2024 Annual Implementation Plan

for improving student outcomes

Ripplebrook Primary School (2129)

Submitted for review by Nigel Kilpatrick (School Principal) on 07 February, 2024 at 08:20 AM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 23 February, 2024 at 11:35 AM
Endorsed by Jodie Wells (School Council President) on 28 March, 2024 at 01:48 PM

Self-evaluation summary

	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	

	FISO 2.0 Dimensions	Self-evaluation level
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	

	FISO 2.0 Dimensions	Self-evaluation level
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

	FISO 2.0 Dimensions	Self-evaluation level
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

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

Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target

The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| --- | --- | --- | --- |
| **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. | Yes | Support for the priorities | Increase the % of students assessed by teacher judgement achieving at least 12 months growth each year in:Reading from 48% (2023) to 60%Writing from 45% (2023) to 60%Number & Algebra from 27% (2023) to 40%PAT Maths Data is used as part of a whole-school triangulation of data. Increase the % of students at or above Stanine 5 on their Level from 47% (2023) to 60 % |
| Improve student learning growth in literacy and mathematics | No | By 2023 increase the three-year average for the percentage of students who achieve at or above NAPLAN benchmark growth in:
• reading from 68% (2019) to 80%
• writing from 55% (2019) to 75%
• numeracy from 75% (2019) to 85%. | |
| | | By 2023 increase the percentage of students assessed by teacher judgement achieving 12 months growth each year in:
• reading and viewing from 58.3% (2018) to 100%
• writing from 68% (2018) to 100%
• number and algebra from 48% (2018) to 100%. | |

		By 2023 increase the three-year average for the percentage of Year 5 students who achieve in the top two bands of NAPLAN: • reading from 29% (2019) to 32% • writing from 6% (2019) to 13% • numeracy from 12% (2019) to 19%	
Develop students as active and inquiring learners	Yes	By 2023 increase the three-year average percentage positive response: on Attitudes to School Survey for: • motivation and interest from 84% (2019) to 94% • self-regulation and goal setting from 79% (2019) to 90% • effort from 86% (2019) to 93%	Increase the % of students positive responses on Attitudes to School Survey:Motivation and Interest from 75% (2023) to 90%Self Regulation & Goal Setting from 85% (2023) to 90%Effort from 70% (2023) to 80%Stimulated Learning from 65% (2023) to 80%Student Voice & Agency from 55% (2023) to 80%
		By 2023 increase the percentage positive response on the School Staff Survey for: • guaranteed and viable curriculum from 86% (2019) to 92% • collective efficacy from 77% (2019) to 85%	Increase the % of staff positive responses on the Staff Survey:Guaranteed & Viable Curriculum from 84% (2023) to 90%Collective Efficacy from 89% (2023) to 95%Staff Trust in Colleagues from 68% (2023) to 90%Feedback from 64% (2023) to 80%Staff Professional Safety from 73% (2023) to 90%
		By 2023 increase the percentage positive response on the Parent Opinion Survey for: • student agency and voice from 75% (2018) to 81%	Increase the % of parent positive responses on the Parent opinion survey: Student Agency & Voice from 90% (2023) to 100%
		By 2023, Increase the school Framework for Improving Student Outcomes (FISO) assessment for Empowering Students and Building School Pride from emerging to embedding.	Continue to Embed Empowering Students and Building School Pride

