

# 2024 Annual Implementation Plan

## for improving student outcomes

Noble Park Primary School (3675)



Submitted for review by Jodie Pyman (School Principal) on 05 December, 2023 at 04:55 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 17 January, 2024 at 03:20 PM  
Endorsed by Ryan Chapman (School Council President) on 17 April, 2024 at 11:29 PM

## 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	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	

<b>Assessment</b>	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	

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

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

<b>Future planning</b>	<p>Future planning The following Key Improvement Strategies will be the focus for 2024.</p> <p>Learning KIS 1a. Develop, document, and embed an agreed instructional model for literacy and numeracy. KIS 1b: Develop a common approach to curriculum planning and documentation. KIS 1d: Develop the instructional leadership capacity of staff across the school.</p>
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	<p>Wellbeing</p> <p>KIS 2a: Embed a consistent approach that supports an orderly, safe, and inclusive learning environment that promotes positive behaviours.</p> <p>KIS 2b: Build all staff capability to respond to the learning and wellbeing needs of all students</p> <p>The focus will be on developing, documenting and embedding an agreed instructional model through a collaborative approach. Through this process, strengthening the instructional leadership capacity of the School Improvement Team will be a focus. By continuously monitoring and implementing evidence based strategies and actions to improve student learning and wellbeing outcomes (in response to needs identified through the FISO 2.0 improvement cycle) a culture of collaboration and respect will be developed over the life of the School Strategic Plan. In addition, there will also be a focus on strengthening teacher capacity to differentiate their pedagogy, lesson plans and assessment to ensure learners of all abilities can access the curriculum and engage learning opportunities. The development of high quality Individual Education Plans (aligned to the Disability Inclusion Profile), attendance plans and Positive Behaviour Support Plans will also be a focus to ensure that the staff are able to respond to the learning and wellbeing needs of all students.</p>
<p><b>Documents that support this plan</b></p>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student outcomes in literacy and numeracy.	Yes	<p><b>NAPLAN targets</b></p> <p><b>Reading Year 3</b> By 2027, increase the percentage of students in strong to 50% By 2027, increase the percentage of students in exceeding to 5%</p> <p><b>Reading Year 5</b> By 2027, increase the percentage of students in strong to 45% By 2027, increase the percentage of students in exceeding to 17%</p> <p><b>Numeracy Year 3</b> By 2027, increase the percentage of students in strong to 41% By 2027, increase the percentage of students in exceeding to 5%</p> <p><b>Numeracy Year 5</b> By 2027, increase the percentage of students in strong to 43% By 2027, increase the percentage of students in exceeding to 10%</p>	<p>NAPLAN Reading Year 3 Decrease the number of students requiring additional assistance from 33%. Numeracy Year 3 Decrease the number of students requiring additional assistance from 26%.</p>
		<p>By 2027, improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 42% in 2022 to 60%</li> <li>• Academic emphasis from 35% in 2022 to 55%</li> </ul>	<p>School Staff Survey Maintain the percentage of positive endorsement for Collective efficacy at 60% in 2024. Improve the percentage of positive endorsement for Academic emphasis</p>

