

# 2024 Annual Implementation Plan

## for improving student outcomes

Cobden Primary School (0864)



Submitted for review by Jarod Bacon (School Principal) on 25 March, 2024 at 12:07 PM  
Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 25 March, 2024 at 12:21 PM  
Endorsed by Sharon Shields (School Council President) on 27 March, 2024 at 11:36 AM

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

<b>Assessment</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Maximise the learning growth of every student.</p>	Yes	<p>1.1 By 2027, increase the proportion of Year 3 and Year 5 students assessed as exceeding proficiency in NAPLAN:</p> <ul style="list-style-type: none"> <li>• Year 3 reading from 19% (2023) to 25% (2027)</li> <li>• Year 3 writing from 0% (2023) to 25% (2027)</li> <li>• Year 3 numeracy from 0% (2023) to 25% (2027)</li> <li>• Year 5 reading from 24% (2023) to 28% (2027)</li> <li>• Year 5 writing from 17% (2023) to 25% (2027)</li> <li>• Year 5 numeracy from 7% (2023) to 25% (2027)</li> </ul>	<p>By 2025, increase the proportion of Year 3 and Year 5 students assessed as exceeding proficiency in NAPLAN:- Year 3 reading from 19% (2023) to 21% - Year 3 writing from 0% (2023) to 10% - Year 3 numeracy from 0% (2023) to 10% - Year 5 reading from 24% (2023) to 26% - Year 5 writing from 17% (2023) to 19% - Year 5 numeracy from 7% (2023) to 9%</p>
		<p>By 2027, decrease the percentage of students assessed as making below annual expected growth against Victorian Curriculum in teacher judgements in:</p> <ul style="list-style-type: none"> <li>• reading and viewing from 24% (2023) to 15% (2027)</li> <li>• writing from 19% (2023) to 15% (2027)</li> <li>• number and algebra from 17% (2023) to 13% (2027)</li> </ul>	<p>By 2025, decrease the percentage of students assessed as making below annual expected growth against Victorian Curriculum in teacher judgements in:- reading and viewing from 24% (2023) to 22% - writing from 19% (2023) to 17% - number and algebra from 17% (2023) to 15%</p>

		<p>By 2027, increase the percentage of students achieving high benchmark growth according to NAPLAN:</p> <ul style="list-style-type: none"> <li>• reading from the 2023 baseline X% to 25% (2027)</li> <li>• writing from the 2023 baseline X% to 25% (2027)</li> <li>• numeracy the 2023 baseline X% to 25% (2027)</li> </ul> <p>Baseline percentages to be confirmed</p>	N/A (Require baseline)
		<p>By 2027, increase the percentage positive endorsement in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> <li>• understand how to analyse data from 80% (2023) to 90% (2027)</li> <li>• knowledge of high impact teaching strategies from 70% (2023) to 85% (2027)</li> <li>• professional learning through peer observation from 40% (2023) to 75% (2027)</li> </ul>	<p>By 2025, increase the percentage positive endorsement in the School Staff Survey for the factors:- understand how to analyse data from 80% (2023) to 85% - knowledge of high impact teaching strategies from 70% (2023) to 75% - professional learning through peer observation from 40% (2023) to 60%</p>
<p>Optimise wellbeing and empower students to be engaged learners and leaders.</p>	<p>Yes</p>	<p>By 2027, increase the percent positive endorsement on AtoSS for Years 4-6 students in the factors:</p> <ul style="list-style-type: none"> <li>• self-regulation and goal setting from 75% (2023) to 85% (2027)</li> <li>• student voice and agency from 61% (2023) to 70% (2027)</li> <li>• sense of confidence from 75% (2023) to 80% (2027)</li> <li>• perseverance from 68% (2023) to 75% (2027)</li> <li>• sense of inclusion from 83% (2023) to 87% (2027)</li> </ul>	<p>By 2025, increase the percent positive endorsement on AtoSS for Years 4-6 students in the factors: self-regulation and goal setting from 75% (2023) to 78% (2025) student voice and agency from 61% (2023) to 63% (2025) sense of confidence from 75% (2023) to 77% (2025) perseverance from 68% (2023) to 70% (2025) sense of inclusion from 83% (2023) to 85% (2025)</p>
		<p>By 2027, increase the average school attendance rate from 88.7% (2022) to 93% (2027), as per the Student Attendance Data.</p>	<p>By 2025, increase the average school attendance rate from 88.7% (2022) to 90% (2025), as per the Student Attendance Data.</p>
		<p>By 2027, increase the percent positive endorsement on Parent Opinion Survey in the factor managing bullying from 67% (2022) to 73% (2027)</p>	<p>By 2025, increase the percent positive endorsement on Parent Opinion Survey in the factor managing bullying from 67% (2022) to 70% (2025)</p>

