

2024 Annual Implementation Plan

for improving student outcomes

Brunswick East Primary School (3179)



Submitted for review by Janet Di Pilla (School Principal) on 31 March, 2024 at 09:24 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 05 April, 2024 at 02:54 PM
Endorsed by Angela Roberts (School Council President) on 12 April, 2024 at 12:01 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

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
<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>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>- Maintain the Year 5 Reading proficiency levels but increase the % of students Exceeding to 45%. - Maintain the overall Year 3 and 5 Writing Strong and Exceeding proficiency levels but increase % students Exceeding by 5% for both year levels. - Maintain the Year 5 Numeracy Strong and Exceeding proficiency levels but increase the % students Exceeding by 6%. - have the correlation between teacher judgements and NAPLAN proficiency to be within 10% in reading, writing and number for Years 3 and 5. Attitudes to School Survey (AtoSS): increase the percentages of positive student responses to the following factors:- Differentiated learning challenge to 75%- Motivation and interest to 75%- Sense of connectedness to 75% School Staff Survey (SSS): increase the percentages of positive staff responses for - Guaranteed and viable curriculum to 70%- Staff Safety and Wellbeing Consultation and Participation to 70% Parent Opinion Survey (POS): increase the percentages of positive parent responses in the following factors:- Stimulating learning environment from to 80%- Effective teaching to 70%</p>

Improve the learning growth of every student.	No	<p>NAPLAN benchmark growth</p> <p>By 2024 increase above benchmark growth in:</p> <ul style="list-style-type: none"> • reading from 42% (2019) to 50% • writing from 39% (2019) to 45% • numeracy from 26% (2019) to 35%. 	
		<p>NAPLAN top two bands - By 2024</p> <ul style="list-style-type: none"> • increase the percentage of students who achieve in the top two bands at Year 3 in writing from 51% (2019) to 60% and in numeracy from 47% (2019) to 60% • increase the percentage of students who achieve in the top two bands at Year 5 in writing from 28% (2019) to 35% and in numeracy from 50% (2019) to 60% 	
		<p>Teacher judgements</p> <p>By 2024 the correlation between teacher judgements and NAPLAN bands in the matched Panorama report to be within 10% in reading, writing and number for Years 3 and 5.</p>	
Improve curiosity, challenge, creativity and critical thinking in students' learning	No	<p>Attitudes to School Survey (AtoSS)</p> <p>By 2024 increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 72% (2019) to 85% • Motivation and interest from 72% (2019) to 80% • Sense of connectedness from 68% (2019) to 80% 	
		<p>School Staff Survey (SSS)</p> <p>By 2024 increase the percentages of positive staff responses in the following school climate factors:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 64% (2019) to 80% • Academic emphasis question -Students in this school seek extra work to improve their results from 41% (2019) to 65% 	

		<p>Parent Opinion Survey (POS)</p> <p>By 2024 increase the percentages of positive parent responses in the following factors:</p> <ul style="list-style-type: none"> • Student motivation and support from 66% (2019) to 80% • Stimulating learning environment from 73% (2019) to 80% • Effective teaching from 70% (2019) to 80% 	
Empower students to be resilient, engaged and motivated learners.	No	<p>Attitudes to School Survey (AtoSS)</p> <p>By 2024 increase the percentages of positive student responses to the following student voice and agency questions:</p> <ul style="list-style-type: none"> • At this school I help decide things like the class activities and rules from 41% (2019) to 66% • I have a say in the things I learn from 57% (2019) to 70% • My teacher likes my ideas from 56% (2019) to 70% • I am encouraged to share my ideas from 70% (2019) to 85%. <p>By 2024 increase the percentages of positive student responses to the Resilience factor from 72% (2019) to 85%</p>	
		<p>Parent Opinion Survey</p> <p>By 2024 increase the percentages of positive parent responses to the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 74% (2019) to 80% • School motivation and support 66% (2019) to 75% • General satisfaction from 78% (2019) to 85%. 	
		<p>School Staff Survey (SSS)</p> <p>By 2024 increase the percentages of positive staff responses in Trust in students and parents question:</p> <ul style="list-style-type: none"> • Students in this school can be relied upon to do their work from 69% (2019) to 85% 	