Foster an inclusive learning environment whereby students are respectful, responsible and resilient	Yes	By 2023 increase the three-year average percentage positive response on the Attitudes To School Survey for: • sense of inclusion from 86% (2019) to 90% • respect for diversity from 89% (2019) to 93% • resilience from 77% (2019) to 90%.	Increase the % of students positive responses on Attitudes to School Survey:Sense of Connectedness from 82% (2023) to 90%Respect for Diversity form 90% (2023) to 95%Perseverance from 70% (2023) to 85%
		By 2023 increase the percentage positive response on the Parent Opinion Survey for: • respect for diversity from 69% (2018) to 80%.	Maintain the % of parent positive responses on the Parent opinion survey: Respect for Diversity at 100%
		By 2023 increase the overall percent endorsement on the Staff Survey for: • school climate module from 80% (2019) to 87%.	Increase the % of staff positive responses on the Staff Survey: School Climate Module from 86.5% (2023) to 95%
		By 2023, achieve tier 2 accreditation on the Positive School-Wide Behaviour Tiered Fidelity Index.	Maintain Tier 2 Accreditation on the SWPBs Tiered Fidelity Index and aim for Tier 3
		By 2023, • increase the percentage of students with less than 10 days absence from 26% to 50% • decrease the percentage of students with 10 to 19.5 days absence from 29% to 26%.	Increase the % of students with less than 10 days absent from 41% (2023) to 55% and reduce the % of students with greater than 20 days absent from 24% (2023) to 20%.

Goal 1	**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.
12-month target 1.1	Increase the % of students assessed by teacher judgement achieving at least 12 months growth each year in: Reading from 48% (2023) to 60% Writing from 45% (2023) to 60% Number & Algebra from 27% (2023) to 40% PAT Maths Data is used as part of a whole-school triangulation of data. Increase the % of students at or above Stanine 5 on their Level from 47% (2023) to 60 %

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	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 2024.	

Goal 3	**Develop students as active and inquiring learners**
12-month target 3.1	Increase the % of students positive responses on Attitudes to School Survey: Motivation and Interest from 75% (2023) to 90% Self Regulation & Goal Setting from 85% (2023) to 90% Effort from 70% (2023) to 80% Stimulated Learning from 65% (2023) to 80% Student Voice & Agency from 55% (2023) to 80%

12-month target 3.2	Increase the % of staff positive responses on the Staff Survey: Guaranteed & Viable Curriculum from 84% (2023) to 90% Collective Efficacy from 89% (2023) to 95% Staff Trust in Colleagues from 68% (2023) to 90% Feedback from 64% (2023) to 80% Staff Professional Safety from 73% (2023) to 90%	
12-month target 3.3	Increase the % of parent positive responses on the Parent opinion survey: Student Agency & Voice from 90% (2023) to 100%	
12-month target 3.4	Continue to Embed Empowering Students and Building School Pride	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Develop a shared understanding of student voice and agency and build teacher capacity to provide students with the tools and skills to take responsibility for their learning	Yes
KIS 3.b Positive climate for learning	Engage students in co-constructing a developmental curriculum continuum to make learning visible for them and assist them in goal setting and self-regulation	Yes
KIS 3.c Excellence in teaching and learning	Investigate and implement an evidence-based inquiry approach to learning	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.	Student, Staff and Parent survey results have varied over the past few years, but now with a more stable leadership and school staffing profile, as well as increased enrolments with fewer school transfers/student movement during the year, there will be an increased focus on consistency and communication. Data sets will be shared with appropriate audiences to see where there may be areas of strength, improvement or stabilisation as well as clarifying the context and language behind survey questions/responses. A greater % response rate is sought from staff (62.5 % in 2023) and parents (33 % in 2023) to have more people having input into school profile.	
Goal 4	**Foster an inclusive learning environment whereby students are respectful, responsible and resilient**	

12-month target 4.1	Increase the % of students positive responses on Attitudes to School Survey: Sense of Connectedness from 82% (2023) to 90% Respect for Diversity form 90% (2023) to 95% Perseverance from 70% (2023) to 85%	
12-month target 4.2	Maintain the % of parent positive responses on the Parent opinion survey: Respect for Diversity at 100%	
12-month target 4.3	Increase the % of staff positive responses on the Staff Survey: School Climate Module from 86.5% (2023) to 95%	
12-month target 4.4	Maintain Tier 2 Accreditation on the SWPBs Tiered Fidelity Index and aim for Tier 3	
12-month target 4.5	Increase the % of students with less than 10 days absent from 41% (2023) to 55% and reduce the % of students with greater than 20 days absent from 24% (2023) to 20%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Build the leadership capacity to lead a whole-school strategy to implement an agreed framework for student health and wellbeing to enable students to be responsible and resilient learners	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.	The Resilience Project school partnership started in 2023 and the Resilience, Rights & Respectful Relationships resources will continue to be used to assist all students to become more resilient and responsible learners. Student Learning Goals set in partnership with staff will assist students to make responsible choices to be active learners and aim to improve their own confidence, understanding and application of themselves as learners.	