<b>Goal 2</b>	<b>Maximise the learning growth of every student.</b>	
<b>12-month target 2.1-month target</b>	By 2025, increase the proportion of Year 3 and Year 5 students assessed as exceeding proficiency in NAPLAN: - Year 3 reading from 19% (2023) to 21% - Year 3 writing from 0% (2023) to 10% - Year 3 numeracy from 0% (2023) to 10% - Year 5 reading from 24% (2023) to 26% - Year 5 writing from 17% (2023) to 19% - Year 5 numeracy from 7% (2023) to 9%	
<b>12-month target 2.2-month target</b>	By 2025, decrease the percentage of students assessed as making below annual expected growth against Victorian Curriculum in teacher judgements in: - reading and viewing from 24% (2023) to 22% - writing from 19% (2023) to 17% - number and algebra from 17% (2023) to 15%	
<b>12-month target 2.3-month target</b>	N/A (Require baseline)	
<b>12-month target 2.4-month target</b>	By 2025, increase the percentage positive endorsement in the School Staff Survey for the factors: - understand how to analyse data from 80% (2023) to 85% - knowledge of high impact teaching strategies from 70% (2023) to 75% - professional learning through peer observation from 40% (2023) to 60%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Further develop, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches, with an emphasis on consistent and moderated assessment practices.	Yes
<b>KIS 2.b</b> Leadership	Develop a distributed leadership model to strengthen the depth and consistency of leadership within the school.	No
<b>KIS 2.c</b> Assessment	Build staff data literacy and confidence working with student data.	No

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The review panel recommended a continued focus on data informed teaching and learning for individual students to support improved learning outcomes for all students. The panel supported a goal focusing on learning in reading, writing and mathematics.</p>	
<p><b>Goal 3</b></p>	<p><b>Optimise wellbeing and empower students to be engaged learners and leaders.</b></p>	
<p><b>12-month target 3.1-month target</b></p>	<p>By 2025, increase the percent positive endorsement on AtoSS for Years 4-6 students in the factors:  self-regulation and goal setting from 75% (2023) to 78% (2025)  student voice and agency from 61% (2023) to 63% (2025)  sense of confidence from 75% (2023) to 77% (2025)  perseverance from 68% (2023) to 70% (2025)  sense of inclusion from 83% (2023) to 85% (2025)</p>	
<p><b>12-month target 3.2-month target</b></p>	<p>By 2025, increase the average school attendance rate from 88.7% (2022) to 90% (2025), as per the Student Attendance Data.</p>	
<p><b>12-month target 3.3-month target</b></p>	<p>By 2025, increase the percent positive endorsement on Parent Opinion Survey in the factor managing bullying from 67% (2022) to 70% (2025)</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 3.a</b> Teaching and learning</p>	<p>Strengthen teacher knowledge and practice to activate student voice and agency so students can act as partners in improving outcomes.</p>	<p>No</p>
<p><b>KIS 3.b</b> Engagement</p>	<p>Build student capacity to set challenging learning goals and monitor their own growth.</p>	<p>No</p>
<p><b>KIS 3.c</b> Support and resources</p>	<p>Strengthen school policies and practices that promote inclusive, positive behaviour and a safe environment, with a focus on SWPB.</p>	<p>Yes</p>

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

The review panel recommended continued focus on engagement and wellbeing of students. We are also continuing to prioritise the work started last year around SWPB



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Maximise the learning growth of every student.
<b>12-month target 2.1 target</b>	By 2025, increase the proportion of Year 3 and Year 5 students assessed as exceeding proficiency in NAPLAN: <ul style="list-style-type: none"> <li>- Year 3 reading from 19% (2023) to 21%</li> <li>- Year 3 writing from 0% (2023) to 10%</li> <li>- Year 3 numeracy from 0% (2023) to 10%</li> <li>- Year 5 reading from 24% (2023) to 26%</li> <li>- Year 5 writing from 17% (2023) to 19%</li> <li>- Year 5 numeracy from 7% (2023) to 9%</li> </ul>
<b>12-month target 2.2 target</b>	By 2025, decrease the percentage of students assessed as making below annual expected growth against Victorian Curriculum in teacher judgements in: <ul style="list-style-type: none"> <li>- reading and viewing from 24% (2023) to 22%</li> <li>- writing from 19% (2023) to 17%</li> <li>- number and algebra from 17% (2023) to 15%</li> </ul>
<b>12-month target 2.3 target</b>	N/A (Require baseline)
<b>12-month target 2.4 target</b>	By 2025, increase the percentage positive endorsement in the School Staff Survey for the factors: <ul style="list-style-type: none"> <li>- understand how to analyse data from 80% (2023) to 85%</li> <li>- knowledge of high impact teaching strategies from 70% (2023) to 75%</li> <li>- professional learning through peer observation from 40% (2023) to 60%</li> </ul>
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches, with an emphasis on consistent and moderated assessment practices.
<b>Actions</b>	Embedding a Literacy and Numeracy Instructional Model to ensure consistency in practice across the school which enables all students to meet their potential