		<ul style="list-style-type: none"> <li>Professional learning targeted to improve literacy and numeracy from 71% in 2022 to 80%</li> </ul>	<p>from 45% in 2023 to 50% in 2024. Improve the percentage of positive endorsement for Professional learning to improve literacy and numeracy from 60% in 2023 to 65% in 2024.</p>
		<p>By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>Stimulated learning from 64% in 2022 to 72%</li> <li>Differentiated learning challenge from 68% in 2022 to 76%</li> <li>Sense of confidence from 45% in 2022 to 60%</li> </ul>	<p>Student Attitudes to School Survey Improve the percentage of positive endorsement for Stimulated learning from 68% in 2023 to 70% in 2024. Improve the percentage of positive endorsement for Differentiated learning challenge from 73% in 2023 to 75% in 2024. Improve the percentage of positive endorsement for Sense of confidence from 63% in 2023 to 65% in 2024.</p>
<p>Improve student wellbeing outcomes.</p>	<p>Yes</p>	<p>By 2027, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>Sense of connectedness from 61% in 2022 to 70%</li> <li>Managing bullying from 65% in 2022 to 75%</li> <li>Perseverance from 61% in 2022 to 70%</li> </ul>	<p>Student Attitudes to School Survey Improve the percentage of positive endorsement for Sense of connectedness from 63% in 2023 to 65% in 2024. Improve the percentage of positive endorsement for Managing bullying from 60% in 2023 to 65% in 2024. Improve the percentage of positive endorsement for Perseverance from 65% in 2023 to 70% in 2024.</p>
		<p>By 2027, improve the percentage of positive responses for the following Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> <li>Build resilience and a resilient and supportive environment from 48% in 2022 to 60%</li> <li>School support for staff physical safety from 50% in 2022 to 70%</li> <li>Instructional leadership from 56% in 2022 to 68%</li> </ul>	<p>School Staff Survey Improve the percentage of positive endorsement for Build resilience and a resilient and supportive environment from 46% in 2023 to 50% in 2024. Improve the percentage of positive endorsement for School support for staff physical safety from 59% in 2023 to 64% in 2024. Improve the percentage of positive endorsement for Instructional leadership from 54% in 2023 to 60% in 2024.</p>

		By 2027, improve the percentage of students with 20+ days absence from 44% to 30%.	Student Attendance Improve the percentage of students with 20+ days absence from 44% in 2022 to 40% in 2024.
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<b>Goal 2</b>	<b>Improve student outcomes in literacy and numeracy.</b>
<b>12-month target 2.1-month target</b>	<p>NAPLAN</p> <p>Reading Year 3 Decrease the number of students requiring additional assistance from 33%.</p> <p>Numeracy Year 3 Decrease the number of students requiring additional assistance from 26%.</p>
<b>12-month target 2.2-month target</b>	<p>School Staff Survey</p> <p>Maintain the percentage of positive endorsement for Collective efficacy at 60% in 2024.</p> <p>Improve the percentage of positive endorsement for Academic emphasis from 45% in 2023 to 50% in 2024.</p> <p>Improve the percentage of positive endorsement for Professional learning to improve literacy and numeracy from 60% in 2023 to 65% in 2024.</p>
<b>12-month target 2.3-month target</b>	<p>Student Attitudes to School Survey</p> <p>Improve the percentage of positive endorsement for Stimulated learning from 68% in 2023 to 70% in 2024.</p> <p>Improve the percentage of positive endorsement for Differentiated learning challenge from 73% in 2023 to 75% in 2024.</p> <p>Improve the percentage of positive endorsement for Sense of confidence from 63% in 2023 to 65% in 2024.</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?

<b>KIS 2.a</b> Teaching and learning	Develop, document, and embed an agreed instructional model for literacy and numeracy.	Yes
<b>KIS 2.b</b> Teaching and learning	Develop a common approach to curriculum planning and documentation.	No
<b>KIS 2.c</b> Leadership	Develop the capabilities of professional learning teams to effectively use data to inform differentiated learning at students' point of need.	No
<b>KIS 2.d</b> Leadership	Develop the instructional leadership capacity of staff across the school.	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.	To improve learning outcomes and provide a high standard of academic achievement, Noble Park Primary School is committed to creating a learning environment that provides relevant, authentic and differentiated learning opportunities for all students. Through the development and implementation of an agreed instructional model for literacy and numeracy that incorporates evidence based High Impact Teaching Strategies (HITS), students will be engaged in explicit and differentiated learning opportunities while being empowered to reach their full potential. The key focus is implementing an agreed instructional model so that we can develop a structured, consistent approach to curriculum implementation in Number. The school will focus on implementing high quality and consistent teaching practices over the next four years, while developing a common approach to assessment and curriculum planning. The implementation of the Professional Learning Communities initiative will strengthen the way that leaders and teachers analyse data and reflect on their instructional practice, in order to build practice excellence and improve student learning outcomes across the school.	
<b>Goal 3</b>	<b>Improve student wellbeing outcomes.</b>	
<b>12-month target 3.1-month target</b>	<p>Student Attitudes to School Survey</p> <p>Improve the percentage of positive endorsement for Sense of connectedness from 63% in 2023 to 65% in 2024.</p> <p>Improve the percentage of positive endorsement for Managing bullying from 60% in 2023 to 65% in 2024.</p> <p>Improve the percentage of positive endorsement for Perseverance from 65% in 2023 to 70% in 2024.</p>	
<b>12-month target 3.2-month target</b>	School Staff Survey	