Define actions, outcomes, success indicators and activities

Goal 1	**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.
12-month target 1.1	Increase the % of students assessed by teacher judgement achieving at least 12 months growth each year in: Reading from 48% (2023) to 60% Writing from 45% (2023) to 60% Number & Algebra from 27% (2023) to 40% PAT Maths Data is used as part of a whole-school triangulation of data. Increase the % of students at or above Stanine 5 on their Level from 47% (2023) to 60 %
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Leaders will implement the agreed Teaching and Learning model (for all curriculum areas) with input from staff Leaders will develop and publish an agreed Assessment Schedule and discuss fortnightly at staff/PLC meetings Leaders will use PLC Inquiry Cycles to focus on specific teaching and learning Staff will utilise Numeracy Key Skills document and Victorian Numeracy Portal to identify gaps in student learning and to differentiate for ALL students. Staff will triangulate literacy and numeracy data using; English Online Interview, Maths Online Interview, PAT Maths, PAT Reading, Essential Assessment, Fountas & Pinnell, Moderated student work samples. Staff will be involved in targeted Professional Development in the teaching of Literacy and Numeracy including classroom observations Staff will use hands-on resources and targeted professional development/readings to differentiate numeracy lessons. Staff will model writing genres with students (connected to reading genres) to create Anchor Charts and WAGOLLs

	(What A Good One Looks Like) Staff will update data walls regularly as part of 2-hours of PLC time each week to work together on planning/assessment/moderation/curriculum (Timetable adjustment) Staff will be involved in professional learning opportunities regarding the Victorian Curriculum 2.0 (English & Maths) Students will develop SMART Learning Goals Students will have Individual learning Plans Students will identify their point-of-need learning using Rubrics
Outcomes	Teaching and Learning model published and used consistently Assessment Schedule monitored and adjusted as required PLC Inquiry Cycles used to identify individuals/cohorts through data sets and assessments to plan strategies to develop Individual Learning Plans for all students. Differentiation of teaching using documents such as Numeracy Key Skills and the existing data from whole-school data sets Teacher judgement shows greater justification for student growth using multiple data sources Professional Practice Days for individual staff and Curriculum Days for all staff aligned with literacy and numeracy targets and work with teachers to develop learning goals and strategies for improvement (Conferencing) Staff using data and assessments in both formative and summative situations. Staff are able to use the data from assessments to develop Individual learning goals. Students able to identify where their own needs are (what they DO, SAY, MAKE or WRITE) Students able to present their learning through Student-Led conferences
Success Indicators	Students to identify Individual Learning Goals in Reading, Writing and Number and work on these regularly with teacher assistance and support. Students can locate their learning achievement/improvement on rubrics for learning tasks. Staff develop differentiated learning tasks using Compass. Parents able to see learning progress via learning tasks at least 1-2 times per term

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Teaching and Learning Model (drafted Term 4, 2023) to be finalised and used by all staff. Curriculum Day (January) Professional Development.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$250.00 ☑ Equity funding will be used
Professional Development Sessions (The Resilience Project Teacher Conference)	☑ All staff	☑ PLP Priority	from: Term 3 to: Term 3	$2,100.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Extra hours/sessions for staff to conduct 1:1 assessments/conferences/meetings	☑ Homegroup teachers	☑ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Equity funding will be used
Extra CRT Coverage and ES Support to provide Visual Arts	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$14,000.00 ☑ Equity funding will be used
Teaching and Learning Observation and Feedback, including modeling and coaching sessions with staff.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$800.00 ☑ Equity funding will be used
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

