

2024 Annual Implementation Plan

for improving student outcomes

Iramoo Primary School (5152)



Submitted for review by Raquel Tweedley (School Principal) on 19 December, 2023 at 01:23 PM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 02 May, 2024 at 08:55 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

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

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 and resources	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	

Future planning	<ul style="list-style-type: none"> -Going forward, we will aim to: -continue our focus on using decodable texts -incorporate more formative assessment practices into our assessment schedule -develop and implement a whole-school scope and sequence for Spelling -formalise our Bump it Up Wall procedures, resources and expectations -include greater teacher collaboration in planning and assessment of the English program.
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Documents that support this plan	
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the learning growth of every student.	Yes	<p>Teacher Judgement Growth By 2027, increase the percentage of students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Number and algebra for Year 5 students from 5% in 2022 to 20% • Number and algebra for Year 6 students from 8% in 2022 to 20% • Writing for Year 3 students from 14% in 2022 to 25%. 	Improve the percentage of students making more than 12 months growth: Number and Algebra for Year 5 from 14% in 2023 to 16% in 2024. Number and Algebra for Year 6 from 11% in 2023 to 14% in 2024. Writing for Year 3 students from 14% in 2023 to 17% in 2024.
		<p>Proficiency Level Improvement By 2027, increase the percentage of students achieving exceeding or strong in NAPLAN:</p> <ul style="list-style-type: none"> • improve the percentage of Year 5 students achieving exceeding or strong in reading from 63% in 2023 to 75% • improve the percentage of Year 5 students achieving exceeding or strong in writing from 61% in 2023 to 70% • Improve the percentage of Year 5 students achieving exceeding or strong in numeracy from 52% in 2023 to 65%. 	Improve the percentage of Year 5 students achieving exceeding or strong in NAPLAN Reading from 63% in 2023 to 67% in 2024. Improve the percentage of Year 5 students achieving exceeding or strong in NAPLAN Writing from 61% in 2023 to 64% in 2024. Improve the percentage of Year 5 students achieving exceeding or strong in NAPLAN Numeracy from 52% in 2023 to 56% in 2024.

		<p>School Staff Survey</p> <p>By 2027, improve the percentage positive endorsement on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Academic Emphasis from 77% in 2022 to 85% • Collective Efficacy from 77% in 2022 to 85% • Seek feedback to improve practice from 63% in 2022 to 75% 	<p>Improve the percentage positive endorsement on the School Staff Survey for:- Academic Emphasis from 70% in 2023 to 79% in 2024.- Collective Efficacy from 88% in 2023 to 90% in 2024.- Seek feedback to Improve Practice from 63% in 2023 to 66% in 2024.</p>
		<p>Attitude to School Survey</p> <p>By 2027, improve the percentage positive endorsement on the Attitudes to School Survey for the Stimulated learning factor from 75% in 2022 to 83%</p>	<p>Improve the percentage positive endorsement on the Attitudes to School Survey for the Stimulated Learning Factor from 78% in 2023 to 80% in 2024.</p>
Empower students to be engaged learners and leaders.	Yes	<p>Attendance</p> <ul style="list-style-type: none"> • improve the percentage of students with less than 10 days absence from 24% to 40% by 2027 • reduce the number of students with 30+ days of absence from 30% in 2022 to 15% by 2027. 	<p>Improve the percentage of students with less than 10 days absences from 29% in 2023 to 33% in 2024.Reduce the number of students with 30+ days absence from 22% in 2023 to 20% in 2024.</p>
		<p>By 2027, improve the percentage positive endorsement on the Attitudes to School Survey for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 66% in 2022 to 75% • Sense of connectedness from 77% in 2022 to 82% • Teacher concern from 73% in 2022 to 82% • Sense of confidence from 74% in 2022 to 82% 	<p>Improve the percentage positive endorsement on the Attitudes to School Survey for the following factors:- Student voice and agency from 64% in 2023 to 69% in 2024.- Sense of connectedness from 76% in 2023 to 79% in 2024.- Teacher Concern from 74% in 2023 to 77% in 2024.- Sense of Confidence from 71% in 2023 to 76% in 2024.</p>
		<p>By 2027, improve the percentage positive responses on the School Staff Survey for the Teacher collaboration factor from 68% in 2022 to 75%</p>	<p>Improve the percentage positive endorsement on the School Staff Survey for the Teacher Collaboration factor from 66% in 2023 to 70% in 2024.</p>
		<p>By 2027, improve the percentage positive endorsement on the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> • Effective teaching from 73% in 2022 to 80% 	<p>Improve the percentage positive endorsement on the Parent Opinion Survey for the following factors:- Effective Teaching from 88% in 2023</p>

