

2024 Annual Implementation Plan

for improving student outcomes

Brunswick North Primary School (3585)



Submitted for review by Adam Dunemann (School Principal) on 22 February, 2024 at 12:42 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 05 March, 2024 at 09:20 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

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

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

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

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

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise learning growth for every student in literacy and numeracy.	Yes	<p>By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 33 per cent in 2021 to 40 per cent • Writing from 24 per cent in 2021 to 35 per cent • Numeracy from 31 per cent in 2021 to 38 per cent. 	Cannot be assessed
		<p>By 2026, increase the percentage of Year 3 students achieving in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 73 per cent in 2022 to 78 per cent • Writing from 64 per cent in 2022 to 70 per cent • Numeracy from 45 per cent in 2022 to 55 per cent. <p>Increase the percentage of Year 5 students in the top two bands of NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 65 per cent in 2022 to 70 per cent • Writing from 38 per cent in 2022 to 43 per cent • Numeracy from 31 per cent in 2022 to 42 per cent. 	<p>By 2024, increase the percentage of year 3 students in the exceeding band of writing NAPLAN from 2% to 8% By 2024, increase the percentage of year 5 students in the exceeding band of writing NAPLAN from 7% to 14%</p>

		<p>By 2026, the correlation between Above Age Expected Level teacher judgement and NAPLAN Top 2 bands (Semester 2) in the Matched Panorama Report to be within 15 per cent for:</p> <ul style="list-style-type: none"> • Year 3 Reading • Year 3 Writing • Year 3 Numeracy 	<p>By 2024, the correlation between Above Age Expected Level teacher judgement and NAPLAN proficiency strong or exceeding in the Matched Panorama Report to reduce from - 77% to 60% in year 3 writing - 61% to 50% in year 5 writing</p>
		<p>By 2026, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:</p> <ul style="list-style-type: none"> • Academic emphasis from 60 per cent in 2022 to 70 per cent • Guaranteed and viable curriculum from 59 per cent in 2022 to 70 per cent • Monitor effectiveness using data from 58 per cent in 2022 to 75 per cent • Teacher collaboration from 59 per cent in 2022 to 75 percent • Professional learning through peer observation from 17 per cent in 2022 to 70 per cent • Understand how to analyse data from 33 per cent in 2022 to 50 per cent. 	<p>By 2024, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of: Understanding how to analyse data from 42% to 48% Guaranteed and viable curriculum from 63% to 68%</p>
		<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 74 per cent in 2022 to 84 per cent. 	<p>By 2024, increase the proportion of positive response scores on the AToSS for the factors of: Differentiated learning challenge from 76% in 2022 to 80%</p>
Optimise student engagement in their learning.	No	<p>By 2026, increase the proportion of positive response scores on the SSS for the factors of:</p> <ul style="list-style-type: none"> • Understand formative assessment from 67 per cent in 2022 to 77 per cent • Use of student feedback to inform teaching practice from 67 per cent in 2022 to 75 per cent • Believe student engagement is key from 67 per cent in 2022 to 82 per cent 	

		<ul style="list-style-type: none"> • Focus learning on real life problems from 58 per cent in 2022 to 72 per cent • Promote student ownership of learning goals from 42 per cent in 2022 to 65 per cent. 	
		<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> • Stimulated learning from 67 per cent in 2022 to 75 per cent • Student voice and agency from 47 per cent in 2022 to 61 per cent • Sense of connectedness from 66 per cent in 2022 to 77 per cent • Motivation & interest from 66 per cent in 2022 to 74 per cent • Self regulation and goal setting from 73 per cent in 2022 to 81 per cent. 	
		<p>By 2026, increase the proportion of positive response scores on the POS for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 70 per cent in 2021 to 79 per cent. 	
Maximise the wellbeing of every student.	Yes	<p>By 2026, decrease the percentage of Foundation to Year 6 students who are absent for:</p> <ul style="list-style-type: none"> • 20 - 29.5 days from 5 per cent in 2021 to 2 per cent • 30 plus days from 3 per cent in 2021 to 1 per cent. 	By 2024, decrease the percentage of Foundation to Year 6 students who are absent for: 20 - 29.5 days from 15% in 2023 to 12% per cent
		<p>By 2026, increase the proportion of positive response scores on the AToSS for the factors of:</p> <ul style="list-style-type: none"> • Sense of confidence from 70 per cent in 2022 to 78 per cent • Emotional awareness and regulation from 62 per cent in 2022 to 71 per cent • Managing bullying from 60 per cent in 2022 to 73 per cent • Respect for diversity from 61 per cent in 2022 to 75 per cent. <p>Decrease the proportion of low response scores on the AToSS for the factor of:</p>	By 2024, increase the proportion of positive response scores on the AToSS for the factors of: Sense of confidence from 72% in 2023 to 75% in 2024 Emotional awareness and regulation from 67% in 2023 to 71% in 2024 Decrease the proportion of low response scores from female students on the AToSS for the factor of: Resilience from 40% in 2023 to 36% in 2024