	<p>Improve the percentage of positive endorsement for Build resilience and a resilient and supportive environment from 46% in 2023 to 50% in 2024.</p> <p>Improve the percentage of positive endorsement for School support for staff physical safety from 59% in 2023 to 64% in 2024.</p> <p>Improve the percentage of positive endorsement for Instructional leadership from 54% in 2023 to 60% in 2024.</p>
<b>12-month target 3.3-month target</b>	<p>Student Attendance</p> <p>Improve the percentage of students with 20+ days absence from 44% in 2022 to 40% in 2024.</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 3.a</b> Leadership	<p>Embed a consistent approach that supports an orderly, safe, and inclusive learning environment that promotes positive behaviours.</p> <p>Yes</p>
<b>KIS 3.b</b> Support and resources	<p>Build all staff capability to respond to the learning and wellbeing needs of all students.</p> <p>No</p>
<b>KIS 3.c</b> Engagement	<p>Develop targeted intervention practices and protocols to promote student engagement.</p> <p>No</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Noble Park Primary School is committed to enhancing student wellbeing through a consistent and targeted approach to promote positive behaviours, build resilience and promote student engagement. By implementing the School-Wide Positive Behaviour Support (SWPBS) framework, the school will improve the social, emotional, behavioural and academic outcomes for all students. Eight essential features of the SWPBS, including establishing a common philosophy and purpose, will be implemented over the next 4 years. This will provide teachers and students with more time to focus on relationships and classroom instruction as creating a predictable learning environment improves wellbeing, engagement and attendance. To provide differentiated wellbeing opportunities for students, universal, targeted and individual interventions will be implemented by the appropriate staff or external professionals.</p>

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve student outcomes in literacy and numeracy.
<b>12-month target 2.1 target</b>	<p>NAPLAN</p> <p>Reading Year 3 Decrease the number of students requiring additional assistance from 33%.</p> <p>Numeracy Year 3 Decrease the number of students requiring additional assistance from 26%.</p>
<b>12-month target 2.2 target</b>	<p>School Staff Survey</p> <p>Maintain the percentage of positive endorsement for Collective efficacy at 60% in 2024.</p> <p>Improve the percentage of positive endorsement for Academic emphasis from 45% in 2023 to 50% in 2024.</p> <p>Improve the percentage of positive endorsement for Professional learning to improve literacy and numeracy from 60% in 2023 to 65% in 2024.</p>
<b>12-month target 2.3 target</b>	<p>Student Attitudes to School Survey</p> <p>Improve the percentage of positive endorsement for Stimulated learning from 68% in 2023 to 70% in 2024.</p> <p>Improve the percentage of positive endorsement for Differentiated learning challenge from 73% in 2023 to 75% in 2024.</p> <p>Improve the percentage of positive endorsement for Sense of confidence from 63% in 2023 to 65% in 2024.</p>
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Develop, document, and embed an agreed instructional model for literacy and numeracy.

