

2024 Annual Implementation Plan

for improving student outcomes

Camelot Rise Primary School (5111)



Submitted for review by Matthew Coney (School Principal) on 22 November, 2023 at 11:43 AM
Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 28 November, 2023 at 10:29 AM
Endorsed by Keanan Braybon (School Council President) on 18 December, 2023 at 11:10 AM

Self-evaluation summary - 2024

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

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

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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
<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>By the end of 2024:increase NAPLAN numeracy, 90% strong-exceeding year 3, 96% strong-exceeding year 5.In reading, 94% strong-exceeding year 3, 93% strong-exceeding year 5.In writing, 96% strong-exceeding year 3, 96% strong-exceeding year 5.Teacher climate results from staff opinion survey, to maintain at 93% overall - based on all 10 components collectively.Student opinion survey to increase in stimulated learning to >93%.</p>
<p>To maximise learning growth and achievement for all students in Numeracy and Literacy.</p>	No	<p>By 2026 increase the percentage of students achieving above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 32.5% using a four-year moving average (2017, 2018, 2019, 2021) to 35.75% • Writing from 30.5% using a four-year moving average (2017, 2018, 2019, 2021) to 33.5% • Numeracy from 35% using a four-year moving average (2017, 2018, 2019, 2021) to 38.5% 	
		<p>By 2026 increase the percentage of students achieving in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> • Year 3 Reading from 79.5% using a four-year moving average (2017, 2018, 2019, 2021) to 87.4% 	

		<ul style="list-style-type: none"> • Year 3 Writing from 72.2% using a four-year moving average (2017, 2018, 2019, 2021) to 79.4% • Year 3 Numeracy from 80.2% using a four-year moving average (2017, 2018, 2019, 2021) to 88.2% • Year 5 Reading from 62% using a four-year moving average (2017, 2018, 2019, 2021) to 68.2% • Year 5 Writing from 31% using a four-year moving average (2017, 2018, 2019, 2021) to 37% • Year 5 Numeracy from 64.7% using a four-year moving average (2017, 2018, 2019, 2021) to 71.1% 	
		<p>By 2026 increase the percentage of students across the school Prep–Year 6 achieving above the expected level in teacher judgement based on triangulated, norm referenced standards–based data sets in:</p> <ul style="list-style-type: none"> • Reading from 55.5% using a four-year moving average (2018, 2019, 2020, 2021) to 61.5% • Writing from 36.25% using a four-year moving average (2018, 2019, 2020, 2021) to 41% • Speaking and listening from 29.5% using a four-year moving average (2018, 2019, 2020, 2021) to 32.45% • Number and Algebra from 55.25% using a four-year moving average (2018, 2019, 2020, 2021) to 60.7% 	
		<p>By 2026 increase the percentage of positive endorsement in School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Understand how to analyse data from 63.7% using a four-year moving average (2018, 2019, 2020, 2021) to 70% • Skills to measure impact from 73% using a four-year moving average (2018, 2019, 2020, 2021) to 80.3% 	
To empower students to be agents in their own learning.	No	By 2026, increase the percent positive response score on AtoSS for the following factors:	

		<ul style="list-style-type: none"> • Student voice and agency from 69% using a three-year moving average (2018, 2019, 2021) to 76% • Motivation and interest from 82% using a three-year moving average (2018, 2019, 2021) to 90% • Sense of confidence from 81% using a three-year moving average (2018, 2019, 2021) to 89% 	
		<p>By 2026, increase the percentage of positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 53% using a four-year moving average (2018, 2019, 2020, 2021) to 58% • Use student feedback to improve practice from 67% using a four-year moving average (2018, 2019, 2020, 2021) to 73% 	
		<p>By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student agency and voice from 74% using a four-year moving average (2018, 2019, 2020, 2021) to 81% • Student motivation and support from 72% using a four-year moving average (2018, 2019, 2020, 2021) to 79% 	
To improve engagement and wellbeing for all.	Yes	<p>By 2026 increase the percent positive response score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 73% using a three-year moving average (2018, 2019, 2021) to 80% • Sense of connectedness from 79.6% using a three-year moving average (2018, 2019, 2021) to 87% • Managing bullying from 75% using a three-year moving average (2018, 2019, 2021) to 82% 	Increase teacher concern to 82% Increase sense of connectedness to 90% Increase managing bullying of 84%

