positive Behaviour Support Universal Prevention Part A online workshops.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00	
The Wellbeing Team, Teachers and Education Support Staff will work collaboratively to develop a clearly defined set of expected behaviours, and major and minor behaviours. (This will support the schools application for intake into School-Wide Positive Behaviour Support Unit in 2024)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used	

<p>The Wellbeing Team prioritises professional learning opportunities for staff related to identified Tier 1 interventions</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>The School Improvement Team, Wellbeing Team and teachers to work collaboratively with the Complex Cases Support Team to strengthen Noble Park Primary School's whole school approach to supporting student behaviour.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>The School Improvement Team, Wellbeing Team and teachers to work collaboratively with the Complex Cases Support Team to strengthen Noble Park Primary School's Tier 2 and Tier 3 interventions for supporting student behaviour.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Key staff to participate in Protective Intervention Training to develop their ability prevent and manage challenging behaviours which reducing the need for physical interventions, de-escalate situations involving aggression and violent behaviour and to ensure the health and safety of students and staff at all times.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Key staff to attend Disability and Inclusion Training aligned to the rollout of Disability Inclusion in 2024</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

<p>All teaching staff to complete Individual Education Planning (IEP) eLearning module in order to write short-term SMART goals and implement effective teaching strategies that are directly linked to the short-term SMART goals.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</p>	<p>\$5,000.00</p>
<p>Implement Take Two: Trauma Informed CaRE (Communication and Regulating Emotions) to develop staff capacity in relation to trauma informed practice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$20,315.20</p> <ul style="list-style-type: none"> <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	\$805,844.80	\$806,184.74	-\$339.94
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$38,319.25	\$38,319.25	\$0.00
Total	\$844,164.05	\$844,503.99	-\$339.94

Activities and milestones – Total Budget

Activities and milestones	Budget
Engage neuro-coach Faye Cormick to work with the Principal Team to implement change practices, with a specific focus on Leadership, Communication and Culture.	\$25,000.00
Formally document an organisational design framework that demonstrates clear lines of communication and role statements. (This includes employing addition teaching staff / Learning Specialists so that the School Improvement Team's work can be implemented with fidelity)	\$150,000.00
Provide Learning Specialists with the opportunity to attend the Victoria Academy of Teaching and Leadership Data Literacy for School Leaders or Create: Middle Leaders professional learning.	\$5,000.00

Provide Learning Specialists with the opportunity to visit schools that have an established professional learning community approach in place in order to develop their instructional leadership capacity.	\$5,000.00
The Principal and Assistant Principal review the existing roles and responsibilities of key staff (Speech Pathologist, Social Worker, Nurse) to ensure that their skills are maximised and used to support the specific needs of students who require Tier 2 or Tier 3 interventions.	\$80,000.00
The Wellbeing Team, Teachers and Education Support Staff will work collaboratively to develop a clearly defined set of expected behaviours, and major and minor behaviours. (This will support the schools application for intake into School-Wide Positive Behaviour Support Unit in 2024)	\$5,000.00
The Wellbeing Team prioritises professional learning opportunities for staff related to identified Tier 1 interventions	\$20,000.00
Key staff to participate in Protective Intervention Training to develop their ability prevent and manage challenging behaviours which reducing the need for physical interventions, de-escalate situations involving aggression and violent behaviour and to ensure the health and safety of students and staff at all times.	\$5,000.00
Key staff to attend Disability and Inclusion Training aligned to the rollout of Disability Inclusion in 2024	\$5,000.00
Implement Take Two: Trauma Informed CaRE (Communication and Regulating Emotions) to develop staff capacity in relation to trauma informed practice.	\$20,315.20