		<ul style="list-style-type: none"> • Student motivation and support from 74% in 2022 to 80% 	to 90% in 2024.- Student motivation and support from 87% in 2023 to 89% in 2024.
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Goal 2	Maximise the learning growth of every student.		
12-month target 2.1-month target	Improve the percentage of students making more than 12 months growth: Number and Algebra for Year 5 from 14% in 2023 to 16% in 2024. Number and Algebra for Year 6 from 11% in 2023 to 14% in 2024. Writing for Year 3 students from 14% in 2023 to 17% in 2024.		
12-month target 2.2-month target	Improve the percentage of Year 5 students achieving exceeding or strong in NAPLAN Reading from 63% in 2023 to 67% in 2024. Improve the percentage of Year 5 students achieving exceeding or strong in NAPLAN Writing from 61% in 2023 to 64% in 2024. Improve the percentage of Year 5 students achieving exceeding or strong in NAPLAN Numeracy from 52% in 2023 to 56% in 2024.		
12-month target 2.3-month target	Improve the percentage positive endorsement on the School Staff Survey for: - Academic Emphasis from 70% in 2023 to 79% in 2024. - Collective Efficacy from 88% in 2023 to 90% in 2024. - Seek feedback to Improve Practice from 63% in 2023 to 66% in 2024.		
12-month target 2.4-month target	Improve the percentage positive endorsement on the Attitudes to School Survey for the Stimulated Learning Factor from 78% in 2023 to 80% in 2024.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 2.a Assessment	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.		Yes

KIS 2.b Teaching and learning	Embed opportunities for student choice, voice, and agency across curriculum areas and learning tasks.	No
KIS 2.c Leadership	Strengthen the instructional leadership approach to learning and wellbeing.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our school needs to refine and further develop some prioritised practices in formative assessment to support our students to improve in attainment, growth and quality.	
Goal 3	Empower students to be engaged learners and leaders.	
12-month target 3.1-month target	Improve the percentage of students with less than 10 days absences from 29% in 2023 to 33% in 2024. Reduce the number of students with 30+ days absence from 22% in 2023 to 20% in 2024.	
12-month target 3.2-month target	Improve the percentage positive endorsement on the Attitudes to School Survey for the following factors: - Student voice and agency from 64% in 2023 to 69% in 2024. - Sense of connectedness from 76% in 2023 to 79% in 2024. - Teacher Concern from 74% in 2023 to 77% in 2024. - Sense of Confidence from 71% in 2023 to 76% in 2024.	
12-month target 3.3-month target	Improve the percentage positive endorsement on the School Staff Survey for the Teacher Collaboration factor from 66% in 2023 to 70% in 2024.	
12-month target 3.4-month target	Improve the percentage positive endorsement on the Parent Opinion Survey for the following factors: - Effective Teaching from 88% in 2023 to 90% in 2024. - Student motivation and support from 87% in 2023 to 89% in 2024.	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 3.a Engagement	Embed a whole school approach to student agency in learning and wellbeing.	No
KIS 3.b Engagement	Build student capacity to set challenging learning goals and monitor their own growth.	Yes
KIS 3.c Support and resources	Build all staff capability to respond to the learning and wellbeing needs of all students.	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.	<p>There is variation between and across year levels at our school with the capacity for students to set meaningful learning goals and monitor growth and this is reflected in student and staff survey data. We want to develop a consistent approach to this practice.</p> <p>In 2024 our school will be implementing the Disability Inclusion and the Mental Health and Wellbeing Fund initiatives to support student learning and wellbeing and we will support all staff to build capacity in these areas.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	<p>Improve the percentage of students making more than 12 months growth:</p> <p>Number and Algebra for Year 5 from 14% in 2023 to 16% in 2024. Number and Algebra for Year 6 from 11% in 2023 to 14% in 2024. Writing for Year 3 students from 14% in 2023 to 17% in 2024.</p>
12-month target 2.2 target	<p>Improve the percentage of Year 5 students achieving exceeding or strong in NAPLAN Reading from 63% in 2023 to 67% in 2024.</p> <p>Improve the percentage of Year 5 students achieving exceeding or strong in NAPLAN Writing from 61% in 2023 to 64% in 2024.</p> <p>Improve the percentage of Year 5 students achieving exceeding or strong in NAPLAN Numeracy from 52% in 2023 to 56% in 2024.</p>
12-month target 2.3 target	<p>Improve the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> - Academic Emphasis from 70% in 2023 to 79% in 2024. - Collective Efficacy from 88% in 2023 to 90% in 2024. - Seek feedback to Improve Practice from 63% in 2023 to 66% in 2024.
12-month target 2.4 target	Improve the percentage positive endorsement on the Attitudes to School Survey for the Stimulated Learning Factor from 78% in 2023 to 80% in 2024.
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.
Actions	<p>Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support.</p> <p>Maintain PLCs structures to support teacher collaboration and strengthen teaching practice.</p> <p>Embed consistent approaches to formative assessment.</p>

