

2023 Annual Implementation Plan

for improving student outcomes

Fyans Park Primary School (4919)



Submitted for review by Darlene Cameron (School Principal) on 20 December, 2022 at 11:59 AM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 22 December, 2022 at 12:38 PM
Endorsed by Heather Hall (School Council President) on 23 December, 2022 at 05:01 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	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	Embedding
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>Our whole school data in learning and wellbeing indicates that Fyans Park has continued to be a high performing school, with students continuing to thrive, despite the disruptions of the last two years during the Pandemic. Our Data indicates that while students are high performing, we continue to work in high growth for all students regardless of their starting point. Areas of focus for 2023 include Mathematics and Spelling with targeted PL planned in these areas. Our TLI program has proven of great benefit to all students who have progressed significantly in the areas of mathematics and writing over 2022. Our TLI program will continue to focus on student growth in Mathematics for 2023 with a highly qualified and experienced tutor.</p>
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	<p>In Semester 2, 2022, our school was selected to be among the first in the roll-out of EIL - Diverse Learners Support in schools and whilst we have sound and consistent evidence based teaching and learning practices within our school, we recognise areas where we can improve to build a more inclusive culture. These areas are being prioritised within our AIP for 2023. Work has already begun with an agreed transition plan now in the implementation stage. Consistent Communication Boards are also being established alongside a set of agreed non-negotiables as we move into 2023. Our school has also been afforded the opportunity to become a SWPBS school in 2023 with a key team of staff now selected to lead this work and undertake professional learning.</p>
<p>Considerations for 2023</p>	<p>Focus areas linked to Statewide priorities in learning and wellbeing include a focus on Mathematics (BIG Ideas in Number and assessments for common misunderstandings) RAG Assessment to identify focus areas. Spelling scope and sequence - PL for staff and ongoing monitoring of our agreed approach Move from PBL (Project Based Learning) to DL (Design Learning) in 2023 with support from Digital Technologies consultant to increase teacher capacity in purposeful use of Technologies across all key curriculum areas SWPBS - First year for staff (key staff identified from all areas of the school with leadership support and parental involvement) Mental Health in PS - Key staff identified who will also work closely with SWPBS roll-out DI EIL support - continuation of our involvement with Elise M (Our DI EIL) with the progression towards the achievement of our SMART Goal for 2023</p>
<p>Documents that support this plan</p>	<p>Attitudes to School Survey Preliminary Data 2022.pptx (1.95 MB) FPPS 2022 TLI Semester 2 Continua.docx (0.27 MB) FPPS Transition Plan 2022 - 2023.pdf (0.18 MB) Individual Professional Learning Needs (Responses).xlsx 22nd June 2022.xlsx (0.01 MB) Principals Report 14th November 2022.pdf (0.42 MB) Principals Report 2nd May 2022.pdf (0.31 MB) Staff Opinion Survey Data 2022.pptx (0.87 MB) Transition Leadership Inquiry and Parent O Survey.pptx (1.04 MB)</p>

SSP Goals Targets and KIS

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>
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	To improve learning growth for all students in Literacy and Numeracy
Target 2.1	<p>By 2024, the percentage of Year 5 students assessed as Meeting or Above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • In Reading from 77% in 2019 to 90% • In Writing from 88% in 2019 to 95% • In Numeracy from 83% in 2019 to 90%
Target 2.2	By 2024, the percentage of students achieving one level of learning progress or full Victorian Curriculum (VC) years's growth to increase from 73% in 2020 to 80% in all year levels.

Target 2.3	<p>By 2024 the percentage of Year 5 students assessed in the NAPLAN top two bands to increase by at least five percentage points from their corresponding Year 3 benchmark.</p> <ul style="list-style-type: none"> • In Year 3 Reading from 81% in 2019 to 86% for Year 5 Reading in 2021 • In Year 3 Writing from 62% in 2019 to 67% for Year 5 Writing in 2021 • In Year 3 Numeracy from 48% in 2019 to 53% for Year 5 Numeracy in 2021 <p><i>Note: Biennial Targets to be established based on Year 3 data – progress to be measured each year during the SSP. Whole of SSP period achievements to be documented in next PRSE.</i></p>
Key Improvement Strategy 2.a Evaluating impact on learning	Develop a whole school approach to data literacy.
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop a guaranteed and viable curriculum
Key Improvement Strategy 2.c Building practice excellence	Embed the school instructional model
Goal 3	To maximise active engagement in all students.
Target 3.1	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:

	<ul style="list-style-type: none"> • In the Learner Characteristics and Disposition domain: Motivation and interest from 87% in 2019/83% in 2020 to 90% • In the Social Engagement domain: Student voice and agency from 79% in 2019/72% in 2020 to 85%
Target 3.2	By 2024, the percentage of F-6 students with 20 or more days absent will decrease from 14% in 2019 to 10%.
Target 3.3	<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <p>School Climate module</p> <ul style="list-style-type: none"> • Academic emphasis from 93% in 2019/85% in 2020 to 92% • Guaranteed and viable curriculum from 66% in 2019/77% in 2020 to 90% • Staff trust in colleagues from 55% in 2019/79% in 2020 to 90%
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school student voice and agency model
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build student capacity to work collaboratively with teachers and peers to take responsibility for their learning.
Goal 4	To improve the health and wellbeing of all students.

