

2023 Annual Implementation Plan

for improving student outcomes

Hazelwood North Primary School (2382)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Over the past 12 months we have worked hard to set up systems and processes that will enable us to embed our PLC and PB4L practices. Our leadership team work together to identify areas of need for PD and support and are flexible in their approach. We have been building a culture of kindness, empathy and consideration across the staff, students and parents. Our parent connections have been strengthened this year as we have been able to invite them to various school events to celebrate student learning and achievement.
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<p>Considerations for 2023</p>	<p>PLCs to continue as F-2 and 3-6 with a focus on formative assessment and differentiated teaching PB4L to continue and embed practices across the school. Introduce The Resilience Project across the school. Continue with Sounds-Write and Heggerty - train new staff in both of these. Review and develop Instructional Model and incorporate all 6 components of reading. Develop Leadership Team's skills and knowledge in having important conversations and creating a culture of accountability. Employ a Leading Teacher - Inclusion and Wellbeing to implement D&I funding model and inclusion across the school.</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
Goal 2	Improve learning growth for all students with an emphasis on high achievement.
Target 2.1	Increase the percentage of students achieving in the top 2 NAPLAN bands for: <ul style="list-style-type: none"> • Year 3 reading from 45% in 2019 to 55% in 2024, and in numeracy from 21% in 2019 to 31% in 2024 • Year 5 reading from 24% in 2019 to 38% in 2024, and in numeracy from 10% in 2019 to 20% in 2024.
Target 2.2	Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in: <ul style="list-style-type: none"> • reading from 19% in 2019 to 25% in 2024 • writing from 19% in 2019 to 25% in 2024 • numeracy from 9% in 2019 to 18% in 2024.

Target 2.3	<p>Increase the percentage mean of students in Years 1 -6 assessed with greater than 12 months growth in Teacher Judgements against the Victorian Curriculum Standards in:</p> <ul style="list-style-type: none"> • reading & viewing from 63% in 2019 to 70% in 2024 • writing from 55% in 2019 to 60% in 2024 • number & algebra from 57% in 2019 to 60% in 2024.
Key Improvement Strategy 2.a Building practice excellence	<p>Embed a whole-school approach to reading incorporating an evidence-based approach to the teaching of phonics and phonemic awareness.</p>
Key Improvement Strategy 2.b Evaluating impact on learning	<p>Utilize professional learning community practices, including the FISO Improvement Cycle, to establish and embed consistent approaches to assessment that drive teacher planning, differentiation and targeted teaching</p>
Key Improvement Strategy 2.c Instructional and shared leadership	<p>Build the capabilities of school leaders to improve student outcomes by embedding a whole-school culture of collaborative and accountable teaching teams.</p>
Goal 3	<p>All students are engaged in a safe and inclusive learning environment</p>
Target 3.1	<p>Attitudes to School Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Advocate at school from 91% in 2019 to 94% in 2024 • Effective classroom behaviour from 81% in 2019 to 86% in 2024 • Resilience from 84% in 2019 to 89% in 2024 • Sense of inclusion from 91% in 2019 to 94% in 2024 • Not experiencing bullying from 86% in 2019 to 91% in 2024 • Managing bullying from 88% in 2019 to 93% in 2024 • Respect for diversity from 81% in 2019 to 86% in 2024.

Target 3.2	<p>Parent Opinion Survey - Increase the percentage of positive responses in the student development factors of:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 48% in 2019 to 53% in 2024 • Managing bullying from 62% in 2019 to 67% in 2024 • Non-experience of bullying from 46% in 2019 to 57% in 2024 • Respect for diversity from 62% in 2019 to 70% in 2024.
Target 3.3	<p>School Staff Survey - Increase the whole- school component mean scores in:</p> <ul style="list-style-type: none"> • Collective responsibility from 85% in 2019 to 90% in 2024 (Staff Climate survey) • Staff professional safety from 50% in 2019 to 60% in 2024 (Component survey) • Staff psychological safety from 60% in 2019 to 70% in 2024 (Component survey).
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and document positive, pro-social and inclusive student behaviours using evidence-based frameworks.
Key Improvement Strategy 3.b Health and wellbeing	Ensure the learning, wellbeing and engagement of students is informed by evidence and the effective use of a centralised data management system.
Goal 4	Support all students to be active agents in their learning.
Target 4.1	<p>Attitudes to School Survey - Increase the percentage of positive responses for the following factors</p> <ul style="list-style-type: none"> • Student voice and agency from 74% in 2019 to 79% in 2024 • Sense of connectedness from 83% in 2019 to 88% in 2024 • Differentiated learning challenge from 93% in 2019 to 95% in 2024