Outcomes	<p>Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning.</p> <p>Teachers will confidently and accurately identify student learning and wellbeing needs in all of their students, using data. Teachers will provide students with the opportunity to work at their level using differentiated resources. PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.</p> <p>Students will be supported in learning and wellbeing at their point of need. Students in need of targeted support or intervention will be identified or supported.</p>				
Success Indicators	<p>Early Indicators Teachers formative assessment data and summative judgements against the curriculum Documentation and data from formative assessments Progress against ILPs and IEPs Data used to identify students for tailored support. Year Level English and Maths continuums NAPLAN</p> <p>Late Indicators Student, Staff and Parent perception survey results Semester 2 Teacher Judgements PAT Reading and Number Year Level English and Maths continuums</p>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used	
Schedule and prioritise collaboration time for PLCs for planning, assessment and Inquiry Cycle.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00	

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Embed processes and protocols for regular moderation of student work with teaching teams.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Literacy/Numeracy leaders to provide ongoing professional learning/instruction to teachers on high impact teaching and assessment practices and Iramoo Instructional model to engage students in learning and wellbeing.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$256,534.00 <input checked="" type="checkbox"/> Equity funding will be used
Appoint tutors and implement intervention program to support identified students in Years 1 - 6.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Other funding will be used
Embed evidence-based approaches to identifying students requiring individual and tailored support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement a KOORI intervention program for identified students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$72,850.00 <input checked="" type="checkbox"/> Other funding will be used
Implement Student Excellence program for identified students.	<input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$56,714.00

	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Refine and implement assessment schedule to include purposes for assessment tools and analysis at SIT and PLCs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement Iramoo Visible Planning proforma to support teacher collaboration in weekly planning meetings, and to develop enabling and extending prompts in literacy and numeracy learning activities.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Ongoing professional learning of PLC process to refine practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Engage whole staff in Professional Learning in Maths - maths curriculum based on CoP network - Simply Maths PD based on addition and subtraction - Maths 2.0 VCAA ondemand modules and present this to staff.	<input checked="" type="checkbox"/> Numeracy leader <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
Goal 3	Empower students to be engaged learners and leaders.			
12-month target 3.1 target	<p>Improve the percentage of students with less than 10 days absences from 29% in 2023 to 33% in 2024.</p> <p>Reduce the number of students with 30+ days absence from 22% in 2023 to 20% in 2024.</p>			