		<ul style="list-style-type: none"> Resilience from 36 per cent in 2022 to 24 per cent. 	
		<p>By 2026, increase the proportion of positive response scores on the POS for the factor of:</p> <ul style="list-style-type: none"> Parent participation and involvement from 71 per cent in 2021 to 77 per cent. 	<p>By 2024, increase the proportion of positive response scores on the POS for the factor of: Parent participation and involvement from 83% in 2023 to 85% in 2024</p>

Goal 2	Maximise learning growth for every student in literacy and numeracy.	
12-month target 2.1-month target	Cannot be assessed	
12-month target 2.2-month target	<p>By 2024, increase the percentage of year 3 students in the exceeding band of writing NAPLAN from 2% to 8%</p> <p>By 2024, increase the percentage of year 5 students in the exceeding band of writing NAPLAN from 7% to 14%</p>	
12-month target 2.3-month target	<p>By 2024, the correlation between Above Age Expected Level teacher judgement and NAPLAN proficiency strong or exceeding in the Matched Panorama Report to reduce from</p> <ul style="list-style-type: none"> - 77% to 60% in year 3 writing - 61% to 50% in year 5 writing 	
12-month target 2.4-month target	<p>By 2024, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of:</p> <p>Understanding how to analyse data from 42% to 48%</p> <p>Guaranteed and viable curriculum from 63% to 68%</p>	
12-month target 2.5-month target	<p>By 2024, increase the proportion of positive response scores on the AToSS for the factors of:</p> <p>Differentiated learning challenge from 76% in 2022 to 80%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Implement and embed school improvement team structures and processes that build leadership and teaching and learning capacity.	No

KIS 2.b Teaching and learning	Improve staff curriculum, pedagogical knowledge and capability to consistently implement agreed instructional models.	Yes
KIS 2.c Assessment	Develop and embed a collaborative PLC inquiry approach that builds staff capacity to deliver teaching practice that challenges and extends every student.	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.	The 2022 school review indicated there was not a consistent instructional model in place. Given the work in formative assessment to assist differentiation in 2023, it will be important to embed an instructional model that enables teachers to differentiate instruction. The need for this is demonstrated in the writing NAPLAN data, with 85% of year 3 students in the strong proficiency scale and 2% of students in the exceeding proficiency scale. This will be supported by the work in 2023 developing the school's middle leaders, who will lead this improvement initiative across the school.	
Goal 4	Maximise the wellbeing of every student.	
12-month target 4.1-month target	By 2024, decrease the percentage of Foundation to Year 6 students who are absent for: 20 - 29.5 days from 15% in 2023 to 12% per cent	
12-month target 4.2-month target	By 2024, increase the proportion of positive response scores on the AToSS for the factors of: Sense of confidence from 72% in 2023 to 75% in 2024 Emotional awareness and regulation from 67% in 2023 to 71% in 2024 Decrease the proportion of low response scores from female students on the AToSS for the factor of: Resilience from 40% in 2023 to 36% in 2024	
12-month target 4.3-month target	By 2024, increase the proportion of positive response scores on the POS for the factor of: Parent participation and involvement from 83% in 2023 to 85% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Build and embed a whole school multi-tiered approach to meet the learning and wellbeing needs of all students.	Yes