incorporating extra-curricula programs				
<b>Actions</b>	1) To build the instructional capacity of staff to implement effective teaching practices in Number within the agreed Instructional Model 2) To build teacher capacity to implement PLC inquiry cycles using the FISO improvement cycle with a focus on Number			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Build the capacity of teaching staff to implement the agreed Instructional Model with a focus on Number</li> <li>• Build the capacity of teaching staff to implement PLC inquiry cycles with a focus on Number</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Use data to inform their teaching with a focus on Number</li> <li>• Begin to use the PLC inquiry cycle to inform instruction with a focus on Number</li> <li>• Use the agreed Instructional Model to plan and implement lessons with a focus on Number</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Begin to have an understanding of the agreed Instructional Model with a focus on Number</li> <li>• Explain and apply Number strategies in their learning</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>• An agreed Instructional Model has been developed and documented</li> <li>• PLC Training has been completed by members of the School Improvement Team</li> <li>• Leaders will have an understanding of the Mathematics Version 2.0 (Number)</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>• Leaders will have an understanding of how to implement PLC inquiry cycles with a focus on Number</li> <li>• Teacher planning documents will reflect the agreed Instructional Model with a focus on Number</li> <li>• Learning walks will show how staff are implementing the agreed Instructional Model with a focus on Number</li> <li>• Leaders have developed a Scope and Sequence in Number based on the Mathematics Version 2.0 (Number)</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

Engage leadership coach to work with the Principal and School Improvement Team to build leadership capacity and drive school improvement.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <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 practice and identify a range of exemplar models to be presented to staff through a collaboratively planned professional learning program.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
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 1 to: Term 4	\$0.00
The School Improvement Team will identify stages or elements of the instructional model that will be targeted for key improvement work over the course of the 2023-2028 School Strategic Plan.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
The School Improvement Team will work with staff to develop and implement a Scope and Sequence - Mathematics Version 2.0 (Number).	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
The School Improvement Team will engage in the Professional Learning Communities (PLCs) Core Professional Learning - Intake 8.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
The School Improvement Team will develop norms and protocols for PLC meetings.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 3	
The School Improvement Team will schedule PLC inquiry cycles that are directly linked to the Scope and Sequence - Mathematics Version 2.0 (Number).	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
The School Improvement Team will incorporate PLC improvement cycles (Number) into school improvement plans (Rapid Action Plans / Cadence Planner) during Terms 3 & 4.	<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, working with teachers in Professional Learning Teams will implement PLC improvement cycles using data and evidence to drive decision making and evaluate student progress against the Mathematics Version 2.0 (Number) during Terms 3 & 4.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
<b>Goal 3</b>	Improve student wellbeing outcomes.			
<b>12-month target 3.1 target</b>	Student Attitudes to School Survey Improve the percentage of positive endorsement for Sense of connectedness from 63% in 2023 to 65% in 2024. Improve the percentage of positive endorsement for Managing bullying from 60% in 2023 to 65% in 2024. Improve the percentage of positive endorsement for Perseverance from 65% in 2023 to 70% in 2024.			
<b>12-month target 3.2 target</b>	School Staff Survey Improve the percentage of positive endorsement for Build resilience and a resilient and supportive environment from 46% in 2023 to 50% in 2024. Improve the percentage of positive endorsement for School support for staff physical safety from 59% in 2023 to 64% in 2024.			

	Improve the percentage of positive endorsement for Instructional leadership from 54% in 2023 to 60% in 2024.
<b>12-month target 3.3 target</b>	Student Attendance Improve the percentage of students with 20+ days absence from 44% in 2022 to 40% in 2024.
<b>KIS 3.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed a consistent approach that supports an orderly, safe, and inclusive learning environment that promotes positive behaviours.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1) Establish a whole school approach to positive relationships, resilience and behaviour through implementation of a schoolwide positive behaviour approach at the school.</li> <li>2) Embed the Vision and Values that were developed in 2023.</li> </ol>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• ensure that the whole school community has been consulted to develop the SWPBS mission statement and shared vision</li> <li>• monitor SWPBS behaviour data using the learning management system</li> <li>• provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• collaboratively develop social skills lessons to teach SWPBS expected behaviours</li> <li>• understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours</li> <li>• collect and collaboratively analyse student behaviour data using the learning management system</li> <li>• Teachers use consistent language to discuss positive behaviours, and major and minor behaviours</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework</li> <li>• identify appropriate behaviours in different settings</li> </ul> <p>Parents/carers/kin will:</p> <ul style="list-style-type: none"> <li>• understand the desired school behaviours and the procedures for responding to major and minor behaviours</li> </ul>