12-month target 3.2 target	Improve the percentage positive endorsement on the Attitudes to School Survey for the following factors: <ul style="list-style-type: none"> - Student voice and agency from 64% in 2023 to 69% in 2024. - Sense of connectedness from 76% in 2023 to 79% in 2024. - Teacher Concern from 74% in 2023 to 77% in 2024. - Sense of Confidence from 71% in 2023 to 76% in 2024.
12-month target 3.3 target	Improve the percentage positive endorsement on the School Staff Survey for the Teacher Collaboration factor from 66% in 2023 to 70% in 2024.
12-month target 3.4 target	Improve the percentage positive endorsement on the Parent Opinion Survey for the following factors: <ul style="list-style-type: none"> - Effective Teaching from 88% in 2023 to 90% in 2024. - Student motivation and support from 87% in 2023 to 89% in 2024.
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capacity to set challenging learning goals and monitor their own growth.
Actions	Build students' self-awareness and metacognitive skills. Review whole school approaches to student goal setting within each sub-school (P - 3 and Years 4 - 6). Embed learning goals, and tracking of individual student progress toward those goals.
Outcomes	Leaders will: <ul style="list-style-type: none"> - schedule and organise Professional learning to support staff to establish student learning goals, and tracking of individual student progress toward those goals throughout the year - support staff to build formative assessment practices through clear practices and professional learning. Teachers will: <ul style="list-style-type: none"> - co-develop learning goals about student learning goals, regularly monitoring student learning progress and provide ongoing opportunities for students to actively participate in their learning - assist students to take ownership of their learning by identifying strategies that support them to attain their learning goals - provide opportunities for student to reflect on their learning and plan for future development - explicitly teach and model to students how to self-assess - provide feedback to students on their progress and where to next in their learning.

	<p>Student will:</p> <ul style="list-style-type: none"> - display greater confidence to take on more challenging tasks - will articulate their learning goals and know what the next steps are to progress their learning in Literacy and Numeracy. 			
Success Indicators	<p>Early Indicators Peer observations/Learning walks to observe:</p> <ul style="list-style-type: none"> - reflection time at the end of the lesson and students reflecting on their learning - evidence of exemplars/bump it up walls so that students know what they're aiming for - student learning goals. <p>Late Indicators Student, Staff and Parent perception survey results Formative and summative assessment in Literacy and Numeracy will show student learning growth Student IEPs and ILPs showing progress against goals and targets.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide opportunities for teachers to share and learn about student learning goals.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and conduct learning walks and peer observations with a focus on student learning goals and 'bump it up' walls.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support	Build all staff capability to respond to the learning and wellbeing needs of all students.			

student learning, wellbeing and inclusion				
Actions	<p>Maintain a whole-school approach to physical/social/emotional/cultural/civic wellbeing. Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development. Students with emerging or acute wellbeing needs identified and referred appropriately.</p>			
Outcomes	<p>Teachers and leaders will:</p> <ul style="list-style-type: none"> - integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs - implement and model consistent routines - implement a range of interventions in their classroom to support student wellbeing. <p>Students will:</p> <ul style="list-style-type: none"> - feel supported and engaged at school. <p>Students with additional needs will remain connected to school and peers and experience learning success. Families of at risk students will receive regular communication from the school. Families or professionals involved will communicate student needs and recommendations regularly with the school.</p>			
Success Indicators	<p>Student Attendance Data</p> <ul style="list-style-type: none"> - percentage of students with less than 10days - percentage of students with 30+ days of absence <p>Attitudes School Results</p> <ul style="list-style-type: none"> - Sense of Connectedness - Teacher Concern - Sense of Confidence <p>School Staff Survey</p> <ul style="list-style-type: none"> - Positive endorsement for teacher collaboration <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> - Positive endorsement for student motivation and support. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Review staff role statements to provide clarity of responsibility of teachers, education support staff, and wellbeing leaders.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a suitable outdoor sensory play space for the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$270,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implement the school's attendance policy to describe the school's attendance expectations, including actions that will be taken when the attendance expectations are not met.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue identifying vulnerable students who require additional monitoring, i.e. within classes and cohorts - identifying early warning signs of disengagement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement lunchtime activities that promote healthy habits and positive relationships for Tier 2 students.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continue to build staff understanding around the Disability Inclusion model and transitioning students from PSD to D.I Schedule and provide professional learning on Inclusive classroom strategies for Tier 1 students.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$25,000.00