	<p>Embed inquiry cycles using PLC processes to strengthen teacher collaboration for continuous improvement.</p> <p>Establish/support staff to embed the use of data walls for literacy and numeracy to inform targeted planning</p>
<b>Outcomes</b>	<p><b>Leaders:</b>  Leaders will provide opportunity for PLCs to engage in reflective practice, evaluate and plan curriculum, assessments, lessons  Leaders will provide regular opportunity for staff in the Literacy Learning Community and the Numeracy Learning Community to collaborate on curriculum planning and implementation  Leaders will monitor and support curriculum planning and assessment  Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p> <p><b>Teachers:</b>  Teachers will provide regular feedback and monitor student progress using data walls  Teachers will consistently implement the agreed assessment schedule  Teachers will continue to revise their pedagogical knowledge in line with the learnings taken from the Literacy Learning Community and Numeracy Learning Community  Teachers will reflect on their pedagogical content knowledge and act on opportunities for growth</p> <p><b>Students:</b>  Students will know how lessons are structured and how this supports their learning  Students will understand the instructional model including their role in each lesson stage  Students will be supported to learn at point of need</p>
<b>Success Indicators</b>	<p><b>Leaders:</b>  Review the assessment schedule and embed time for moderation of assessment in the professional learning calendar  Semester 2 teacher judgements  NAPLAN results</p> <p><b>Teachers:</b>  Refresh peer observations with a focus on differentiation in Literacy and Numeracy lessons  Classroom observations and learning walks demonstrating use of strategies from Literacy Learning Community and Numeracy Learning Community professional learning  Teacher records and observations of student progress  Teachers' formative assessment data and summative judgements against the curriculum</p> <p><b>Students:</b></p>

Student feedback on differentiation, the instructional model, and use of common strategies AtoSS survey results				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff participating in the Literacy Learning Community will share learnings with staff, including creating a literacy instructional model.	<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Refresh peer observations with a focus on differentiation and delivery of the agreed instructional model in Literacy and Numeracy lessons	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00
Establish processes and protocols for regular moderation of student work within PLC teams	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00

Staff participating in the Numeracy Learning Community will share learnings with staff, including revising the maths scope and sequence and numeracy instructional model.	<input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
New staff to participate in SoundsWrite training	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$6,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Optimise wellbeing and empower students to be engaged learners and leaders.			
<b>12-month target 3.1 target</b>	By 2025, increase the percent positive endorsement on AtoSS for Years 4-6 students in the factors: self-regulation and goal setting from 75% (2023) to 78% (2025) student voice and agency from 61% (2023) to 63% (2025) sense of confidence from 75% (2023) to 77% (2025) perseverance from 68% (2023) to 70% (2025) sense of inclusion from 83% (2023) to 85% (2025)			
<b>12-month target 3.2 target</b>	By 2025, increase the average school attendance rate from 88.7% (2022) to 90% (2025), as per the Student Attendance Data.			
<b>12-month target 3.3 target</b>	By 2025, increase the percent positive endorsement on Parent Opinion Survey in the factor managing bullying from 67% (2022) to 70% (2025)			
<b>KIS 3.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen school policies and practices that promote inclusive, positive behaviour and a safe environment, with a focus on SWPB.			
<b>Actions</b>	Develop leaders' and teachers' understanding of SWPBS Universal Prevention Action Plan through ongoing professional learning  Develop a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy			