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	
Actions	Continue with Partnership of SU Ministries (National Student Wellbeing Program Provider) Continue with The Resilience Project as a school partner. Increase Education Support personnel hours/1:1 support for students (beyond PSD funded students)
Outcomes	Students utilise their Resilience Project Diaries daily. Staff use the Resilience Project curriculum content weekly (aligned with Respectful Relationships) Parents use the Parent Portal regularly, newsletter information sent monthly.
Success Indicators	Chaplain will work 2 days per week with targeted students/families/groups. Attitudes to School Survey data results improve in Confidence, Safety and Connection.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Chaplaincy Program (2 days per week) and resources for programs (student journals, library books, manipulatives)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$18,970.00 ☑ Equity funding will be used
The Resilience Program will continue to be utilised as part of the school's partnership in Wellbeing	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$8,400.00 ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Increase ES hours per week to assist students who were unsuccessful with Disability Inclusion profiles in 2023/new students enrolling in school who may be eligible for future Disability Inclusion.	☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Purchase furniture/equipment for toilet changing/showering areas for students with continence issues.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$3,580.72 ☑ Disability Inclusion Tier 2 Funding will be used
The Resilience Project Student Diaries for all students with Daily GEM (Gratitude, Empathy, Mindfulness) and mental-health check-ins	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$400.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Disability Inclusion profiles for new Preps	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 3	$4,500.00 ☑ Disability Inclusion Tier 2

				Funding will be used
Playground markings for active and passive games to assist students' physical and mental health as well as social skills (student input for design)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$13,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Victorian Curriculum 2.0 (English and Maths) familiarisation by staff and embedding into planning/PLT and professional reading alongside the revised Teaching & Learning Model and High Impact Teaching Strategies	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used

Goal 3	Develop students as active and inquiring learners
12-month target 3.1	Increase the % of students positive responses on Attitudes to School Survey: Motivation and Interest from 75% (2023) to 90% Self Regulation & Goal Setting from 85% (2023) to 90% Effort from 70% (2023) to 80% Stimulated Learning from 65% (2023) to 80% Student Voice & Agency from 55% (2023) to 80%
12-month target 3.2	Increase the % of staff positive responses on the Staff Survey: Guaranteed & Viable Curriculum from 84% (2023) to 90% Collective Efficacy from 89% (2023) to 95% Staff Trust in Colleagues from 68% (2023) to 90% Feedback from 64% (2023) to 80% Staff Professional Safety from 73% (2023) to 90%

12-month target 3.3	Increase the % of parent positive responses on the Parent opinion survey: Student Agency & Voice from 90% (2023) to 100%
12-month target 3.4	Continue to Embed Empowering Students and Building School Pride
KIS 3.a Empowering students and building school pride	Develop a shared understanding of student voice and agency and build teacher capacity to provide students with the tools and skills to take responsibility for their learning
Actions	Staff and students will review the AtoSS data from 2023 and look at areas of improvement and strategies to assist this. Students will have more opportunities beyond Junior School Council to have voice and agency in their learning. Staff and Students will develop "what an effective teacher' and 'what an effective learner' looks like. Student voice and agency as part of the revised agreed Teaching & Learning model.
Outcomes	Students develop SMART Learning Goals in partnership with staff.
Success Indicators	Attitudes to School Survey, Staff Opinion Survey, Parent Opinion Survey, Junior School Council/Class meetings

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff meetings/Curriculum Day to share data sets and trends	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 2	$0.00

KIS 3.b Intellectual engagement and self-awareness	Engage students in co-constructing a developmental curriculum continuum to make learning visible for them and assist them in goal setting and self-regulation
Actions	Staff to share Teaching and Learning Model with students. Students have input into what they see as part of the T&L model from their perspective. Students self assess against agreed rubrics to show their learning.