			to: Term 4	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Appoint School Psychologist, Speech Pathologist, School Chaplain and Occupational Therapist to support student learning and wellbeing.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$190,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage in Mental Health in Primary School Professional Learning. Complete School' Mental Health Planning tool to determine school needs. Select items from the Mental Health Fund menu relative to school needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$49,112.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build staff knowledge and capacity on Wellbeing HITs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,023,141.34	\$1,447,980.34	-\$424,839.00
Disability Inclusion Tier 2 Funding	\$367,537.39	\$390,130.39	-\$22,593.00
Schools Mental Health Fund and Menu	\$67,117.01	\$67,117.01	\$0.00
Total	\$1,457,795.74	\$1,905,227.74	-\$447,432.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	\$5,000.00
Literacy/Numeracy leaders to provide ongoing professional learning/instruction to teachers on high impact teaching and assessment practices and Iramoo Instructional model to engage students in learning and wellbeing.	\$256,534.00
Engage whole staff in Professional Learning in Maths - maths curriculum based on CoP network - Simply Maths PD based on addition and subtraction - Maths 2.0 VCAA ondemand modules and present this to staff.	\$5,000.00
Schedule and conduct learning walks and peer observations with a focus on student learning goals and 'bump it up' walls.	\$10,000.00
Implement lunchtime activities that promote healthy habits and positive relationships for Tier 2 students.	\$3,000.00

Continue to build staff understanding around the Disability Inclusion model and transitioning students from PSD to D.I Schedule and provide professional learning on Inclusive classroom strategies for Tier 1 students.	\$25,000.00
Appoint School Psychologist, Speech Pathologist, School Chaplain and Occupational Therapist to support student learning and wellbeing.	\$190,000.00
Engage in Mental Health in Primary School Professional Learning. Complete School' Mental Health Planning tool to determine school needs. Select items from the Mental Health Fund menu relative to school needs.	\$49,112.00
Totals	\$543,646.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Literacy/Numeracy leaders to provide ongoing professional learning/instruction to teachers on high impact teaching and assessment practices and Iramoo Instructional model to engage students in learning and wellbeing.	from: Term 1 to: Term 4	\$256,534.00	<input checked="" type="checkbox"/> School-based staffing

Engage whole staff in Professional Learning in Maths - maths curriculum based on CoP network - Simply Maths PD based on addition and subtraction - Maths 2.0 VCAA ondemand modules and present this to staff.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Schedule and conduct learning walks and peer observations with a focus on student learning goals and 'bump it up' walls.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT
Appoint School Psychologist, Speech Pathologist, School Chaplain and Occupational Therapist to support student learning and wellbeing.	from: Term 1 to: Term 4	\$190,000.00	<input checked="" type="checkbox"/> Support services
Totals		\$466,534.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement lunchtime activities that promote healthy habits and positive relationships for Tier 2 students.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Inclusive recreation equipment and resources
Continue to build staff understanding around the Disability Inclusion model and transitioning students from PSD to D.I Schedule and provide professional	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers Education support

learning on Inclusive classroom strategies for Tier 1 students.			<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend Profile meetings) • Other release for writing IEPs, preparation for DIPs
Totals		\$28,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Engage in Mental Health in Primary School Professional Learning. Complete School' Mental Health Planning tool to determine school needs. Select items from the Mental Health Fund menu relative to school needs.	from: Term 1 to: Term 4	\$49,111.91	<input checked="" type="checkbox"/> Animal Therapists <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Totals		\$49,111.91	