<p>Target 4.1</p>	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <p>In the Social Engagement domain</p> <ul style="list-style-type: none"> • Sense of connectedness from 89% in 2019/86% in 2020 to 90% <p>In the Student Safety domain</p> <ul style="list-style-type: none"> • Advocate at school from 91% in 2019/90% in 2020 to 92% • Managing bullying from 89% in 2019/87% in 2020 to 90% <p>In the teacher-student relations domain</p> <ul style="list-style-type: none"> • Teacher concern from 80% in 2019/79% in 2020 to 90%
<p>Target 4.2</p>	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey measures will increase:</p> <p>In the Student Cognitive engagement domain</p> <ul style="list-style-type: none"> • Student motivation and support from 82% in 2019/77% in 2020 to 85% tbc <p>In the Safety Domain</p> <ul style="list-style-type: none"> • Non-experience of bullying from 71% in 2019/75% in 2020 to 80% • Respect for diversity from 91% in 2019/89% in 2020 to 93%

Key Improvement Strategy 4.a
Health and wellbeing

Embed the whole school approach to engagement and wellbeing

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>Learning Targets By end of 2023, the percentage of Year 5 students assessed as Meeting or Above NAPLAN benchmark growth will increase: In Reading from 84% in 2021 to 90% In Writing from 78% in 2021 to 85% In Numeracy from 96% in 2021 to 90% or above By end of 2022, the percentage of students achieving one level of learning progress or full Victorian Curriculum (VC) years' growth to increase from 92% in 2022 to 95% in all year levels. Wellbeing Targets By end of 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: In the Social Engagement domain Student voice and agency from 79% in 2019/72% in 2020, 82% in 2021, 75% in 2022 to 85% or above In the Student Safety domain Advocate at school from 86% in 2020/90% in 2021, 90% in 2022 to 92% or above In the teacher-student relations domain Teacher concern from 79% in 2020 85% in 2021, 79% in 2022 to 90% or above By 2023, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in: School Climate module Guaranteed and viable</p>

			curriculum from 66% in 2019, 77% in 2020, 89% in 2021, 78% in 2022 to 90%
To improve learning growth for all students in Literacy and Numeracy	No	By 2024, the percentage of Year 5 students assessed as Meeting or Above NAPLAN benchmark growth will increase: <ul style="list-style-type: none"> • In Reading from 77% in 2019 to 90% • In Writing from 88% in 2019 to 95% • In Numeracy from 83% in 2019 to 90% 	
		By 2024, the percentage of students achieving one level of learning progress or full Victorian Curriculum (VC) years's growth to increase from 73% in 2020 to 80% in all year levels.	
		By 2024 the percentage of Year 5 students assessed in the NAPLAN top two bands to increase by at least five percentage points from their corresponding Year 3 benchmark. <ul style="list-style-type: none"> • In Year 3 Reading from 81% in 2019 to 86% for Year 5 Reading in 2021 • In Year 3 Writing from 62% in 2019 to 67% for Year 5 Writing in 2021 • In Year 3 Numeracy from 48% in 2019 to 53% for Year 5 Numeracy in 2021 <p><i>Note: Biennial Targets to be established based on Year 3 data – progress to be measured each year during the SSP. Whole of SSP period achievements to be documented in next PRSE.</i></p>	
To maximise active engagement in all students.	No	By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase: <ul style="list-style-type: none"> • In the Learner Characteristics and Disposition domain: Motivation and interest from 87% in 2019/83% in 2020 to 90% 	

