

# 2022 Annual Implementation Plan

## for improving student outcomes

Westbreen Primary School (4158)



Submitted for review by Antonio Cerra (School Principal) on 01 February, 2022 at 11:35 AM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2022

	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	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	
<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
<b>Support</b>	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	
<b>Enter your reflective comments</b>	<p>~ some evidence of student voice and agency in learning however there was not a clear understanding of how this impacted student learning.</p> <p>~ a whole-school instructional model was in place for writing and that the Professional Learning Community (PLC) approach was used to analyse student writing. The panel found there was a focus on the elements of writing (e.g. grammar, punctuation) but less focus on the craft of writing.</p>	
<b>Considerations for 2022</b>	<p>~ consistency around goal setting.</p> <p>~ focus on the craft of writing</p> <p>Recommendations the following key directions for our 2022 - 2025 next School Strategic Plan:</p> <ul style="list-style-type: none"> <li>• English and mathematics, particularly improving writing</li> <li>• Student voice and agency</li> </ul>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

<b>Goal 2</b>	To improve student learning outcomes for all students.
<b>Target 2.1</b>	To increase the percentage of students above benchmark NAPLAN growth in: <ul style="list-style-type: none"> <li>• writing from 22% (2021) to 32% (2025)</li> <li>• reading from 53% (2021) to 58% (2025)</li> <li>• numeracy from 38% (2021) to 43% (2025)</li> </ul>
<b>Target 2.2</b>	To increase the percentage of students at or above age expected level in teacher judgements from Foundation to Year 6 in writing from 84% (2021) to 89% (2025).
<b>Target 2.3</b>	To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 bands at Year 3 in writing from 36% (2021) to 50% (2025).
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed an agreed instructional model for writing across the school
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build curriculum knowledge for all staff
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Strengthen the data literacy capability of all staff

<b>Goal 3</b>	To improve student voice and agency in learning.
<b>Target 3.1</b>	To increase positive response on the Staff Opinion Survey factor Use student feedback to improve practice from 90% (2020) to 95% (2025).
<b>Target 3.2</b>	To increase positive responses AtoSS factor Student voice and agency 96% (2021) to 98% (2025).
<b>Target 3.3</b>	To increase positive responses on the Parent Opinion Survey factors <ul style="list-style-type: none"> <li>• Student voice and agency from 77% (2021) to 85% (2025)</li> <li>• Student Cognitive Engagement from 87% (2021) to 92% (2025)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop a whole school community approach to student goal setting and feedback
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Embed voice and agency in student learning

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1.1 To increase the percentage of students above benchmark NAPLAN growth in</p> <ul style="list-style-type: none"> <li>o writing from 22% (2021) to 24%</li> <li>o reading from 53% (2021) to 54%</li> <li>o numeracy from 38% (2021) to 39%</li> </ul> <p>1.2 To increase the percentage of students at or above age expected level in teacher judgements from Foundation to Year 6</p> <ul style="list-style-type: none"> <li>o writing from 82% (2021) to 85%</li> <li>o numeracy from 85% (2021) to 87%</li> </ul> <p>1.3 To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 bands at Year 3 in</p> <ul style="list-style-type: none"> <li>o writing from 36% (2021) to 39%</li> <li>o numeracy from 53% (2021) to 55%</li> </ul> <p>1.4 To increase positive response on the Staff Opinion Survey factor Use student feedback to improve practice from 93% (2021) to 95%.</p>

			<p>1.5 To increase positive responses AtoSS factor Student voice and agency 96% (2021) to 97%</p> <p>1.6 To increase positive responses on the Parent Opinion Survey factors</p> <ul style="list-style-type: none"> <li>o Student voice and agency from 77% (2021) to 79%</li> <li>• Student Cognitive Engagement from 87% (2021) to 88%</li> </ul>
To improve student learning outcomes for all students.	No	<p>To increase the percentage of students above benchmark NAPLAN growth in:</p> <ul style="list-style-type: none"> <li>• writing from 22% (2021) to 32% (2025)</li> <li>• reading from 53% (2021) to 58% (2025)</li> <li>• numeracy from 38% (2021) to 43% (2025)</li> </ul>	
		<p>To increase the percentage of students at or above age expected level in teacher judgements from Foundation to Year 6 in writing from 84% (2021) to 89% (2025).</p>	
		<p>To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 bands at Year 3 in writing from 36% (2021) to 50% (2025).</p>	