KIS 4.b Engagement	Build and embed a school wide approach that ensures respectful and active partnerships with students and families.	No
KIS 4.c Teaching and learning	Strengthen whole school processes and practices that ensure students have social and emotional readiness to learn.	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.	In 2023 there was significant work building processes to support a multi-tiered approach to intervention. This included establishing a wellbeing team, SWPBS team, referral processes, data collection practices and effective IEP cycles. Instructional leaders began to coach teachers in implementing evidence based strategies to support wellbeing and engagement. This work needs to be embedded in 2024, as there are still areas for improvement, indicated by the school's AtOSS data.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning growth for every student in literacy and numeracy.
12-month target 2.1 target	Cannot be assessed
12-month target 2.2 target	By 2024, increase the percentage of year 3 students in the exceeding band of writing NAPLAN from 2% to 8% By 2024, increase the percentage of year 5 students in the exceeding band of writing NAPLAN from 7% to 14%
12-month target 2.3 target	By 2024, the correlation between Above Age Expected Level teacher judgement and NAPLAN proficiency strong or exceeding in the Matched Panorama Report to reduce from - 77% to 60% in year 3 writing - 61% to 50% in year 5 writing
12-month target 2.4 target	By 2024, increase the proportion of positive response scores on the School Staff Survey (SSS) for the factors of: Understanding how to analyse data from 42% to 48% Guaranteed and viable curriculum from 63% to 68%
12-month target 2.5 target	By 2024, increase the proportion of positive response scores on the AToSS for the factors of: Differentiated learning challenge from 76% in 2022 to 80%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Improve staff curriculum, pedagogical knowledge and capability to consistently implement agreed instructional models.
Actions	Embed PLCs structures to support teacher collaboration and strengthen teaching practice Use PLCs for staff to collaboratively plan units of work with a focus on differentiation Use PLCs to build staff capability to implement an agreed instructional model

Outcomes	<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>Teachers will confidently and accurately identify student learning needs of all of their students</p> <p>PLCs 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>Students and teachers will have more time to work on content at students' point of need</p>			
Success Indicators	<p>Early indicators</p> <p>Student feedback on differentiation, the instructional model, and use of common strategies</p> <p>Teachers' formative assessment data and summative judgements against the curriculum</p> <p>Teacher records and observations of student progress</p> <p>NAPLAN results</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Essential Assessment data</p> <p>Late indicators</p> <p>Students, staff and parent perception survey results</p> <p>Semester 2 teacher judgements</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Document plans for coaching focussed on the implementation of the agreed instructional model	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and organise professional learning on an agreed instructional model for middle leaders	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> School improvement team		to: Term 1	
Schedule and organise professional learning on an agreed instructional model for all teachers	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Review writing weekly planning documents to ensure alignment with the agreed instructional model	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
PLC cycles to support implementation of the agreed instructional model	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Learning specialist to coach targeted staff in the implementation of an agreed instructional model	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All teachers to implement literacy and mathematics assessment schedules with fidelity	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Specialist teachers to develop scope and sequence documentation for years F-6	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Schedule and organise professional learning on establishing effective classroom libraries for all teachers	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Implement a planning week timetable once per term to enable the development of rubrics for upcoming units of work	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Share student growth through rubrics in Semester reports, focussing on writing	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Document common expectations for an agreed BNPS instructional model	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Conduct Student survey around differentiated learning challenge factors at the end of Semester 1 and Semester 2.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
First PLC cycle for Foundation and Grade 1/2 teams to focus on differentiation of phonics instruction	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Consolidate the school's literacy resources to ensure easy access for all staff and students, including guided reading texts and decodable readers	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,331.00

				<input checked="" type="checkbox"/> Equity funding will be used
Establish classroom libraries in all classrooms	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Goal 4	Maximise the wellbeing of every student.			
12-month target 4.1 target	By 2024, decrease the percentage of Foundation to Year 6 students who are absent for: 20 - 29.5 days from 15% in 2023 to 12% per cent			
12-month target 4.2 target	By 2024, increase the proportion of positive response scores on the AToSS for the factors of: Sense of confidence from 72% in 2023 to 75% in 2024 Emotional awareness and regulation from 67% in 2023 to 71% in 2024 Decrease the proportion of low response scores from female students on the AToSS for the factor of: Resilience from 40% in 2023 to 36% in 2024			
12-month target 4.3 target	By 2024, increase the proportion of positive response scores on the POS for the factor of: Parent participation and involvement from 83% in 2023 to 85% in 2024			
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build and embed a whole school multi-tiered approach to meet the learning and wellbeing needs of all students.			
Actions	Establish SWPBS the essential features of Tier 1 Students with emerging or acute wellbeing needs participate in developing a range of supports and adjustments (via Individual Education Plan cycles)			