Totals	\$320,315.20
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Engage neuro-coach Faye Cormick to work with the Principal Team to implement change practices, with a specific focus on Leadership, Communication and Culture.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Formally document an organisational design framework that demonstrates clear lines of communication and role statements. (This includes employing addition teaching staff / Learning Specialists so that the School Improvement Team's work can be implemented with fidelity)	from: Term 2 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing
Provide Learning Specialists with the opportunity to attend the Victoria Academy of Teaching and Leadership Data Literacy for School Leaders or Create: Middle Leaders professional learning.	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Provide Learning Specialists with the opportunity to visit schools that have an established professional learning community approach in	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT

place in order to develop their instructional leadership capacity.			
The Wellbeing Team, Teachers and Education Support Staff will work collaboratively to develop a clearly defined set of expected behaviours, and major and minor behaviours. (This will support the schools application for intake into School-Wide Positive Behaviour Support Unit in 2024)	from: Term 2 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> CRT
The Wellbeing Team prioritises professional learning opportunities for staff related to identified Tier 1 interventions	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Key staff to participate in Protective Intervention Training to develop their ability prevent and manage challenging behaviours which reducing the need for physical interventions, de-escalate situations involving aggression and violent behaviour and to ensure the health and safety of students and staff at all times.	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> CRT
Key staff to attend Disability and Inclusion Training aligned to the rollout of Disability Inclusion in 2024	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$220,000.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
The Principal and Assistant Principal review the existing roles and responsibilities of key staff (Speech Pathologist, Social Worker, Nurse) to ensure that their skills are maximised and used to support the specific needs of students who require Tier 2 or Tier 3 interventions.	from: Term 1 to: Term 2	\$28,004.05	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Implement Take Two: Trauma Informed CaRE (Communication and Regulating Emotions) to develop staff capacity in relation to trauma informed practice.	from: Term 3 to: Term 4	\$10,315.20	<input checked="" type="checkbox"/> Take Two: Trauma-informed CaRE (Berry Street)
Totals		\$38,319.25	

Additional funding planner – Total Budget

Activities and milestones	Budget
Little Learners Love Literacy Professional Development	\$770.00
Foundation classroom resources for Little Learners Love Literacy	\$13,400.00
Year 1 Reading Resources	\$19,140.00
Purchase the Mathletics platform to support students learning and engagement P-6	\$8,354.00
Hiring of additional staff for allied health and mental health and wellbeing support	\$250,582.74
Hiring of two assistant principals to support school improvement	\$293,938.00
Totals	\$586,184.74

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Little Learners Love Literacy Professional Development	from: Term 1 to: Term 1	\$770.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Foundation classroom resources for Little Learners Love Literacy	from: Term 1 to: Term 1	\$13,400.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Year 1 Reading Resources	from: Term 1	\$19,140.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 1		
Purchase the Mathletics platform to support students learning and engagement P-6	from: Term 1	\$8,354.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Hiring of additional staff for allied health and mental health and wellbeing support	from: Term 1 to: Term 4	\$250,582.74	<input checked="" type="checkbox"/> School-based staffing
Hiring of two assistant principals to support school improvement	from: Term 1 to: Term 4	\$293,938.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$586,184.74	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Little Learners Love Literacy Professional Development	from: Term 1 to: Term 1		
Foundation classroom resources for Little Learners Love Literacy	from: Term 1 to: Term 1		
Year 1 Reading Resources	from: Term 1		

	to: Term 1		
Purchase the Mathletics platform to support students learning and engagement P-6	from: Term 1		
Hiring of additional staff for allied health and mental health and wellbeing support	from: Term 1 to: Term 4		
Hiring of two assistant principals to support school improvement	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Little Learners Love Literacy Professional Development	from: Term 1 to: Term 1	\$0.00	
Foundation classroom resources for Little Learners Love Literacy	from: Term 1 to: Term 1	\$0.00	
Year 1 Reading Resources	from: Term 1	\$0.00	