To improve student voice and agency in learning.	No	To increase positive response on the Staff Opinion Survey factor ~ Use student feedback to improve practice from 90% (2020) to 95% (2025).	
		To increase positive responses AtoSS factor Student voice and agency 96% (2021) to 98% (2025).	
		<p>To increase positive responses on the Parent Opinion Survey factors</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 77% (2021) to 85% (2025)</li> <li>• Student Cognitive Engagement from 87% (2021) to 92% (2025)</li> </ul>	

<p><b>Goal 1</b></p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p><b>12 Month Target 1.1</b></p>	<p>1.1 To increase the percentage of students above benchmark NAPLAN growth in</p> <ul style="list-style-type: none"> <li>o writing from 22% (2021) to 24%</li> <li>o reading from 53% (2021) to 54%</li> <li>o numeracy from 38% (2021) to 39%</li> </ul> <p>1.2 To increase the percentage of students at or above age expected level in teacher judgements from Foundation to Year 6</p> <ul style="list-style-type: none"> <li>o writing from 82% (2021) to 85%</li> <li>o numeracy from 85% (2021) to 87%</li> </ul> <p>1.3 To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 bands at Year 3 in</p> <ul style="list-style-type: none"> <li>o writing from 36% (2021) to 39%</li> <li>o numeracy from 53% (2021) to 55%</li> </ul> <p>1.4 To increase positive response on the Staff Opinion Survey factor Use student feedback to improve practice from 93% (2021) to 95%.</p> <p>1.5 To increase positive responses AtoSS factor Student voice and agency 96% (2021) to 97%</p> <p>1.6 To increase positive responses on the Parent Opinion Survey factors</p> <ul style="list-style-type: none"> <li>o Student voice and agency from 77% (2021) to 79%</li> <li>• Student Cognitive Engagement from 87% (2021) to 88%</li> </ul>

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 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 2022.	

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2022 Priorities Goal</b>          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p><b>12 Month Target 1.1</b></p>	<p>1.1 To increase the percentage of students above benchmark NAPLAN growth in</p> <ul style="list-style-type: none"> <li>o writing from 22% (2021) to 24%</li> <li>o reading from 53% (2021) to 54%</li> <li>o numeracy from 38% (2021) to 39%</li> </ul> <p>1.2 To increase the percentage of students at or above age expected level in teacher judgements from Foundation to Year 6</p> <ul style="list-style-type: none"> <li>o writing from 82% (2021) to 85%</li> <li>o numeracy from 85% (2021) to 87%</li> </ul> <p>1.3 To increase the percentage of the students in the top 2 NAPLAN bands at Year 5 who were in the top 2 bands at Year 3 in</p> <ul style="list-style-type: none"> <li>o writing from 36% (2021) to 39%</li> <li>o numeracy from 53% (2021) to 55%</li> </ul> <p>1.4 To increase positive response on the Staff Opinion Survey factor Use student feedback to improve practice from 93% (2021) to 95%.</p> <p>1.5 To increase positive responses AtoSS factor Student voice and agency 96% (2021) to 97%</p> <p>1.6 To increase positive responses on the Parent Opinion Survey factors</p> <ul style="list-style-type: none"> <li>o Student voice and agency from 77% (2021) to 79%</li> <li>• Student Cognitive Engagement from 87% (2021) to 88%</li> </ul>

<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Implement PLC inquiry structures to support teacher collaboration, reflection and strengthen Literacy (writing) practices.  Establish a PLC Inquiry into Numeracy across the school  Numeracy SIT to review, refine and ensure accurate analysis of Mathematics data.
<b>Outcomes</b>	Students will: Have improved learning outcomes. Will be identified and supported via targeted academic support or intervention programs Know what the next steps are to progress their learning  Teachers will: Identify student learning needs based on our assessment schedule Will plan for differentiation based on student learning data Implement differentiated teaching and learning to meet individual student needs Provide targeted academic support to students Demonstrate improved collective efficacy Understand the value and importance of research based evidence to inform their teaching of Writing practices  Leaders will Support teaching staff to build assessment and differentiation practices through clear processes and professional learning Meet regularly to engage in a PLC discussions within teams Mentor and support PLC facilitators Undertake Learning Walks in Writing and Numeracy
<b>Success Indicators</b>	Curriculum documentation will show plans for differentiation Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Observation data from Learning Walks will show a focus on Numeracy & Writing teaching practices