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		By 2024, the percentage of F-6 students with 20 or more days absent will decrease from 14% in 2019 to 10%.	
		<p>By 2024, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in:</p> <p>School Climate module</p> <ul style="list-style-type: none"> Academic emphasis from 93% in 2019/85% in 2020 to 92% Guaranteed and viable curriculum from 66% in 2019/77% in 2020 to 90% Staff trust in colleagues from 55% in 2019/79% in 2020 to 90% 	
To improve the health and wellbeing of all students.	No	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtSS) measures will increase:</p> <p>In the Social Engagement domain</p> <ul style="list-style-type: none"> Sense of connectedness from 89% in 2019/86% in 2020 to 90% <p>In the Student Safety domain</p> <ul style="list-style-type: none"> Advocate at school from 91% in 2019/90% in 2020 to 92% Managing bullying from 89% in 2019/87% in 2020 to 90% <p>In the teacher-student relations domain</p> <ul style="list-style-type: none"> Teacher concern from 80% in 2019/79% in 2020 to 90% 	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.		
12 Month Target 1.1	<p>Learning Targets By end of 2023, the percentage of Year 5 students assessed as Meeting or Above NAPLAN benchmark growth will increase:</p> <p>In Reading from 84% in 2021 to 90% In Writing from 78% in 2021 to 85% In Numeracy from 96% in 2021 to 90% or above</p> <p>By end of 2022, the percentage of students achieving one level of learning progress or full Victorian Curriculum (VC) years' growth to increase from 92% in 2022 to 95% in all year levels.</p> <p>Wellbeing Targets By end of 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Social Engagement domain Student voice and agency from 79% in 2019/72% in 2020, 82% in 2021, 75% in 2022 to 85% or above</p> <p>In the Student Safety domain Advocate at school from 86% in 2020/90% in 2021, 90% in 2022 to 92% or above</p> <p>In the teacher-student relations domain Teacher concern from 79% in 2020 85% in 2021, 79% in 2022 to 90% or above</p> <p>By 2023, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in: School Climate module Guaranteed and viable curriculum from 66% in 2019, 77% in 2020, 89% in 2021, 78% in 2022 to 90%</p>		
Key Improvement Strategies			Is this KIS selected for focus this year?

KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<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>
<p>12 Month Target 1.1</p>	<p>Learning Targets By end of 2023, the percentage of Year 5 students assessed as Meeting or Above NAPLAN benchmark growth will increase:</p> <p>In Reading from 84% in 2021 to 90% In Writing from 78% in 2021 to 85% In Numeracy from 96% in 2021 to 90% or above</p> <p>By end of 2022, the percentage of students achieving one level of learning progress or full Victorian Curriculum (VC) years' growth to increase from 92% in 2022 to 95% in all year levels.</p> <p>Wellbeing Targets By end of 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <p>In the Social Engagement domain Student voice and agency from 79% in 2019/72% in 2020, 82% in 2021, 75% in 2022 to 85% or above</p> <p>In the Student Safety domain Advocate at school from 86% in 2020/90% in 2021, 90% in 2022 to 92% or above</p> <p>In the teacher-student relations domain Teacher concern from 79% in 2020 85% in 2021, 79% in 2022 to 90% or above</p> <p>By 2023, the percentage of staff reporting positive endorsement to the School Staff Survey measures will increase in: School Climate module Guaranteed and viable curriculum from 66% in 2019, 77% in 2020, 89% in 2021, 78% in 2022 to 90%</p>
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<p>Continue to develop a whole school evidenced based approach to the teaching of Mathematics (BIG Ideas in Number focus) Plan and deliver whole school professional learning in evidenced based approaches in Literacy (Spelling) Numeracy and Digital Technologies. Maintain PLC structures to support teacher collaboration, data literacy, differentiation and reflection of teaching practice Continue to embed the whole school instructional model and assessment schedule</p>			
Outcomes	<p>Leaders will support teaching staff to build data literacy and differentiation practices through clear processes and professional learning Students in need of targeted academic support or intervention will be identified and supported Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs and these will be evidenced in planning documents. Students will know what the next steps are to progress their learning via success criteria and learning goals Teachers will identify student learning needs based on diagnostic assessment data through the use of the schools agreed assessment schedule Teachers and tutors will plan for differentiation based on student learning data in PLCs as evidenced in planning documents and in teaching</p>			
Success Indicators	<p>Early indicators: Curriculum and planning documentation will show plans for differentiation and describe adjustments being made to support individual students Tutor Planning will show how individual students' learning needs are being supported Formative and summative assessment rubrics and cross checks will identify student learning growth Classroom observations and learning walks demonstrating use of strategies from professional learning Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed in conjunction with students and their families.</p> <p>Late indicators: Victorian Curriculum judgements will show growth in learning Naplan Benchmark growth/results Student, Staff and Parent opinion survey results</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Identify all students who require TLI and MiniLit intervention and develop timetable and response to intervention model that includes tutor/s involvement in PLCs.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$19,977.00