<b>Outcomes</b>	<p>Leaders: Leaders frequently monitor SWPBS behaviour data using Compass Leaders provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS</p> <p>Teachers: Teachers collaboratively develop social skills lessons to teach SWPBS expected behaviours Teachers understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours Teachers collect and collaboratively analyse student behaviour data using Compass</p> <p>Students: Students articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework Students identify appropriate behaviours in different settings</p>			
<b>Success Indicators</b>	<p>Leaders: Expected behaviours are displayed prominently throughout the school Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award</p> <p>Teachers: Behaviour records on Compass Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours Use of SWPBS language evident in peer observations</p> <p>Students: Focus groups responses reflect improved relationships between staff and students, students and students</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Schedule opportunities for the SWPBS team leaders to access scheduled coaching from the Area SWPBS coach	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and run whole school consultation to inform the design of the Expectations Matrix and expected behaviours in each school setting and appropriate reinforcements and consequences	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review curriculum structure / timetable to allocate specific time for the teaching of social skills	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan for and document the teaching of social skills each week in all classes, including the implementation of The Resilience Project	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$135,171.66	\$135,171.66	\$0.00
Disability Inclusion Tier 2 Funding	\$60,411.55	\$60,411.55	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
<b>Total</b>	<b>\$226,336.46</b>	<b>\$226,336.46</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Staff participating in the Literacy Learning Community will share learnings with staff, including creating a literacy instructional model.	\$5,000.00
Refresh peer observations with a focus on differentiation and delivery of the agreed instructional model in Literacy and Numeracy lessons	\$10,000.00
Staff participating in the Numeracy Learning Community will share learnings with staff, including revising the maths scope and sequence and numeracy instructional model.	\$5,000.00
New staff to participate in SoundsWrite training	\$6,000.00
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff	\$3,000.00
Plan for and document the teaching of social skills each week in all classes, including the implementation of The Resilience Project	\$7,000.00

<b>Totals</b>	\$36,000.00
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### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Staff participating in the Literacy Learning Community will share learnings with staff, including creating a literacy instructional model.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT
Refresh peer observations with a focus on differentiation and delivery of the agreed instructional model in Literacy and Numeracy lessons	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT
Staff participating in the Numeracy Learning Community will share learnings with staff, including revising the maths scope and sequence and numeracy instructional model.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT
New staff to participate in SoundsWrite training	from: Term 1 to: Term 2	\$6,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$26,000.00	

### Activities and milestones - Disability Inclusion Funding



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

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

Activities and milestones	When	Funding allocated (\$)	Category
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> </ul>
Plan for and document the teaching of social skills each week in all classes, including the implementation of The Resilience Project	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> The Resilience Project  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>
<b>Totals</b>		\$10,000.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of casual student wellbeing staff member	\$20,753.25
CRT to support staff professional learning around the Disability Inclusion model	\$10,000.00
Employment/assignment of a disability inclusion coordinator	\$50,411.55

Employment of education support staff including student wellbeing	\$109,171.66
<b>Totals</b>	<b>\$190,336.46</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of casual student wellbeing staff member	from: Term 1 to: Term 4	\$0.00	
CRT to support staff professional learning around the Disability Inclusion model	from: Term 2 to: Term 4	\$0.00	
Employment/assignment of a disability inclusion coordinator	from: Term 3 to: Term 4	\$0.00	
Employment of education support staff including student wellbeing	from: Term 1 to: Term 4	\$109,171.66	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		<b>\$109,171.66</b>	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Employment of casual student wellbeing staff member	from: Term 1 to: Term 4	\$0.00	
CRT to support staff professional learning around the Disability Inclusion model	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend school planning)</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
Employment/assignment of a disability inclusion coordinator	from: Term 3 to: Term 4	\$50,411.55	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul>
Employment of education support staff including student wellbeing	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$60,411.55	

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

Activities and milestones	When	Funding allocated (\$)	Category
Employment of casual student wellbeing staff member	from: Term 1 to: Term 4	\$20,753.25	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students  <p style="text-align: center;"><b>This activity will use Mental Health Menu programs</b></p>

			<ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Social worker</li> </ul>
CRT to support staff professional learning around the Disability Inclusion model	from: Term 2 to: Term 4	\$0.00	
Employment/assignment of a disability inclusion coordinator	from: Term 3 to: Term 4	\$0.00	
Employment of education support staff including student wellbeing	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$20,753.25	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Staff participating in the Literacy Learning Community will share learnings with staff, including creating a literacy instructional model.	<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Departmental resources  Literacy Learning Community	<input checked="" type="checkbox"/> Off-site Literacy Learning Community
Refresh peer observations with a focus on differentiation and delivery of the agreed instructional model in Literacy and Numeracy lessons	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources  Literacy and Numeracy Learning Communities  <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<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	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Establish processes and protocols for regular moderation of student work within PLC teams	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff participating in the Numeracy Learning Community will share learnings with staff, including revising the maths scope and sequence and numeracy instructional model.	<input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Departmental resources Numeracy Learning Community	<input checked="" type="checkbox"/> Off-site Numeracy Learning Community
New staff to participate in SoundsWrite training	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Sounds Write	<input checked="" type="checkbox"/> Off-site Sounds Write
Establish a SWPBS team comprising relevant leaders, wellbeing staff and other school staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule opportunities for the SWPBS team leaders to access scheduled coaching from the Area SWPBS coach	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Departmental resources SWPB	<input checked="" type="checkbox"/> On-site

<p>Schedule and run whole school consultation to inform the design of the Expectations Matrix and expected behaviours in each school setting and appropriate reinforcements and consequences</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
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