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-month target	<ul style="list-style-type: none"> - Maintain the Year 5 Reading proficiency levels but increase the % of students Exceeding to 45%. - Maintain the overall Year 3 and 5 Writing Strong and Exceeding proficiency levels but increase % students Exceeding by 5% for both year levels. - Maintain the Year 5 Numeracy Strong and Exceeding proficiency levels but increase the % students Exceeding by 6%. - have the correlation between teacher judgements and NAPLAN proficiency to be within 10% in reading, writing and number for Years 3 and 5. <p>Attitudes to School Survey (AtoSS): increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> - Differentiated learning challenge to 75% - Motivation and interest to 75% - Sense of connectedness to 75% <p>School Staff Survey (SSS): increase the percentages of positive staff responses for</p> <ul style="list-style-type: none"> - Guaranteed and viable curriculum to 70% - Staff Safety and Wellbeing Consultation and Participation to 70% <p>Parent Opinion Survey (POS): increase the percentages of positive parent responses in the following factors:</p> <ul style="list-style-type: none"> - Stimulating learning environment from to 80% - Effective teaching to 70% 	
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.

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<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>
<p>12-month target 1.1 target</p>	<ul style="list-style-type: none"> - Maintain the Year 5 Reading proficiency levels but increase the % of students Exceeding to 45%. - Maintain the overall Year 3 and 5 Writing Strong and Exceeding proficiency levels but increase % students Exceeding by 5% for both year levels. - Maintain the Year 5 Numeracy Strong and Exceeding proficiency levels but increase the % students Exceeding by 6%. - have the correlation between teacher judgements and NAPLAN proficiency to be within 10% in reading, writing and number for Years 3 and 5. <p>Attitudes to School Survey (AtoSS): increase the percentages of positive student responses to the following factors:</p> <ul style="list-style-type: none"> - Differentiated learning challenge to 75% - Motivation and interest to 75% - Sense of connectedness to 75% <p>School Staff Survey (SSS): increase the percentages of positive staff responses for</p> <ul style="list-style-type: none"> - Guaranteed and viable curriculum to 70% - Staff Safety and Wellbeing Consultation and Participation to 70% <p>Parent Opinion Survey (POS): increase the percentages of positive parent responses in the following factors:</p> <ul style="list-style-type: none"> - Stimulating learning environment from to 80% - Effective teaching to 70%
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

and a positive, safe and orderly learning environment				
Actions	Build staff capacity in assessment and differentiation to identify and meet students' individual learning needs, with a focus on engagement.			
Outcomes	<ul style="list-style-type: none"> Teachers will regularly monitor, review, and update, where applicable, IEPs to ensure they are responsive to student needs Teachers will use PLC inquiries to identify Student and Teacher learning needs. Students in need of targeted support or intervention will be identified and supported. Students will know what the next steps are to progress their learning. Students will show a greater engagement with their learning Leaders will support all teaching staff to build assessment, differentiation, and inclusive practices through consistent, clear processes and professional learning. 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> Curriculum documentation will show plans for differentiation based on learning data and student interest. Formative and summative assessments will show student learning growth. Pre and post-assessment results will be documented and regularly analysed to inform future planning and be responsive to student needs. Student IEPs will describe teaching strategies, adjustments, and supports to meet student needs. <p>Late indicators:</p> <ul style="list-style-type: none"> Teacher judgements will show increased learning growth Student IEPs will demonstrate short-term goals and progress achieved through adjustments and interventions implemented. SSS factors Collective Efficacy and Academic Emphasis will increase AtoSS factors stimulated learning and self-confidence will increase 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting students.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Develop Professional Learning Teams (Literacy, Maths, and Wellbeing and Inclusion) that include teachers from across the school to look at data, record observations, and discussion, plan Action research based on the data, plan for professional learning, and present their Action Research to the whole staff.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Distribution of appropriate readings for all teachers in the PLT and allocated time within the PLT meeting for teachers to read and discuss.	<input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide time within the PLT to analyse assessment data and discuss appropriate adjustments and interventions for selected students. These discussions are recorded centrally so that team planning meetings can access them.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review the assessment schedule and embed time for moderation in the professional learning calendar, term 2 and 4.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Review and update IEPs to include adjustments and supports for selected students working below the expected level.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Other funding will be used