<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>• Expected behaviours are displayed prominently throughout the school</li> <li>• Behaviour records in learning management system</li> <li>• Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours</li> <li>• Use of SWPBS language evident in peer observations</li> <li>• Focus groups responses reflect improved relationships between staff and students, students and students</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>• Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS accreditation awards.</li> <li>• Reduced exclusionary discipline recorded in learning management system</li> <li>• Begin to achieve a baseline of data for exclusionary practices</li> <li>• Improved student school attendances rates</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leadership Team and SWPBS team to complete the Universal Prevention Part A blended learning course.	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
The SWPBS team to organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS.	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,659.26  <input checked="" type="checkbox"/> Equity funding will be used

The SWPBS team will schedule and run whole school consultation to inform the design of the Expectations Matrix and expected behaviours.	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
The School Improvement Team working with the SWPBS team will establish processes and procedures for recording SWPBS data in Sentral or Compass.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,500.00  <input checked="" type="checkbox"/> Other funding will be used
The SWPBS team, classroom and specialist teachers will display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
The SWPBS Team and Sub-School Leaders working with teachers will plan for and document the teaching of social and emotional learning skills each week in all classes.	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
The School Improvement Team will engage a neuro-coach to implement change practices, with a specific focus on Leadership Communication and Culture.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> SWPBS leader/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
Present SWPBS team with teachers will present information sessions to parents and carers.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used



<p>The Mental Health and Wellbeing Leader will facilitate access to evidence-based and relevant endorsed programs through the Schools Mental Health Fund and Menu to resource and build teacher capacity to promote the mental health and wellbeing of students in line with the individual needs and priorities of the school.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education support</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,730.10  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>The Principal will facilitate the appointment of a Mental Health and Wellbeing Leader to:</p> <ul style="list-style-type: none"> <li>• build the capacity of school staff to identify and support students with mental health concerns</li> <li>• support the school to create clear referral pathways and connect to local services for students identified as needing further assessment and intervention</li> <li>• implement effective mental health strategies aligned with social and emotional learning and adapt a whole-school approach to health, wellbeing and learning initiatives.</li> </ul>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,268.14  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>The school will engage in the Mental Health in Primary School Program (MHiPS) to promote the mental health and wellbeing of students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education support</li> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$721,659.26	\$721,659.26	\$0.00
Disability Inclusion Tier 2 Funding	\$213,703.45	\$213,703.45	\$0.00
Schools Mental Health Fund and Menu	\$39,998.24	\$39,998.24	\$0.00
<b>Total</b>	<b>\$975,360.95</b>	<b>\$975,360.95</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Engage leadership coach to work with the Principal and School Improvement Team to build leadership capacity and drive school improvement.	\$40,000.00
Leadership Team and SWPBS team to complete the Universal Prevention Part A blended learning course.	\$10,000.00
The SWPBS team to organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS.	\$10,659.26
The SWPBS Team and Sub-School Leaders working with teachers will plan for and document the teaching of social and emotional learning skills each week in all classes.	\$5,000.00

The School Improvement Team will engage a neuro-coach to implement change practices, with a specific focus on Leadership Communication and Culture.	\$25,000.00
Present SWPBS team with teachers will present information sessions to parents and carers.	\$2,000.00
The Mental Health and Wellbeing Leader will facilitate access to evidence-based and relevant endorsed programs through the Schools Mental Health Fund and Menu to resource and build teacher capacity to promote the mental health and wellbeing of students in line with the individual needs and priorities of the school.	\$10,730.10
The Principal will facilitate the appointment of a Mental Health and Wellbeing Leader to: <ul style="list-style-type: none"> <li>• build the capacity of school staff to identify and support students with mental health concerns</li> <li>• support the school to create clear referral pathways and connect to local services for students identified as needing further assessment and intervention</li> <li>• implement effective mental health strategies aligned with social and emotional learning and adapt a whole-school approach to health, wellbeing and learning initiatives.</li> </ul>	\$29,268.14
<b>Totals</b>	<b>\$132,657.50</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Engage leadership coach to work with the Principal and School Improvement Team to build	from: Term 1	\$40,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