	<ul style="list-style-type: none"> • Self-regulation and goal setting from 88% in 2019 to 93% in 2024.
Target 4.2	<p>Parent Opinion Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 82% in 2019 to 87% in 2024 • Student motivation and support from 69% in 2019 to 74% in 2024 • Stimulating learning environment from 74% in 2019 to 79% in 2024.
Target 4.3	<p>Staff Opinion Survey - Increase the percentage of positive responses to the Collective focus on student learning factor from 91% in 2019 to 95% in 2024.</p>
Key Improvement Strategy 4.a Empowering students and building school pride	<p>Develop and document strategies that empower students to take responsibility and ownership of their learning utilising class and individual goal setting incorporating teacher and peer feedback.</p>
Key Improvement Strategy 4.b Building practice excellence	<p>Build teacher capabilities to develop self-directed learners with targeted whole-school professional learning.</p>
Key Improvement Strategy 4.c Empowering students and building school pride	<p>Increase the opportunities for student leaders to have input into school decision making and curriculum planning.</p>
Goal 5	<p>Build student connectedness to the school and engagement with the wider school community.</p>
Target 5.1	<p>Attitudes to School Survey</p>

	Increase the percentage of positive responses in the Sense of Connectedness factor from 83% to 88%
Target 5.2	<p>Parent Opinion Survey – Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 59% to 64% • Teacher communication from 69% in 2019 to 74% in 2024 • School support from 56% in 2019 to 61% in 2024 • School improvement 58% in 2019 to 63% in 2024 • School connectedness 90% from in 2019 to 95% in 2024.
Target 5.3	<p>Staff Opinion Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 72% in 2019 to 77% in 2024 • Trust in students and parents from 67% in 2019 to 67% in 2024.
Key Improvement Strategy 5.a Parents and carers as partners	Develop and document structures to build family engagement in student learning with a focus on effective home/school partnerships
Key Improvement Strategy 5.b Parents and carers as partners	Instil a sense of school pride and community connectedness by embedding the school's vision and values into all areas of the curriculum.
Key Improvement Strategy 5.c Building communities	Establish a community engagement team to organize activities to increase family engagement.

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>Top 2 Bands Reading: increase to 42% grade 3; increase to 28% grade 5 Above Benchmark Growth: increase to 25% in reading; increase to 15% in writing Advocate at school increase to 80% Effective classroom behaviour increase to 70% Sense of inclusion increase to 80% Managing bullying increase to 75% Respect for diversity increase to 78% Collective responsibility increase to 90% Staff professional safety maintain 68% Staff psychological safety maintain 80% Promoting positive behaviour maintain 86% Managing bullying maintain 80% Non-experience of bullying maintain 71% Respect for diversity maintain 84%</p>
		<p>Parent Opinion Survey – Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 59% to 64% 	

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		<p>Staff Opinion Survey - Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 72% in 2019 to 77% in 2024 • Trust in students and parents from 67% in 2019 to 67% in 2024. 	

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>Top 2 Bands Reading: increase to 42% grade 3; increase to 28% grade 5 Above Benchmark Growth: increase to 25% in reading; increase to 15% in writing Advocate at school increase to 80% Effective classroom behaviour increase to 70% Sense of inclusion increase to 80% Managing bullying increase to 75% Respect for diversity increase to 78% Collective responsibility increase to 90% Staff professional safety maintain 68%</p>

	<p>Staff psychological safety maintain 80%</p> <p>Promoting positive behaviour maintain 86%</p> <p>Managing bullying maintain 80%</p> <p>Non-experience of bullying maintain 71%</p> <p>Respect for diversity maintain 84%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 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	Top 2 Bands Reading: increase to 42% grade 3; increase to 28% grade 5 Above Benchmark Growth: increase to 25% in reading; increase to 15% in writing Advocate at school increase to 80% Effective classroom behaviour increase to 70% Sense of inclusion increase to 80% Managing bullying increase to 75% Respect for diversity increase to 78% Collective responsibility increase to 90% Staff professional safety maintain 68% Staff psychological safety maintain 80% Promoting positive behaviour maintain 86% Managing bullying maintain 80% Non-experience of bullying maintain 71% Respect for diversity maintain 84%
KIS 1 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	<ul style="list-style-type: none"> • Strategic Plan Goal 1: KIS 1a - Embed a whole-school approach to reading incorporating an evidence-based approach to the teaching of phonics and phonemic awareness, including the other Big 6 ideas of reading. ACTIONS: <ul style="list-style-type: none"> • Induct and train new staff around our approaches to reading, particularly Sounds-Write and Heggerty. • Revise the school's instructional model. • Ensure consistency of practice for teaching phonemic awareness and phonics across the school through observation and coaching. KIS 1b - Utilize professional learning community practices, including the FISO Improvement Cycle, to establish and embed consistent approaches to assessment that drive teacher planning, differentiation and targeted teaching.