Outcomes	Staff differentiate their teaching according to context and content as well as needs of the students. Staff work together in PLTs (uninterrupted time) to share curriculum development and planning. Students demonstrate their application of learning through learning goals and conferencing.				
Success Indicators	Attitudes to School Survey, Staff Opinion Survey, Parent Opinion Survey,Student Learning Goals				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Development opportunities for staff involving Victorian Curriculum 2.0 (English & Maths)	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 2	$500.00 ☑ Equity funding will be used

Goal 4	Foster an inclusive learning environment whereby students are respectful, responsible and resilient
12-month target 4.1	Increase the % of students positive responses on Attitudes to School Survey: Sense of Connectedness from 82% (2023) to 90% Respect for Diversity form 90% (2023) to 95% Perseverance from 70% (2023) to 85%
12-month target 4.2	Maintain the % of parent positive responses on the Parent opinion survey: Respect for Diversity at 100%
12-month target 4.3	Increase the % of staff positive responses on the Staff Survey: School Climate Module from 86.5% (2023) to 95%
12-month target 4.4	Maintain Tier 2 Accreditation on the SWPBs Tiered Fidelity Index and aim for Tier 3
12-month target 4.5	Increase the % of students with less than 10 days absent from 41% (2023) to 55% and reduce the % of students with greater than 20 days absent from 24% (2023) to 20%.
KIS 4.a Health and wellbeing	Build the leadership capacity to lead a whole-school strategy to implement an agreed framework for student health and wellbeing to enable students to be responsible and resilient learners

Actions	The Resilience Project Student Survey (Grades 3-6) in Term 1. AtoSS questions/data shared with students to understand previous responses (positive/neutral or negative) Classroom Meetings/Routines set with student input. Behaviour Matrix shared with school community. Whole-School activities (Beach Day, Athletics, Hot Lunches) with school community involvement. Staff have regular conversations with students and families before and after school as well as scheduled SSG meetings.				
Outcomes	School Council has nominations for new and returning school councillors, with no vacant positions-encourage new families/parents.				
Success Indicators	Attendance data, AtoSS survey, TRP survey				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
AtoSS data and TRP data from 2023 discussed at staff meetings and shared with students before Term 2.		☑ All staff	☐ PLP Priority	from: Term 1 to: Term 1	$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	$41,052.75	$41,020.00	$32.75
Disability Inclusion Tier 2 Funding	$23,080.72	$23,080.72	$0.00
Schools Mental Health Fund and Menu	$30,753.25	$24,472.00	$6,281.25
Total	**$94,886.72**	**$88,572.72**	**$6,314.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Teaching and Learning Model (drafted Term 4, 2023) to be finalised and used by all staff. Curriculum Day (January) Professional Development.	$250.00
Professional Development Sessions (The Resilience Project Teacher Conference)	$2,100.00
Extra hours/sessions for staff to conduct 1:1 assessments/conferences/meetings	$6,000.00
Extra CRT Coverage and ES Support to provide Visual Arts	$14,000.00
Teaching and Learning Observation and Feedback, including modeling and coaching sessions with staff.	$800.00
Chaplaincy Program (2 days per week) and resources for programs (student journals, library books, manipulatives)	$18,970.00

The Resilience Program will continue to be utilised as part of the school's partnership in Wellbeing	$8,400.00
Increase ES hours per week to assist students who were unsuccessful with Disability Inclusion profiles in 2023/new students enrolling in school who may be eligible for future Disability Inclusion.	$15,000.00
Purchase furniture/equipment for toilet changing/showering areas for students with continence issues.	$3,580.72
The Resilience Project Student Diaries for all students with Daily GEM (Gratitude, Empathy, Mindfulness) and mental-health check-ins	$400.00
Disability Inclusion profiles for new Preps	$4,500.00
Playground markings for active and passive games to assist students' physical and mental health as well as social skills (student input for design)	$13,000.00
Victorian Curriculum 2.0 (English and Maths) familiarisation by staff and embedding into planning/PLT and professional reading alongside the revised Teaching & Learning Model and High Impact Teaching Strategies	$1,000.00
Professional Development opportunities for staff involving Victorian Curriculum 2.0 (English & Maths)	$500.00
Totals	$88,500.72