Additional funding planner – Total Budget

Activities and milestones	Budget
IT equipment - upgrades to laptops and desktops	\$265,835.00

- STEM equipment - new iPads to provide a 1 to 1 iPad program throughout the school. - Headphones for all students. - Smart display panels for classroom instruction - other IT equipment to support learning.	
Equipment to support Performing Arts program including incursions	\$19,000.00
Materials to support Art program including a Street Art incursion and a kiln.	\$22,946.00
Materials and programs to support English Program	\$40,500.00
Swim Water Safety Funding	\$30,000.00
Equipment to support Physical Education program.	\$8,000.00
Sport and Athletics funding to reduce costs fro families.	\$8,300.00
Resources to support the Spanish program.	\$1,500.00
Resources and programs to support Mathematics throughout the school.	\$20,963.00
STEM Resources and Incursions	\$10,000.00
Educations support staff	\$18,376.00
Equipment and resources to support students learning	\$9,000.00
Specialist to assist with evidence for DIPs.	\$3,000.00
Accessibility audit and lighting/blind upgrades	\$5,000.00
Library resources	\$2,550.00
Kids and Fruit program to provide a piece of fruit for each student every day.	\$38,000.00
Children's health and welfare fund	\$55,500.00

Additional assistance to support students attending Yr 4 & 6 camps and excursions.	\$54,000.00
Life Education and Talk About It program.	\$22,000.00
Casual Relief Teachers	\$67,100.00
Welcome to Country ceremony and Graduation support	\$5,200.00
Subsidising of requisites to reduce cost for families.	\$5,259.00
One to One iPad program	\$40,000.00
STEM Teacher Leader	\$118,184.00
Assistant Principal Literacy/Curriculum and Assistant Principal Numeracy	\$146,609.34
Disability and Inclusion Leading Teacher	\$128,267.00
Education Support Staff	\$201,487.39
Schools Mental Health Fund	\$18,005.10
Totals	\$1,364,581.83

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
IT equipment - upgrades to laptops and desktops - STEM equipment - new iPads to provide a 1 to 1 iPad program throughout the school. - Headphones for all students. - Smart display panels for classroom instruction - other IT equipment to support learning.	from: Term 1 to: Term 4	\$265,835.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets

Equipment to support Performing Arts program including incursions	from: Term 1 to: Term 4	\$19,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Materials to support Art program including a Street Art incursion and a kiln.	from: Term 1 to: Term 4	\$22,946.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets <input checked="" type="checkbox"/> Other Street Art incursion
Materials and programs to support English Program	from: Term 1 to: Term 4	\$40,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Swim Water Safety Funding	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Other Funding to reduce the cost to families for 8 day swimming program from Yr 1-6.
Equipment to support Physical Education program.	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Sport and Athletics funding to reduce costs fro families.	from: Term 1 to: Term 4	\$8,300.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Resources to support the Spanish program.	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Resources and programs to support Mathematics throughout the school.	from: Term 1 to: Term 4	\$20,963.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
STEM Resources and Incursions	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Educations support staff	from: Term 1 to: Term 4	\$0.00	
Equipment and resources to support students learning	from: Term 1 to: Term 4	\$0.00	
Specialist to assist with evidence for DIPs.	from: Term 1 to: Term 4	\$0.00	
Accessibility audit and lighting/blind upgrades	from: Term 1 to: Term 2	\$0.00	
Library resources	from: Term 1 to: Term 4	\$2,550.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Kids and Fruit program to provide a piece of fruit for each student every day.	from: Term 1	\$38,000.00	<input checked="" type="checkbox"/> Other Fruit supply.