	<p>ACTIONS:</p> <ul style="list-style-type: none"> • Build capacity of Leadership Team's knowledge of best practice formative assessment and how to support teachers to implement. • Build capacity of teachers to embed using formative assessment in their classrooms and for planning. • Ensure IEPs reflect student needs and that neurodiversity learners are appropriately supported. <p>KIS 1c - Build the capabilities of school leaders to improve student outcomes by embedding a whole-school culture of collaborative and accountable teaching teams.</p> <p>ACTIONS:</p> <ul style="list-style-type: none"> • Undertake professional development and coaching around having important conversations with staff. • Implement processes for ensuring collaboration and accountability.
<p>Outcomes</p>	<p>Leadership Doing</p> <ul style="list-style-type: none"> • Identify areas of development/PD for staff and plan how to target these and build active involvement • Develop a plan of how to drive and build active involvement of the staff around professional development and delivery of components • Ensure that opportunities to observe and build teacher practice is made available. • Develop our own understanding around formative assessment and practices. • Identify and provide opportunities for staff to build knowledge and skills around formative assessment and how to use it. • Develop a consistent and agreed-upon assessment schedule that reflects best practice. • Enable opportunities for team planning and PLC time. • Build our capacity to have important conversations with staff (using Leading by Learning process), access relevant PD to support learning • Engage in reflective processes to monitor implementation (peer coaching and support) • Having important conversations around culture and accountability • Model and make visible accountability practices <p>Staff Doing</p> <ul style="list-style-type: none"> • Revise the instructional model based on recent learnings. • Continue to build skills and knowledge around Big 6 literacy components and integrate them across a range of curriculum areas. • Evaluating teaching practices, impact and student outcomes (PLC). • Using data and evidence to drive planning, teaching, tracking and assessment practices. • Building their capacity to collect and use formative assessment (in a feedback loop that involves students); using formative assessment tools • Reflect on and make modifications to their current formative assessment data collection processes.

	<p>Students Doing</p> <ul style="list-style-type: none"> • Follow routines and expectations around participation and preparedness in lessons. • Actively participating in each element of the literacy block • Ask questions and engage in discussions • Engage in challenging dialogue. • Provide feedback to self, teacher and peers. • Be appropriately challenged in their learning • Identify and articulate what they are learning, why they are learning it and what their next step would be (grade level). 			
Success Indicators	<ul style="list-style-type: none"> • Minutes of PLCs reflect discussions using student data, formative assessment and evidence. • Improved differentiation evidenced in term and weekly planners, observations and PLC discussions. • Increased outcomes in collective efficacy and academic outcomes in the Staff Opinion Survey. • Using a whole school based approach to phonemic awareness and phonics with relevant professional learning. • Improved NAPLAN results in reading. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Train new staff in Sounds-Write program and support teachers to use consistently across the school (where required).	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,500.00 <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

Employment of Education Support staff to support students with additional learning needs.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <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
CRT release for professional development and coaching around: Leadership development Sounds Write PB4L The Resilience Project	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,300.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Purchase of resources required for Leadership development and to support implementation of Big 6 of reading.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,400.00 <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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> • Strategic Plan Goal 2: All students are engaged in a safe and inclusive learning environment. KIS 2a - Develop and document positive, pro-social and inclusive student behaviours using evidence-based frameworks. ACTIONS: <ul style="list-style-type: none"> • Leading Teacher - Inclusion and Wellbeing working 0.6EFT out of the classroom. • Develop role description for Leading Teacher; including Disability and Inclusion and PB4L portfolios. • Embed PB4L across the school and implement The Resilience Project, which includes First Nations Cultural Connections. KIS 2b - Ensure the learning, wellbeing and engagement of students is informed by evidence and the effective use of a centralised data management system. ACTIONS: <ul style="list-style-type: none"> • Continue using Sentral to record behaviour data, communications and reporting. • PB4L team to monitor, review and analyse behaviour data and take to staff for action. • Investigate Sentral capabilities to record and track learning data. • Strategic Plan Goal 4: Build student connectedness to the school and engagement with the wider school community. KIS 4a - Develop and document structures to build family engagement in student learning with a focus on effective home/school partnerships. ACTIONS: <ul style="list-style-type: none"> • Identify barriers to attendance and strategies to address these. • Work with School Council to identify ways to build family engagement and partnerships. • Employ a child counsellor to provide sessions to students who need additional emotional support. 			