Outcomes	<ul style="list-style-type: none"> - Leaders provide the opportunity for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS - Teachers understand and support the SWPBS philosophy - Teachers collect and collaboratively analyse student behaviour referral data - Teachers use agreed practices and consistent language to correct behaviour errors - Students identify expected behaviours in different settings - Parents/Carers/Kin understand the desired school behaviours and the procedures for responding to major and minor behaviours - Teachers will implement and model consistent routines - At-risk students will be identified and receive targeted support in a timely manner - Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success - Families of at-risk students will receive regular communication and support from the school - Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers 			
Success Indicators	<p>Early indicators</p> <p>SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place.'</p> <p>Tiered Fidelity inventory score of at least 70%</p> <p>Observations of changes to classroom practices</p> <p>Documentation of strategies students will use in classes and at school</p> <p>Data used to identify students in need of targeted support</p> <p>Engagement data from learning management systems such as compass</p> <p>Documentation of resources for wellbeing programs</p> <p>Late indicators</p> <p>Reductions in exclusionary discipline as measured through:</p> <p>Staff behaviour referrals</p> <p>Students, staff and parent perception survey results</p> <p>Attendance data improving</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement a wellbeing dog program using the Dogs Connect program	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$7,700.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a reconciliation action plan team consisting of staff, students and community members	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional learning for all staff focussing on gender equity in primary schools	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Student leaders to participate in the healthy schools initiative with a focus on improving gender equity	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Organise and schedule whole-school professional learning to develop staff knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Mental health and wellbeing leader		to: Term 4	
SWPBS team and school leaders participate in evaluation activities	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers released to work with Mental Health and Wellbeing Leader to implement universal supports in their classroom	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,798.30 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning focussed on implementing individual, class and whole school acknowledgement systems	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Professional learning for targeted teachers regarding implementing effective IEP cycles for tier 2 students	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,540.33 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Conduct the online mental health check in for all students years 1-6 in Terms 2 and 4	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Document plans for coaching focussed on the implementation of universal tier 1 supports	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Classroom teachers to embed effective Individual Education Plan cycles for tier 2 students	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement upstander training, with a specific focus on anti-racism, as a part of the social and emotional learning scope and sequence	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 3 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	\$19,331.00	\$19,331.00	\$0.00
Disability Inclusion Tier 2 Funding	\$76,540.83	\$76,540.33	\$0.50
Schools Mental Health Fund and Menu	\$52,798.30	\$52,798.30	\$0.00
Total	\$148,670.13	\$148,669.63	\$0.50

Activities and milestones – Total Budget

Activities and milestones	Budget
Consolidate the school's literacy resources to ensure easy access for all staff and students, including guided reading texts and decodable readers	\$17,331.00
Implement a wellbeing dog program using the Dogs Connect program	\$7,700.00
Student leaders to participate in the healthy schools initiative with a focus on improving gender equity	\$2,000.00
Teachers released to work with Mental Health and Wellbeing Leader to implement universal supports in their classroom	\$44,798.30
Professional learning for targeted teachers regarding implementing effective IEP cycles for tier 2 students	\$6,540.33
Classroom teachers to embed effective Individual Education Plan cycles for tier 2 students	\$70,000.00

Totals	\$148,369.63
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Consolidate the school's literacy resources to ensure easy access for all staff and students, including guided reading texts and decodable readers	from: Term 1 to: Term 4	\$17,331.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Student leaders to participate in the healthy schools initiative with a focus on improving gender equity	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$19,331.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning for targeted teachers regarding implementing effective IEP cycles for tier 2 students	from: Term 1 to: Term 4	\$6,540.33	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Classroom teachers to embed effective Individual Education Plan cycles for tier 2 students	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher

Totals		\$76,540.33	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Implement a wellbeing dog program using the Dogs Connect program	from: Term 1 to: Term 4	\$7,700.00	<input checked="" type="checkbox"/> Dogs Connect Program
Teachers released to work with Mental Health and Wellbeing Leader to implement universal supports in their classroom	from: Term 1 to: Term 4	\$45,098.30	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Totals		\$52,798.30	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule and organise professional learning on an agreed instructional model for middle leaders	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 1	<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"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on an agreed instructional model for all teachers	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning specialist to coach targeted staff in the implementation of an agreed instructional model	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Demonstration lessons	<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
Professional learning for all staff focussing on gender equity in primary schools	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	<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"/> On-site

<p>Organise and schedule whole-school professional learning to develop staff knowledge and skills to implement SWPBS</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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