Plan for the PLT inquiry cycle and schedule the first PLC inquiry cycle to begin Week 1 Term 1 with a fortnightly PLT meeting during the rest of the year.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Refresh Positions of responsibility to include coordinators for; CELEBRATION OF LEARNING, Lunchtime CLUBS, CULTURAL INCLUSION, DEBATING, ENRICHMENT PROGRAM, and ENVIRONMENT AND SUSTAINABILITY, and build on students' interests.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Refresh Learning observations with a focus on differentiation and student engagement.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Organise 'Observations to Learn', to start in week 5, term 2. Staff collect data on student engagement, and differentiation.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Leadership and Teachers will select students who will participate in the "I Can" program during term 3.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Additional Classroom Assistants will be employed to support students to participate in their learning.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
TLI implemented across the school at 0.6 EFT	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 1.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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> Effectively implement School Wide Positive Behaviours across the school Develop a Wellbeing and SEL framework to support inclusive practices and behaviour that enables greater access to learning. 			
Outcomes	<ul style="list-style-type: none"> Leaders ensure the whole school community has been consulted to develop the SWPBS mission statement and shared vision. The MHWL leads the Wellbeing and Inclusion PLT to monitor and analyse behaviour data. Leaders provide the time and opportunity for the school-level SWPBS PLT to lead and sustain the implementation and monitoring of SWPBS Teachers collaboratively develop social skills lessons to teach expected behaviours Teachers understand and support the SWPBS philosophy Teachers collect and collaboratively analyse student behaviour referral data Teachers use agreed practices and consistent language to correct behaviour errors Students articulate the expected behaviours and major and minor behaviours Students identify expected behaviours in different settings Parents/Carers/Kin understand the desired school behaviours and the procedures for responding to major and minor 			

	behaviours <ul style="list-style-type: none"> Parents/Carers/Kin will recognise positive student behaviours through the student management system 			
Success Indicators	Early indicators: <ul style="list-style-type: none"> Curriculum documentation will show plans for social and emotional learning At least 80% progress on SWPBS Universal Prevention Part A Action Plan by the end of term 4. SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place.' by the end of term 4. Tiered Fidelity inventory score of at least 70% by the end of term 4. Late indicators: <ul style="list-style-type: none"> Reductions in exclusionary discipline as indicated on COMPASS behaviour chronicles and Student suspensions. AtoSS factors: improvement in sense of connectedness, emotional awareness and regulation, psychological distress, and resilience Teachers embed teaching strategies that support increased inclusion. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish an SWPBS PLT comprising MHWL, and staff from across the school	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" 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
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review existing student management system to determine whether it is suitable for collecting and monitoring SWPBS	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Establish processes and procedures for recording SWPBS data in the student management	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review curriculum structure/timetable to allocate specific time for the teaching of social skills.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

Plan for and document the teaching of social skills each week in all classes	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Schedule opportunities for the SWPBS team leader (MHWL) to access scheduled coaching from the Area SWPBS implementation coach	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" 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
Present information sessions to parents/carers	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$500.00 <input checked="" type="checkbox"/> Other funding will be used
Enable learning management system notifications for parents/carers	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Other funding will be used
SWPBS team monitors staff practice through Learning observations and PLT data collection	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" 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
SWPBS team and school leaders participate in evaluation activities	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ the Mental Health and Wellbeing Leader full-time to lead and support the implementation of SWPB and Mentor staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$97,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$8,892.60	\$10,500.00	-\$1,607.40
Disability Inclusion Tier 2 Funding	\$61,670.46	\$215,500.00	-\$153,829.54
Schools Mental Health Fund and Menu	\$43,035.54	\$107,591.00	-\$64,555.46
Total	\$113,598.60	\$333,591.00	-\$219,992.40

Activities and milestones – Total Budget

Activities and milestones	Budget
Develop Professional Learning Teams (Literacy, Maths, and Wellbeing and Inclusion) that include teachers from across the school to look at data, record observations, and discussion, plan Action research based on the data, plan for professional learning, and present their Action Research to the whole staff.	\$19,000.00
Distribution of appropriate readings for all teachers in the PLT and allocated time within the PLT meeting for teachers to read and discuss.	\$500.00
Organise 'Observations to Learn', to start in week 5, term 2. Staff collect data on student engagement, and differentiation.	\$3,000.00
Leadership and Teachers will select students who will participate in the "I Can" program during term 3.	\$10,000.00
Additional Classroom Assistants will be employed to support students to participate in their learning.	\$150,000.00