leadership capacity and drive school improvement.	to: Term 4		
Leadership Team and SWPBS team to complete the Universal Prevention Part A blended learning course.	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
The SWPBS team to organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS.	from: Term 1 to: Term 4	\$10,659.26	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
The SWPBS Team and Sub-School Leaders working with teachers will plan for and document the teaching of social and emotional learning skills each week in all classes.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
The School Improvement Team will engage a neuro-coach 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)
Present SWPBS team with teachers will present information sessions to parents and carers.	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other Light refreshments
<b>Totals</b>		\$92,659.26	

### Activities and milestones - Disability Inclusion Funding

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

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
The Mental Health and Wellbeing Leader will facilitate access to evidence-based and relevant endorsed programs through the Schools Mental Health Fund and Menu to resource and build teacher capacity to promote the mental health and wellbeing of students in line with the individual needs and priorities of the school.	from: Term 2 to: Term 4	\$10,730.10	<input checked="" type="checkbox"/> Bully Stoppers (free)
The Principal will facilitate the appointment of a Mental Health and Wellbeing Leader to: <ul style="list-style-type: none"> <li>• build the capacity of school staff to identify and support students with mental health concerns</li> <li>• support the school to create clear referral pathways and connect to local services for students identified as needing further assessment and intervention</li> <li>• implement effective mental health strategies aligned with social</li> </ul>	from: Term 1 to: Term 4	\$29,268.14	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)

and emotional learning and adapt a whole-school approach to health, wellbeing and learning initiatives.			
<b>Totals</b>		\$39,998.24	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Little Learners Loves Literacy Classroom Resources	\$20,000.00
Little Learners Loves Literacy/Dibles Training	\$20,000.00
Mathletics platform to support students learning and engagement	\$9,000.00
Hiring of 2 Leading Teachers and 2 Learning Specialist to support school improvement	\$480,000.00
Employ speech pathologist to lead the Disability Inclusion program so that every student thrives at school and in life	\$103,000.00
Employ additional Education Support Staff so that every student thrives at school and in life	\$100,000.00
Purchase resources to support students with additional needs.	\$10,703.45
Interactive Smart Boards Upgrade	\$100,000.00
<b>Totals</b>	<b>\$842,703.45</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Little Learners Loves Literacy Classroom Resources	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Little Learners Loves Literacy/Dibles Training	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Mathletics platform to support students learning and engagement	from: Term 1 to: Term 4	\$9,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Hiring of 2 Leading Teachers and 2 Learning Specialist to support school improvement	from: Term 1 to: Term 4	\$480,000.00	<input checked="" type="checkbox"/> School-based staffing
Employ speech pathologist to lead the Disability Inclusion program so that every student thrives at school and in life	from: Term 1 to: Term 4	\$0.00	
Employ additional Education Support Staff so that every student thrives at school and in life	from: Term 2 to: Term 4	\$0.00	
Purchase resources to support students with additional needs.	from: Term 1 to: Term 4	\$0.00	
Interactive Smart Boards Upgrade	from: Term 2	\$100,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets

	to: Term 4		
<b>Totals</b>		\$629,000.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Little Learners Loves Literacy Classroom Resources	from: Term 1 to: Term 2	\$0.00	
Little Learners Loves Literacy/Dibles Training	from: Term 1 to: Term 2	\$0.00	
Mathletics platform to support students learning and engagement	from: Term 1 to: Term 4	\$0.00	
Hiring of 2 Leading Teachers and 2 Learning Specialist to support school improvement	from: Term 1 to: Term 4	\$0.00	
Employ speech pathologist to lead the Disability Inclusion program so that every student thrives at school and in life	from: Term 1 to: Term 4	\$103,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>



