

2023 Annual Implementation Plan

for improving student outcomes

Hamilton North Primary School (2035)



Submitted for review by Lizzie Tout (School Principal) on 25 November, 2022 at 01:06 PM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 09 January, 2023 at 03:33 PM
Endorsed by Karen Spong (School Council President) on 07 February, 2023 at 04:45 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	

Engagement	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	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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>We have had a promising year at North, implementing and shifting practice from teaching the curriculum to beginning to responsively teach the curriculum. Staff have taken on new learnings and have enjoyed building their own capacity through case management meetings. Comments such as, it is really nice to have the opportunity to problem solve with colleagues are representative of how the case management process has and is shifting culture from administrative tasks to be about learning. Learning from themselves and their students.</p> <p>Implementing True North Values days led by student leaders has shifted students' idea of what leadership is and has meant that they have been stretched in terms of their leadership capacity. It has been very promising to see that these students</p>
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	<p>have risen to the challenge and that students considering leadership in 2023 have an understanding of what leadership is and the expectations that go with it.</p> <p>The initiative of empowering our Junior School Council to spend some of the funds raised has again removed the token style leadership of the past to be meaningful and purposeful, giving students this responsibility has meant that they themselves have investigated the needs within the school from the students perspective and are spending the funds wisely and for the appropriate reasons.</p> <p>The overall work of shifting the culture to be a culture of learning for all, is on track, with teachers eager to audit and review curriculum mapping to make it relevant and responsive to our student's needs.</p>
<p>Considerations for 2023</p>	<p>Considerations for 2023:</p> <p>The implementation of Data Walls in Numeracy has influenced the success of case management meetings and in turn the upskilling of teaching staff in numeracy. It is important to note that the case management process is linked strongly to the FISO improvement cycle and PLC processes and 2022 has taken the place of PLCs. This will be leveraged in 2023 to fully implement PLC inquiry cycles. The driving force behind this success has been the capacity-building of middle leaders, which will remain a priority in 2023 with a focus on GROWTH coaching.</p> <p>As evidenced in our NAPLAN results writing and numeracy will be major teaching and learning foci for 2023. Continuing to create responsive teachers who develop teaching and learning programs that respond to the needs of our students.</p> <p>Continuing to send teachers to Berry Street Education Model with the remainder of staff will further support students and teachers alike to create a positive classroom environment, creating this consistency will be the role of the student engagement and wellbeing leader.</p> <p>Principal education in shifting culture through Harvard University in early 2023 will develop her capacity to create a high-level culture of learning for all.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

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 the end of 2023, increase the proportion of students assessed as working above the expected level in Writing from 12% (2022, sem 1) to 30%. By the end of 2023, increase the proportion of students assessed as working above the expected level in Number and Algebra from 17% (2022, sem 1) to 30%. By the end of 2023, increase the school-wide positive endorsement of the AtoSS factor 'Respect for diversity' from 68% (2022) to 85% o By 2023, increase the positive endorsement of the AtoSS factor 'All students are treated fairly' from 48% (2022) to 85%</p>

Goal 1	<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>
12 Month Target 1.1	<p>By the end of 2023, increase the proportion of students assessed as working above the expected level in Writing from 12% (2022, sem 1) to 30%.</p> <p>By the end of 2023, increase the proportion of students assessed as working above the expected level in Number and Algebra from 17% (2022, sem 1) to 30%.</p> <p>By the end of 2023, increase the school-wide positive endorsement of the AtoSS factor 'Respect for diversity' from 68% (2022)</p>

	to 85% o By 2023, increase the positive endorsement of the AtoSS factor 'All students are treated fairly' from 48% (2022) to 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	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 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	<p>By the end of 2023, increase the proportion of students assessed as working above the expected level in Writing from 12% (2022, sem 1) to 30%.</p> <p>By the end of 2023, increase the proportion of students assessed as working above the expected level in Number and Algebra from 17% (2022, sem 1) to 30%.</p> <p>By the end of 2023, increase the school-wide positive endorsement of the AtoSS factor 'Respect for diversity' from 68% (2022) to 85% o By 2023, increase the positive endorsement of the AtoSS factor 'All students are treated fairly' from 48% (2022) to 85%</p>
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	<p>Writing - Develop a school-wide writing strategy (6 + 1 Writing Traits)</p> <p>Numeracy - Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting Upper Primary students</p>
Outcomes	<p>Writing</p> <p>Students will know what their next steps are to progress their learning</p> <p>Teachers will confidently and accurately identify student learning needs of all of their students</p> <p>Students will report higher levels of confidence in writing</p> <p>Students will experience success and celebrate the acquisition of knowledge</p> <p>Teachers and peers will provide regular feedback and monitor the progress</p> <p>Numeracy</p> <p>Students will know how lessons are structured and how this supports their learning</p> <p>Students will be supported to learn at point of need</p> <p>Student will report higher levels of confidence with numeracy skills</p> <p>Teachers will confidently and accurately identify student learning needs of all of their students</p>