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Teaching and Learning Model (drafted Term 4, 2023) to be finalised and used by all staff. Curriculum Day (January) Professional Development.	from: Term 1 to: Term 4	$250.00	☑ Professional development (excluding CRT costs and new FTE)
Extra hours/sessions for staff to conduct 1:1 assessments/conferences/meetings	from: Term 1 to: Term 4	$6,000.00	☑ CRT
Extra CRT Coverage and ES Support to provide Visual Arts	from: Term 1 to: Term 4	$14,000.00	☑ CRT
Teaching and Learning Observation and Feedback, including modeling and coaching sessions with staff.	from: Term 1 to: Term 4	$800.00	☑ School-based staffing
Chaplaincy Program (2 days per week) and resources for programs (student journals, library books, manipulatives)	from: Term 1 to: Term 4	$18,970.00	☑ Support services
Victorian Curriculum 2.0 (English and Maths) familiarisation by staff and embedding into planning/PLT and professional reading alongside the revised Teaching & Learning Model and High Impact Teaching Strategies	from: Term 1 to: Term 4	$500.00	☑ Professional development (excluding CRT costs and new FTE)
Professional Development opportunities for staff involving	from: Term 1	$500.00	☑ CRT

Victorian Curriculum 2.0 (English & Maths)	to: Term 2		
Totals		$41,020.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Increase ES hours per week to assist students who were unsuccessful with Disability Inclusion profiles in 2023/new students enrolling in school who may be eligible for future Disability Inclusion.	from: Term 1 to: Term 4	$15,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Purchase furniture/equipment for toilet changing/showering areas for students with continence issues.	from: Term 1 to: Term 4	$3,580.72	☑ Minor building or internal environmental modifications under $5,000 (GST inclusive) • Other Toilet Change/Shower facilities
Disability Inclusion profiles for new Preps	from: Term 1 to: Term 3	$4,500.00	☑ CRT • CRT (to attend Profile meetings)
Totals		$23,080.72	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Professional Development Sessions (The Resilience Project Teacher Conference)	from: Term 3 to: Term 3	$2,100.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar)
The Resilience Program will continue to be utilised as part of the school's partnership in Wellbeing	from: Term 1 to: Term 4	$8,972.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
The Resilience Project Student Diaries for all students with Daily GEM (Gratitude, Empathy, Mindfulness) and mental-health check-ins	from: Term 1 to: Term 4	$400.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Playground markings for active and passive games to assist students' physical and mental health as well as social skills (student input for design)	from: Term 1 to: Term 2	$13,000.00	☑ Active Schools (free) **This activity will use Mental Health Menu staffing** o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		**$24,472.00**	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Development Sessions (The Resilience Project Teacher Conference)	☑ All staff	from: Term 3 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day	☑ External consultants The Resilience Project	☑ Off-site The Resilience Project Conference (July)
Extra hours/sessions for staff to conduct 1:1 assessments/conferences/meetings	☑ Homegroup teachers	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ PLC/PLT meeting	☑ PLC Initiative	☑ On-site
Teaching and Learning Observation and Feedback, including modeling and coaching sessions with staff.	☑ All staff	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Victorian Curriculum 2.0 (English and Maths) familiarisation by staff and embedding into planning/PLT	☑ All staff	from: Term 1	☑ Planning ☑ Preparation	☑ Professional practice day	☑ Internal staff	☑ On-site

and professional reading alongside the revised Teaching & Learning Model and High Impact Teaching Strategies		to: Term 4	☑ Curriculum development			
Professional Development opportunities for staff involving Victorian Curriculum 2.0 (English & Maths)	☑ All staff	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional practice day ☑ PLC/PLT meeting	☑ Internal staff ☑ Departmental resources Curriculum 2.0 ☑ High Impact Teaching Strategies (HITS)	☑ Off-site PD opportunities through DET Regional offices