Employ additional Education Support Staff so that every student thrives at school and in life	from: Term 2 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Purchase resources to support students with additional needs.	from: Term 1 to: Term 4	\$10,703.45	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning  • <input checked="" type="checkbox"/> Teaching and learning programs and resources  •
Interactive Smart Boards Upgrade	from: Term 2 to: Term 4	\$0.00	
<b>Totals</b>		\$213,703.45	

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

Activities and milestones	When	Funding allocated (\$)	Category
Little Learners Loves Literacy Classroom Resources	from: Term 1 to: Term 2	\$0.00	
Little Learners Loves Literacy/Dibles Training	from: Term 1 to: Term 2	\$0.00	
Mathletics platform to support students learning and engagement	from: Term 1	\$0.00	

	to: Term 4		
Hiring of 2 Leading Teachers and 2 Learning Specialist to support school improvement	from: Term 1 to: Term 4	\$0.00	
Employ speech pathologist to lead the Disability Inclusion program so that every student thrives at school and in life	from: Term 1 to: Term 4	\$0.00	
Employ additional Education Support Staff so that every student thrives at school and in life	from: Term 2 to: Term 4	\$0.00	
Purchase resources to support students with additional needs.	from: Term 1 to: Term 4	\$0.00	
Interactive Smart Boards Upgrade	from: Term 2 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Engage leadership coach to work with the Principal and School Improvement Team to build leadership capacity and drive school improvement.	<input checked="" type="checkbox"/> Principal	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"/> External consultants Leadership Coach	<input checked="" type="checkbox"/> On-site
The School Improvement Team will review the research on evidence based instructional models (incorporating HITS & HIWS) used in teacher practice and identify a range of exemplar models to be presented to staff through a collaboratively planned professional learning program.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <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 effectiveness of their teaching.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

The School Improvement Team will engage in the Professional Learning Communities (PLCs) Core Professional Learning - Intake 8.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
The School Improvement Team will develop norms and protocols for PLC meetings.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	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"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
The School Improvement Team will incorporate PLC improvement cycles (Number) into school improvement plans (Rapid Action Plans / Cadence Planner) during Terms 3 & 4.	<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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
The School Improvement Team, working with teachers in Professional Learning Teams will implement PLC improvement cycles using data and evidence to drive decision making and evaluate student progress against the Mathematics Version 2.0 (Number) during Terms 3 & 4.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

Leadership Team and SWPBS team to complete the Universal Prevention Part A blended learning course.	<input checked="" type="checkbox"/> SWPBS leader/team	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"/> Departmental resources SWPBS - Department	<input checked="" type="checkbox"/> On-site
The SWPBS team to organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS.	<input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS - Department	<input checked="" type="checkbox"/> On-site
The SWPBS team will schedule and run whole school consultation to inform the design of the Expectations Matrix and expected behaviours.	<input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS - Department	<input checked="" type="checkbox"/> On-site
The SWPBS Team and Sub-School Leaders working with teachers will plan for and document the teaching of social and emotional learning skills each week in all classes.	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team <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"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Mental Health and Wellbeing Leader / Toolkit	<input checked="" type="checkbox"/> On-site
The School Improvement Team will engage a neuro-coach to implement change practices, with a specific focus on Leadership Communication and Culture.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Neuro-coach	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> SWPBS leader/team					
<p>The Mental Health and Wellbeing Leader will facilitate access to evidence-based and relevant endorsed programs through the Schools Mental Health Fund and Menu to resource and build teacher capacity to promote the mental health and wellbeing of students in line with the individual needs and priorities of the school.</p>	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 2 to: Term 4</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 Mental Health and Wellbeing Leader / Toolkit	<input checked="" type="checkbox"/> On-site
<p>The school will engage in the Mental Health in Primary School Program (MHiPS) to promote the mental health and wellbeing of students.</p>	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Mental Health and Wellbeing Leader / Toolkit	<input checked="" type="checkbox"/> On-site