	<p>PLC/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> <p>Students will experience success and celebrate the acquisition of knowledge</p> <p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Teachers will provide regular feedback and monitor student progress using data walls</p> <p>Students will know what their next steps are to progress their learning</p> <p>Teachers and leaders will establish intervention/small group tutoring programs</p>
<p>Success Indicators</p>	<p>Writing</p> <p>Early</p> <p>Student feedback on the implementation of 6+1 Writing Traits</p> <p>Classroom observations and learning walks</p> <p>Student perception and survey data</p> <p>Late</p> <p>Student perception and survey data</p> <p>Formative Writing Assessment</p> <p>Numeracy</p> <p>Early</p> <p>Teachers' formative assessment data and summative judgements against the curriculum</p> <p>Teacher records and observations of student progress</p> <p>Classroom observations and learning walks demonstrating use of strategies from professional learning</p> <p>Data walls clearly indicating student progress</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>PAT data</p> <p>Data used to identify students for tailored supports</p> <p>Differentiated resources used in tailored supports</p> <p>Assessment data and student surveys from intervention groups</p> <p>Student perception and survey data such as ATOSS</p> <p>Late</p> <p>NAPLAN results e.g. top two bands</p> <p>Semester 2 teacher judgements</p> <p>Post-test results from assessments from sources such as PAT</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on embedding writing 6+1 Traits across curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a process for collecting and monitoring school-wide data with a specific lens to identify and track equity-funded students' growth, through a continuation of numeracy data wall and implementation of writing.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year - investigate the use of eWrite	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

through ACER			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes and protocols for regular moderation of student work within teaching teams	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update staff meeting protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports - continuation of Case Management Meetings	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Release learning specialists once a month to support the implementation of initiatives within classrooms with a key link to how to respond to the needs of students who receive equity funding	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,773.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Utilise Education Support Staff to implement supports for students funded through equity funding, monitor and track progress</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Join the WSW Numeracy Community of Practice	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement the Resilience, Rights and Respectful Relationships curriculum			
Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Students will feel supported and engaged in homegroups and contribute to a strong classroom culture Students will have strong relationships with peers/staff			

	<p>Teachers and leaders will implement the wellbeing program in homegroup Teachers will implement a range of interventions in their classroom to support student wellbeing Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing</p>			
Success Indicators	<p>Early Classroom and peer observations Observations of changes to classroom practices Internal and external professional learning attendance and shared readings for staff are documented Students engagement in wellbeing programs Teacher reports of student wellbeing concerns Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Documentation of strategies students will use in classes and at school Engagement data from learning management systems - Sentral Late Documentation of strategies students will use in classes and at school Engagement data from learning management systems - Sentral Attendance data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus - Respectful Relationship Curriculum</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items</p>

				will be used which may include DET funded or free items
Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise - investigate use of Sentral	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs - continue the professional learning of staff in the Berry Street Education Model	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health - Seasons for Growth, Secret Agent Society</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Partner with non-for-profit groups and external support agencies to provide targeted student support	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish protocols and processes to support at-risk students and organise regular check-ins with families	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<p>Student Engagement and Wellbeing Leader will facilitate small groups of students, with a focus related to their wellbeing needs such as Seasons for Growth and Secret Agent Society. Student Engagement and Wellbeing Leader will model demonstration lessons, complete observations and give feedback to teachers on the implementation of BSEM, RRRR and creation a positive climate for learning in classrooms, they will be responsive to ATOSS, Staff Opinion Survey and Family Survey.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$20,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$70,360.45	\$70,360.45	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$101,007.83	\$101,007.83	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Release learning specialists once a month to support the implementation of initiatives within classrooms with a key link to how to respond to the needs of students who receive equity funding	\$15,773.00
Utilise Education Support Staff to implement supports for students funded through equity funding, monitor and track progress	\$20,000.00
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	\$4,000.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	\$4,000.00
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus - Respectful	\$1,000.00