Establish an SWPBS PLT comprising MHWL, and staff from across the school	\$0.00
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course	\$1,000.00
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	\$2,000.00
Schedule and run whole school consultation to inform the design of the expected behaviours in each school setting and appropriate reinforcements and consequences	\$0.00
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	\$0.00
Review existing student management system to determine whether it is suitable for collecting and monitoring SWPBS	\$2,000.00
Establish processes and procedures for recording SWPBS data in the student management	\$0.00
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings	\$2,500.00
Schedule opportunities for the SWPBS team leader (MHWL) to access scheduled coaching from the Area SWPBS implementation coach	\$2,000.00
SWPBS team monitors staff practice through Learning observations and PLT data collection	\$2,000.00
SWPBS team and school leaders participate in evaluation activities	\$0.00
Employ the Mental Health and Wellbeing Leader full-time to lead and support the implementation of SWPB and Mentor staff	\$97,000.00
Totals	\$291,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop Professional Learning Teams (Literacy, Maths, and Wellbeing and Inclusion) that include teachers from across the school to look at data, record observations, and discussion, plan Action research based on the data, plan for professional learning, and present their Action Research to the whole staff.	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Review existing student management system to determine whether it is suitable for collecting and monitoring SWPBS	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings	from: Term 2 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$10,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop Professional Learning Teams (Literacy, Maths, and Wellbeing and Inclusion) that include teachers from across the school to look at data, record	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school

observations, and discussion, plan Action research based on the data, plan for professional learning, and present their Action Research to the whole staff.			<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
Distribution of appropriate readings for all teachers in the PLT and allocated time within the PLT meeting for teachers to read and discuss.	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Organise 'Observations to Learn', to start in week 5, term 2. Staff collect data on student engagement, and differentiation.	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • Other Release for Learning observations
Additional Classroom Assistants will be employed to support students to participate in their learning.	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Other Additional Classroom Assistants
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Schedule opportunities for the SWPBS team leader (MHWL) to access scheduled coaching from the Area SWPBS implementation coach	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Middle school leaders

SWPBS team monitors staff practice through Learning observations and PLT data collection	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Other SWPBS team
Totals		\$172,500.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Leadership and Teachers will select students who will participate in the "I Can" program during term 3.	from: Term 3 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd) <p style="text-align: center;">This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Establish an SWPBS PLT comprising MHWL, and staff from across the school	from: Term 1 to: Term 4	\$0.00	
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Schedule and run whole school consultation to inform the design of	from: Term 1	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)

the expected behaviours in each school setting and appropriate reinforcements and consequences	to: Term 4		
Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Establish processes and procedures for recording SWPBS data in the student management	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings	from: Term 2 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Schedule opportunities for the SWPBS team leader (MHWL) to access scheduled coaching from the Area SWPBS implementation coach	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
SWPBS team monitors staff practice through Learning observations and PLT data collection	from: Term 2 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
SWPBS team and school leaders participate in evaluation activities	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Employ the Mental Health and Wellbeing Leader full-time to lead and support the implementation of SWPB and Mentor staff	from: Term 1 to: Term 4	\$43,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities

Totals		\$53,000.00	
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Additional funding planner – Total Budget

Activities and milestones	Budget
Full time MHWL	\$97,591.00
Totals	\$97,591.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Full time MHWL	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Full time MHWL	from: Term 1 to: Term 4	\$43,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Other MHWL
Totals		\$43,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Full time MHWL	from: Term 1 to: Term 4	\$54,591.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free)
Totals		\$54,591.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop Professional Learning Teams (Literacy, Maths, and Wellbeing and Inclusion) that include teachers from across the school to look at data, record observations, and discussion, plan Action research based on the data, plan for professional learning, and present their Action Research to the whole staff.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Distribution of appropriate readings for all teachers in the PLT and allocated time within the PLT meeting for teachers to read and discuss.	<input checked="" type="checkbox"/> PLT leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Review the assessment schedule and embed time for moderation in the professional learning calendar, term 2 and 4.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Review and update IEPs to include adjustments and supports for selected students working below the expected level.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants individual OT, Psychology, and other specialist input as appropriate.	<input checked="" type="checkbox"/> On-site

Refresh Learning observations with a focus on differentiation and student engagement.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Organise 'Observations to Learn', to start in week 5, term 2. Staff collect data on student engagement, and differentiation.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The leadership team and SWPBS team complete the Universal Prevention Part A blended learning course	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPB team	<input checked="" type="checkbox"/> On-site
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants SWPBS team	<input checked="" type="checkbox"/> On-site
Schedule opportunities for the SWPBS team leader (MHWL) to access scheduled coaching from the Area SWPBS implementation coach	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Employ the Mental Health and Wellbeing Leader full-time to lead and support the implementation of SWPB and Mentor staff</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection</p>	<p><input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting</p>	<p><input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources Discipline and Inclusion staff support</p>	<p><input checked="" type="checkbox"/> On-site</p>
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