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the Instructional Model to establish a multi-tiered response model to be adopted in the teaching of numeracy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,600.00  <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
Explore the research Professional Learning to all staff to support and develop a response model that meets the needs of the school in the teaching of writing	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$24,000.00  <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

<p>Develop a shared PDP goals focusing on assessment and differentiation of the teaching to writing and numeracy</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Review and introduce new "My Education Plan" initiative across the whole school.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

<p>Refresh Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation in the areas of Writing and Numeracy</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$15,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Revise the gathering and analysis of data sets in mathematics</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$1,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>



<p>Strengthen the use of the FISO Improvement cycle to review the teaching and learning of mathematics</p>	<p><input checked="" type="checkbox"/> School Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$1,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Allow for the Numeracy Learning Specialist to liaise with PLC's in order to upskill staff on the interpretation of Numeracy data</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Actions</b>	Develop a whole school community approach to student goal setting and feedback Develop a comprehensive student voice and agency teaching and learning program across the whole school
<b>Outcomes</b>	<p>Students will</p> Experience greater confidence within their classroom and in their learning Feel more connected to Team Westbreen Use positive language with others Develop skills in de-escalation strategies <p>Teachers will</p> Plan for and implement social and emotional learning within their curriculum areas Recognise, respond to and refer students' mental health needs to the relevant authorities Consistently model agreed behaviours and routines Implement common best practices for emotional regulation. <p>Leaders will</p> Timetable staff / student release time to enhance student agency and wellbeing in their learning Improve knowledge of wellbeing research and best practice strategies Model Respectful relationships behaviours and understands Have a greater understanding of student agency in classroom protocols
<b>Success Indicators</b>	Documentation from learning walks and peer observation will show how staff are embedding social and emotional learning Increased attendance data Students will be able to articulate their feelings and strategies to assist them in their wellbeing Staff survey will show an increase in "effectiveness in student behaviour management" Changes to classroom practices will be observed self-assessment against the DET respectful relationship index tool

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$27,669.39  <input checked="" 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
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,170.19  <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

<p>Schedule time for relevant staff to review and manage student wellbeing entries in the learning management system</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$2,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

<p>Review the multi-tiered response model at the end of each term using wellbeing data and student feedback, and modify for greater impact</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Establish "Zones of Regulations" within every classroom / learning space</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$4,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

<p>Use the FISO improvement cycle for the development of a whole school set of protocols for "student goal setting"</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$55,839.00	\$55,839.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$55,839.00	\$55,839.00	\$0.00

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Refresh Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation in the areas of Writing and Numeracy	\$15,000.00
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	\$27,669.39
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	\$6,170.19
Schedule time for relevant staff to review and manage student wellbeing entries in the learning management system	\$5,000.00
Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed	\$2,000.00
<b>Totals</b>	\$55,839.58

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Refresh Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation in the areas of Writing and Numeracy	from: Term 1 to: Term 2	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	from: Term 1 to: Term 3	\$27,669.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	from: Term 1 to: Term 4	\$6,170.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Schedule time for relevant staff to review and manage student wellbeing entries in the learning management system	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed	from: Term 1 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$55,839.00	



### Activities and Milestones - Disability Inclusion Funding

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

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

Activities and Milestones	When	Funding allocated (\$)	Category
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	from: Term 1 to: Term 3		
<b>Totals</b>			

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

### Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Explore the research Professional Learning to all staff to support and develop a response model that meets the needs of the school in the teaching of writing	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants to be decided <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Review and introduce new "My Education Plan" initiative across the whole school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule time for relevant staff to review and manage student wellbeing entries in the learning management system	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site

<p>Review the multi-tiered response model at the end of each term using wellbeing data and student feedback, and modify for greater impact</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
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