	to: Term 4		
Children's health and welfare fund	from: Term 1 to: Term 4	\$55,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other Funds to support the health and welfare of students from families that require assistance with basic needs e.g. uniforms, lunches.
Additional assistance to support students attending Yr 4 & 6 camps and excursions.	from: Term 1 to: Term 4	\$54,000.00	<input checked="" type="checkbox"/> Other Subsidising of camp program and excursions.
Life Education and Talk About It program.	from: Term 3 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> Support services
Casual Relief Teachers	from: Term 1 to: Term 4	\$67,100.00	<input checked="" type="checkbox"/> CRT
Welcome to Country ceremony and Graduation support	from: Term 4 to: Term 4	\$5,200.00	<input checked="" type="checkbox"/> Other Welcome to Country ceremony and funding to support the Graduation process.
Subsidising of requisites to reduce cost for families.	from: Term 1 to: Term 4	\$5,259.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
One to One iPad program	from: Term 1	\$40,000.00	<input checked="" type="checkbox"/> Assets

	to: Term 4		
STEM Teacher Leader	from: Term 1 to: Term 4	\$118,184.00	<input checked="" type="checkbox"/> School-based staffing
Assistant Principal Literacy/Curriculum and Assistant Principal Numeracy	from: Term 1 to: Term 4	\$146,609.34	<input checked="" type="checkbox"/> School-based staffing
Disability and Inclusion Leading Teacher	from: Term 1 to: Term 4	\$0.00	
Education Support Staff	from: Term 1 to: Term 4	\$0.00	
Schools Mental Health Fund	from: Term 1 to: Term 4	\$0.00	
Totals		\$981,446.34	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
IT equipment - upgrades to laptops and desktops	from: Term 1	\$0.00	

- STEM equipment - new iPads to provide a 1 to 1 iPad program throughout the school. - Headphones for all students. - Smart display panels for classroom instruction - other IT equipment to support learning.	to: Term 4		
Equipment to support Performing Arts program including incursions	from: Term 1 to: Term 4	\$0.00	
Materials to support Art program including a Street Art incursion and a kiln.	from: Term 1 to: Term 4	\$0.00	
Materials and programs to support English Program	from: Term 1 to: Term 4	\$0.00	
Swim Water Safety Funding	from: Term 1 to: Term 4	\$0.00	
Equipment to support Physical Education program.	from: Term 1 to: Term 4	\$0.00	
Sport and Athletics funding to reduce costs fro families.	from: Term 1 to: Term 4	\$0.00	

Resources to support the Spanish program.	from: Term 1 to: Term 4	\$0.00	
Resources and programs to support Mathematics throughout the school.	from: Term 1 to: Term 4	\$0.00	
STEM Resources and Incursions	from: Term 1 to: Term 4	\$0.00	
Educations support staff	from: Term 1 to: Term 4	\$18,376.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Equipment and resources to support students learning	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Specialist to assist with evidence for DIPs.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Other Allied health specialists (as per students needs)
Accessibility audit and lighting/blind upgrades	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> • Lighting
Library resources	from: Term 1	\$0.00	

	to: Term 4		
Kids and Fruit program to provide a piece of fruit for each student every day.	from: Term 1 to: Term 4	\$0.00	
Children's health and welfare fund	from: Term 1 to: Term 4	\$0.00	
Additional assistance to support students attending Yr 4 & 6 camps and excursions.	from: Term 1 to: Term 4	\$0.00	
Life Education and Talk About It program.	from: Term 3 to: Term 4	\$0.00	
Casual Relief Teachers	from: Term 1 to: Term 4	\$0.00	
Welcome to Country ceremony and Graduation support	from: Term 4 to: Term 4	\$0.00	
Subsidising of requisites to reduce cost for families.	from: Term 1 to: Term 4	\$0.00	