	to: Term 1		
Purchase the Mathletics platform to support students learning and engagement P-6	from: Term 1	\$0.00	
Hiring of additional staff for allied health and mental health and wellbeing support	from: Term 1 to: Term 4		
Hiring of two assistant principals to support school improvement	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Engage leadership coach, Roma McKinnon to work with the Principal and School Improvement Team to build teacher and leadership capacity and drive a culture of learning at Noble Park Primary School.	<input checked="" type="checkbox"/> School improvement team	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"/> External consultants Roma McKinnon	<input checked="" type="checkbox"/> On-site
Engage neuro-coach Faye Cormick to work with the Principal Team to implement change practices, with a specific focus on Leadership, Communication and Culture.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Faye Cormick (neuro coach)	<input checked="" type="checkbox"/> On-site
Prioritise time for the School Improvement Team to participate in Ryan Dunn and Simon Breakspear's "Agile School Leadership" professional learning program and trial the foundational tools.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Ryan Dunn and Simon Breakspear's Responsive Implementation for School Improvement	<input checked="" type="checkbox"/> On-site
Provide Learning Specialists with the opportunity to attend the Victoria Academy of	<input checked="" type="checkbox"/> School improvement team	from: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Blended Learning

Teaching and Leadership Data Literacy for School Leaders or Create: Middle Leaders professional learning.		to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team			North Melbourne
Provide Learning Specialists with the opportunity to visit schools that have an established professional learning community approach in place in order to develop their instructional leadership capacity.	<input checked="" type="checkbox"/> School improvement team	from: Term 3 to: Term 4	<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"/> Learning specialist	<input checked="" type="checkbox"/> Off-site Springvale Rise Primary School
The School Improvement Team will review the research on evidence-based instructional models (incorporating HITS & HIWS) used in teacher classroom practice and identify a range of exemplar models to be presented to staff in a professional learning program.	<input checked="" type="checkbox"/> School improvement team	from: Term 3 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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
The School Improvement Team will design and present professional learning opportunities and/or professional readings that focus on an effective evidence-based instructional model, with a specific focus on strengthening the	<input checked="" type="checkbox"/> School improvement team	from: Term 3 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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

effectiveness of their teaching.						
The School Improvement Team will identify the stages or elements of the school's instructional model that will be targeted for key improvement work over the course of the next School Strategic Plan.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	from: Term 3 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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
The Wellbeing Team to complete the School-Wide Positive Behaviour Support Universal Prevention Part A online workshops.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <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"/> Departmental resources School-Wide Positive Behaviour Support Unit	<input checked="" type="checkbox"/> On-site
The Wellbeing Team, Teachers and Education Support Staff will work collaboratively to develop a clearly defined set of expected behaviours, and major and minor behaviours. (This will support the schools application for intake into School-Wide Positive Behaviour Support Unit in	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

2024)						
The Wellbeing Team prioritises professional learning opportunities for staff related to identified Tier 1 interventions	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Zones of Regulation Restorative Practices/Circle time Other PD to be considered	<input checked="" type="checkbox"/> On-site
The School Improvement Team, Wellbeing Team and teachers to work collaboratively with the Complex Cases Support Team to strengthen Noble Park Primary School's whole school approach to supporting student behaviour.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Complex Cases Support Team	<input checked="" type="checkbox"/> On-site
The School Improvement Team, Wellbeing Team and teachers to work collaboratively with the Complex Cases Support Team to strengthen Noble Park Primary School's Tier 2 and Tier 3 interventions for supporting student behaviour.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Complex Cases Support Team	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)					
<p>Key staff to participate in Protective Intervention Training to develop their ability prevent and manage challenging behaviours which reducing the need for physical interventions, de-escalate situations involving aggression and violent behaviour and to ensure the health and safety of students and staff at all times.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 1</p>	<input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Protective Intervention Training TESSA Inc.	<input checked="" type="checkbox"/> On-site
<p>Key staff to attend Disability and Inclusion Training aligned to the rollout of Disability Inclusion in 2024</p>	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team	<p>from: Term 2 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Departmental resources Disability and Inclusion Training	<input checked="" type="checkbox"/> Off-site Department training locations to be confirmed
<p>All teaching staff to complete Individual Education Planning (IEP) eLearning module in order to write short-term SMART goals and implement effective teaching strategies that are directly linked to the short-term SMART goals.</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 2 to: Term 3</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources eLearning Modules	<input checked="" type="checkbox"/> On-site