Relationship Curriculum	
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs - continue the professional learning of staff in the Berry Street Education Model	\$6,000.00
Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health - Seasons for Growth, Secret Agent Society	\$2,000.00
Student Engagement and Wellbeing Leader will facilitate small groups of students, with a focus related to their wellbeing needs such as Seasons for Growth and Secret Agent Society. Student Engagement and Wellbeing Leader will model demonstration lessons, complete observations and give feedback to teachers on the implementation of BSEM, RRRR and creation a positive climate for learning in classrooms, they will be responsive to ATOSS, Staff Opinion Survey and Family Survey.	\$20,000.00
Totals	\$72,773.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Release learning specialists once a month to support the implementation of initiatives within classrooms with a key link to how to respond to the needs of students who receive equity funding	from: Term 1 to: Term 4	\$15,773.00	<input checked="" type="checkbox"/> School-based staffing

Utilise Education Support Staff to implement supports for students funded through equity funding, monitor and track progress	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$43,773.00	

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
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<p>Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus - Respectful Relationship Curriculum</p>	<p>from: Term 1 to: Term 1</p>	<p>\$1,000.00</p>	<p><input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ CRT to release staff member
<p>Identify and schedule appropriate professional learning for teachers implementing wellbeing programs - continue the professional learning of staff in the Berry Street Education Model</p>	<p>from: Term 1 to: Term 4</p>	<p>\$6,000.00</p>	<p><input checked="" type="checkbox"/> Berry Street Education Model (BSEM)</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
<p>Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health - Seasons for Growth, Secret Agent Society</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p>	<p><input checked="" type="checkbox"/> Seasons for Growth (MacKillop Family Services)</p> <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
<p>Student Engagement and Wellbeing Leader will facilitate small groups of students, with a focus related to their wellbeing needs such as Seasons for Growth and Secret Agent Society. Student Engagement and Wellbeing Leader will model demonstration lessons, complete observations and give feedback to teachers on the implementation of BSEM, RRRR and creation a positive climate for learning in classrooms, they will be responsive to ATOSS, Staff Opinion Survey and Family Survey.</p>	<p>from: Term 1 to: Term 1</p>	<p>\$20,000.00</p>	<p><input checked="" type="checkbox"/> Employ staff to support Tier 1 activities</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)

Totals		\$29,000.00	
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Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Provide teaching resources to support the development of wellbeing curriculum being taught across the school, classroom posters, consumables, non-consumable items.	\$1,647.38
Fund curriculum consumables and non-consumables to support equity funded students across the school	\$26,587.45
Totals	\$28,234.83

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide teaching resources to support the development of wellbeing curriculum being taught across the school, classroom posters, consumables, non-consumable items.	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Fund curriculum consumables and non-consumables to support equity funded students across the school	from: Term 1 to: Term 4	\$26,587.45	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$26,587.45	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide teaching resources to support the development of wellbeing curriculum being taught across the school, classroom posters, consumables, non-consumable items.	from: Term 1 to: Term 4		
Fund curriculum consumables and non-consumables to support equity funded students across the school	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
Provide teaching resources to support the development of wellbeing curriculum being taught across the school, classroom posters, consumables, non-consumable items.	from: Term 1 to: Term 4	\$1,647.38	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students <p style="text-align: center;">This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Fund curriculum consumables and non-consumables to support equity funded students across the school	from: Term 1 to: Term 4	\$0.00	
Totals		\$1,647.38	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on embedding writing 6+1 Traits across curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Establish a process for collecting and monitoring school-wide data with a specific lens to identify and track equity-funded students' growth, through a continuation of numeracy data wall and implementation of writing.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year - investigate the use of eWrite through ACER	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants ACER eWrite professional learning	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on embedding numeracy across	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> Off-site Combination of both off-

curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> Principal	to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Communities of Practice	Numeracy CoP	site and on-site, linking in with WSW Numeracy CoP
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> On-site
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs - continue the professional learning of staff in the Berry Street Education Model	<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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants BSEM PL	<input checked="" type="checkbox"/> Off-site BSEM
Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health - Seasons for Growth, Secret Agent Society	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	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"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants refer to mental health menu planner	<input checked="" type="checkbox"/> Off-site refer to mental health menu planner