	<input checked="" type="checkbox"/> Learning Specialist(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
Continue development of whole school Guaranteed and Viable Curriculum in Numeracy, Spelling and Specialist learning areas with whole school professional learning in the areas of Literacy, Numeracy and Digital Technologies to increase consistent and evidenced based whole school practice.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of agreed upon whole school platform for effective and consistent data management - EDAPT	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Introducing School Wide Positive Behaviour Support (SWPBS)</p> <p>Establish SWPBS essential features of Tier 1 and implement SWPBS features with fidelity</p> <p>Continue to embed our schools agreed Personal and Social curriculum scope and sequence including RRRR, TRP and Project Rockit</p> <p>Develop a multi-tiered response to meet students' individual learning needs and embed positive mental health approaches in staff professional practice via Mental Health in PS initiative</p>			
Outcomes	<p>Leaders ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision</p> <p>Leaders provide the opportunity for the school level SWPBS team to lead and sustain the implementation and monitoring of SWPBS (Weekly on Thursdays at 2.30pm)</p> <p>SWPBS Leaders and team will monitor and analyse behavioural data</p> <p>Teachers use agreed practices and consistent language to correct behaviour errors</p> <p>Students articulate the expected behaviours (in various settings) and major and minor consequences</p> <p>Parents/Carers understand the desired school behaviours and the school wide consistent procedures for responding to major and minor behaviours</p> <p>Teachers will plan for and implement a minimum of two x 1 hour lessons per week with a wellbeing focus</p>			
Success Indicators	<p>Early indicators</p> <p>At least 80% progress on SWPBS Universal Prevention Part A Action Plan.</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>Late indicators</p> <p>Reduction in Compass Chronicles reporting major behaviours and staff referrals.</p> <p>Student/Parent/Staff opinion survey results</p>			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Identification of Key Staff who will form SWPBS Team representing all areas of the school and undertake required PL in 2023 - Universal Prevention Part A blended learning course.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$31,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue implementation of Disability Inclusion Initiative with DI Coordinator who will work with the leadership team and staff to further develop a whole school culture of inclusion	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$128,693.49

	<input checked="" type="checkbox"/> Leadership Team		to: Term 4	<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
Continue implementation of whole school Personal and Social Capabilities scope and sequence including The Resilience Project Partnership (4th Yr) and Project ROCKIT (2nd Yr) for students, staff and families.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,971.10 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$13,625.60	\$13,625.60	\$0.00
Disability Inclusion Tier 2 Funding	\$128,693.49	\$128,693.49	\$0.00
Schools Mental Health Fund and Menu	\$50,948.20	\$50,948.20	\$0.00
Total	\$193,267.29	\$193,267.29	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Identify all students who require TLI and MiniLit intervention and develop timetable and response to intervention model that includes tutor/s involvement in PLCs.	\$19,977.00
Identification of Key Staff who will form SWPBS Team representing all areas of the school and undertake required PL in 2023 - Universal Prevention Part A blended learning course.	\$16,000.00
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	\$31,000.00
Continue implementation of Disability Inclusion Initiative with DI Coordinator who will work with the leadership team and staff to further develop a whole school culture of inclusion	\$128,693.49
Continue implementation of whole school Personal and Social Capabilities scope and sequence including The Resilience Project Partnership (4th Yr) and Project ROCKIT (2nd Yr) for students, staff and families.	\$25,971.10

Totals	\$221,641.59
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Identify all students who require TLI and MiniLit intervention and develop timetable and response to intervention model that includes tutor/s involvement in PLCs.	from: Term 1 to: Term 4	\$13,625.60	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$13,625.60	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue implementation of Disability Inclusion Initiative with DI Coordinator who will work with the leadership team and staff to further develop a whole school culture of inclusion	from: Term 1 to: Term 4	\$128,693.49	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Middle school leaders
Totals		\$128,693.49	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Identification of Key Staff who will form SWPBS Team representing all areas of the school and undertake required PL in 2023 - Universal Prevention Part A blended learning course.	from: Term 1 to: Term 4	\$19,977.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	from: Term 1 to: Term 4	\$20,971.20	<input checked="" type="checkbox"/> The Resilience Project This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Mental health and wellbeing leaders
Continue implementation of whole school Personal and Social Capabilities scope and sequence including The Resilience Project Partnership (4th Yr) and Project ROCKIT (2nd Yr) for students, staff and families.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$50,948.20	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue development of whole school Guaranteed and Viable Curriculum in Numeracy, Spelling and	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

Specialist learning areas with whole school professional learning in the areas of Literacy, Numeracy and Digital Technologies to increase consistent and evidenced based whole school practice.	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	Andrea Hilbrick and Mr Coby <input checked="" type="checkbox"/> Departmental resources RAG Numeracy Self Assessment	
Identification of Key Staff who will form SWPBS Team representing all areas of the school and undertake required PL in 2023 - Universal Prevention Part A blended learning course.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site