One to One iPad program	from: Term 1 to: Term 4	\$0.00	
STEM Teacher Leader	from: Term 1 to: Term 4	\$0.00	
Assistant Principal Literacy/Curriculum and Assistant Principal Numeracy	from: Term 1 to: Term 4	\$0.00	
Disability and Inclusion Leading Teacher	from: Term 1 to: Term 4	\$128,267.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator
Education Support Staff	from: Term 1 to: Term 4	\$201,487.39	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Schools Mental Health Fund	from: Term 1 to: Term 4	\$0.00	
Totals		\$362,130.39	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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IT equipment - upgrades to laptops and desktops - STEM equipment - new iPads to provide a 1 to 1 iPad program throughout the school. - Headphones for all students. - Smart display panels for classroom instruction - other IT equipment to support learning.	from: Term 1 to: Term 4	\$0.00	
Equipment to support Performing Arts program including incursions	from: Term 1 to: Term 4	\$0.00	
Materials to support Art program including a Street Art incursion and a kiln.	from: Term 1 to: Term 4	\$0.00	
Materials and programs to support English Program	from: Term 1 to: Term 4	\$0.00	
Swim Water Safety Funding	from: Term 1 to: Term 4	\$0.00	
Equipment to support Physical Education program.	from: Term 1 to: Term 4	\$0.00	
Sport and Athletics funding to reduce costs fro families.	from: Term 1	\$0.00	

	to: Term 4		
Resources to support the Spanish program.	from: Term 1 to: Term 4	\$0.00	
Resources and programs to support Mathematics throughout the school.	from: Term 1 to: Term 4	\$0.00	
STEM Resources and Incursions	from: Term 1 to: Term 4	\$0.00	
Educations support staff	from: Term 1 to: Term 4	\$0.00	
Equipment and resources to support students learning	from: Term 1 to: Term 4	\$0.00	
Specialist to assist with evidence for DIPs.	from: Term 1 to: Term 4	\$0.00	
Accessibility audit and lighting/blind upgrades	from: Term 1 to: Term 2	\$0.00	

Library resources	from: Term 1 to: Term 4	\$0.00	
Kids and Fruit program to provide a piece of fruit for each student every day.	from: Term 1 to: Term 4	\$0.00	
Children's health and welfare fund	from: Term 1 to: Term 4	\$0.00	
Additional assistance to support students attending Yr 4 & 6 camps and excursions.	from: Term 1 to: Term 4	\$0.00	
Life Education and Talk About It program.	from: Term 3 to: Term 4	\$0.00	
Casual Relief Teachers	from: Term 1 to: Term 4	\$0.00	
Welcome to Country ceremony and Graduation support	from: Term 4 to: Term 4	\$0.00	
Subsidising of requisites to reduce cost for families.	from: Term 1	\$0.00	

	to: Term 4		
One to One iPad program	from: Term 1 to: Term 4	\$0.00	
STEM Teacher Leader	from: Term 1 to: Term 4	\$0.00	
Assistant Principal Literacy/Curriculum and Assistant Principal Numeracy	from: Term 1 to: Term 4	\$0.00	
Disability and Inclusion Leading Teacher	from: Term 1 to: Term 4	\$0.00	
Education Support Staff	from: Term 1 to: Term 4	\$0.00	
Schools Mental Health Fund	from: Term 1 to: Term 4	\$18,005.10	<input checked="" type="checkbox"/> All-School Visible Wellbeing Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Totals		\$18,005.10	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> 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 Responsive Teaching in Action by Bronwyn Rylie Jones.	<input checked="" type="checkbox"/> On-site
Literacy/Numeracy leaders to provide ongoing professional learning/instruction to teachers on high impact teaching and assessment practices and Iramoo Instructional model to engage students in learning and wellbeing.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Ongoing professional learning of PLC process to refine practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> On-site
Engage whole staff in Professional Learning in Maths - maths curriculum based on CoP network - Simply Maths PD based on addition and subtraction - Maths 2.0 VCAA ondemand	<input checked="" type="checkbox"/> Numeracy leader <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"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> External consultants Simple Maths PD for the whole staff. <input checked="" type="checkbox"/> Departmental resources Maths 2.0 VCAA	<input checked="" type="checkbox"/> On-site

modules and present this to staff.					<input checked="" type="checkbox"/> Numeracy leader	
Build staff knowledge and capacity on Wellbeing HITs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Wellbeing HITs	<input checked="" type="checkbox"/> On-site