<p>Outcomes</p>	<p>Leadership Doing</p> <ul style="list-style-type: none"> • Upskilling in the use and capabilities of the data management system (assessment and insights). • Upskilling in the use of SPOT (use of data coach). • Uploading whole school assessment data (PAT/NAPLAN etc.) into Sentral. • Developing role clarity for Leading Teacher - Inclusion and Wellbeing. • Ensure PB4L is being implemented with fidelity. • Promote First Nations Cultural Connections across the school and in the curriculum. • Review absence data and identify reasons, barriers and ways to improve attendance. • Ensure attendance process are followed daily when a student is away. • Place attendance and engagement on School Council agenda as a standing item. <p>Staff Doing</p> <ul style="list-style-type: none"> • Accurately and consistently recording behaviour and learning data in Sentral. • Regularly reflecting on behaviour data and adjusting practice accordingly. • Engage in professional learning in relation to the assessment and insight modules. • Regularly reflecting on academic data and adjusting practice accordingly (PLC meetings?). • Uploading academic assessments in a timely manner. • Commence whole school staff & School Council meetings with an Acknowledgement of Country. • Ensuring First Nations Cultural Connections are included in planning, lessons and hold celebrations on significant days (eg NAIDOC Week). • PB4L team to monitor fidelity and consistency of practices implemented across the school. • Consistently engage in PB4L processes across the school, including explicitly teaching PB4L, TRP and RR. • Accurately record daily attendance by agreed times and ensure unapproved absences are followed up. • Using and modeling PB4L expectations and TRP learnings. <p>Students Doing</p> <ul style="list-style-type: none"> • Engaging in PB4L, TRP and RR lessons. • Implement learnings from TRP and RR. • Engaging in lessons, discussions and special events about First Nations People. • Undertake an Acknowledgement of Country at the beginning of each assembly.
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Positive behaviour will increase as an indicator and the negative ones to reduce. • Visible artifacts of Values, SWPB, inclusion and anti-bullying apparent across the school. • Staff, students and parents using values matrix and TRP artefacts and practices. • Students will be able to articulate their behaviour against the school expectations & matrix. • Reported improved student opinion survey outcomes around safety and engagement.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employment of Leading Teacher 0.6EFT	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$105,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Engage services of a counsellor for students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$31,200.00 <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
Purchase and participate in the Resilience Project for schools.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$7,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<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
Purchase of tools and resources to support student emotional regulation.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$65,900.00	-\$65,900.00
Disability Inclusion Tier 2 Funding	\$0.00	\$112,300.00	-\$112,300.00
Schools Mental Health Fund and Menu	\$0.00	\$31,200.00	-\$31,200.00
Total	\$0.00	\$209,400.00	-\$209,400.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Train new staff in Sounds-Write program and support teachers to use consistently across the school (where required).	\$9,500.00
Employment of Education Support staff to support students with additional learning needs.	\$45,000.00
CRT release for professional development and coaching around: Leadership development Sounds Write PB4L The Resilience Project	\$7,300.00
Purchase of resources required for Leadership development and to support implementation of Big 6 of reading.	\$2,400.00
Employment of Leading Teacher 0.6EFT	\$105,000.00

Engage services of a counsellor for students.	\$31,200.00
Purchase and participate in the Resilience Project for schools.	\$7,000.00
Purchase of tools and resources to support student emotional regulation.	\$2,000.00
Totals	\$209,400.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Train new staff in Sounds-Write program and support teachers to use consistently across the school (where required).	from: Term 1 to: Term 4	\$9,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Employment of Education Support staff to support students with additional learning needs.	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> School-based staffing
Purchase of resources required for Leadership development and to support implementation of Big 6 of reading.	from: Term 2 to: Term 4	\$2,400.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Purchase and participate in the Resilience Project for schools.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Purchase of tools and resources to support student emotional regulation.	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Assets
Totals		\$65,900.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
CRT release for professional development and coaching around: Leadership development Sounds Write PB4L The Resilience Project	from: Term 1 to: Term 4	\$7,300.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school • Principal Class • Middle school leaders
Employment of Leading Teacher 0.6EFT	from: Term 1 to: Term 4	\$105,000.00	<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		\$112,300.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Engage services of a counsellor for students.	from: Term 1 to: Term 4	\$31,200.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (Edupay or technical support - specialist) Play therapist
Totals		\$31,200.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Train new staff in Sounds-Write program and support teachers to use consistently across the school (where required).	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> External consultants Sounds Write trainers	<input checked="" type="checkbox"/> On-site
CRT release for professional development and coaching around: Leadership development Sounds Write PB4L The Resilience Project	<input checked="" type="checkbox"/> Leadership 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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants The Resilience Project staff and resources	<input checked="" type="checkbox"/> On-site
Purchase of resources required for Leadership development and to support implementation of Big 6 of reading.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Leadership development.	<input checked="" type="checkbox"/> On-site
Purchase and participate in the Resilience Project for schools.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants The Resilience Project staff	<input checked="" type="checkbox"/> On-site