		<p>By 2026 increase the percentage of positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Seek feedback to improve practice from 61% using a four-year moving average (2018, 2019, 2020, 2021) to 67% • Flexibility from 63% using a three-year moving average (2017, 2019, 2021) to 70% • Staff professional safety from 66% using a three-year moving average (2017, 2019, 2021) to 72% 	<p>Maintain-seek feedback to improve practice at 94% Increase flexibility of 95% Increase staff professional safety of 94%</p>
		<p>By 2026 increase the percentage of positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 71.7% using a four-year moving average (2018, 2019, 2020, 2021) to 79% • Parent participation and involvement from 73% using a four-year moving average (2018, 2019, 2020, 2021) to 81% • Teacher communication from 64% using a four-year moving average (2018, 2019, 2020, 2021) to 70% 	<p>Increase non experiencing bullying to 78% Increase parent participation and involvement to 79% Increase teacher communication to 88%</p>

Goal 1	<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>	
12-month target 1.1-month target	<p>By the end of 2024: increase NAPLAN numeracy, 90% strong-exceeding year 3, 96% strong-exceeding year 5. In reading, 94% strong-exceeding year 3, 93% strong-exceeding year 5. In writing, 96% strong-exceeding year 3, 96% strong-exceeding year 5.</p> <p>Teacher climate results from staff opinion survey, to maintain at 93% overall - based on all 10 components collectively. Student opinion survey to increase in stimulated learning to >93%.</p>	
Key Improvement Strategies		<p>Is this KIS selected for focus this year?</p>

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.		
Goal 4	To improve engagement and wellbeing for all.	
12-month target 4.1-month target	Increase teacher concern to 82%% Increase sense of connectedness to 90% Increase managing bullying of 84%	
12-month target 4.2-month target	Maintain-see feedback to improve practice at 94% Increase flexibility of 95% Increase staff professional safety of 94%	
12-month target 4.3-month target	Increase non experiencing bullying to 78% Increase parent participation and involvement to 79% Increase teacher communication to 88%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Engagement	To further develop purposeful partnerships with parents and carers to promote student engagement.	Yes
KIS 4.b Engagement	To enrich the learning climate that promotes challenge, engagement and curiosity.	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.

We want to continue to embed SWPB across the school, implement 'Resilience, Rights and Respectful Relationships' and 'Resilience Project'. We wish to involve parents in this process to help foster an inclusive learning environment where the community is on board and moving forward with the learning process as it happens. This will help parents feel connected to the school and positively impact teacher communication. This will include continued adaptations of school policies regarding teacher/parent communication.

The mental health fund will be included here, to help initiate processes and programs mentioned above. It will also be used to focus on students with additional needs, so we can target areas of specific needs.

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 target	By the end of 2024: increase NAPLAN numeracy, 90% strong-exceeding year 3, 96% strong-exceeding year 5. In reading, 94% strong-exceeding year 3, 93% strong-exceeding year 5. In writing, 96% strong-exceeding year 3, 96% strong-exceeding year 5. Teacher climate results from staff opinion survey, to maintain at 93% overall - based on all 10 components collectively. Student opinion survey to increase in stimulated learning to >93%.
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	Use of PLC and crumbs for inquiry cycle, with dedicated student data tracking around selected criteria. SSGs for vulnerable students. Continued PL regarding assessment practices. PONT teaching. Continuation of VHAP Introduction of Elastik, alongside PAT, EA, F&P
Outcomes	Leaders will -create a timetable to enable teachers to allow teachers to work collaboratively in PLC's -schedule SSG meetings with parents -create a professional learning schedule to allow for high quality learning for staff - support staff to attend PLC 'Renew Training' in 2024 as per DE Bulletin. Establish a teacher to continue to lead this initiative and attend the PL. - subscribe to the 'Happy Schools' website and share weekly news articles that promote mental health and positive relationships

	<p>-subscribe to Elastik as a means to centralise all student data and identify trends.</p> <p>Teachers will</p> <ul style="list-style-type: none"> -have Improved teacher knowledge of specific learning from PLCs. -look at student data to determine learning needs - use a variety of platforms to help determine student learning needs - work in PLC teams following the PLC Inquiry Learning Cycle - become increasingly data literate - be able to track their impact on student learning - be able to articulate point of need for all students in all curriculum areas <p>Students will</p> <ul style="list-style-type: none"> -be taught at their specific learning need - involved in setting their own learning - will have voice and agency in their learning 			
Success Indicators	<p>NAPLAN numeracy, 90% strong-exceeding year 3, 96% strong-exceeding year 5. In reading, 94% strong-exceeding year 3, 93% strong-exceeding year 5. In writing, 96% strong-exceeding year 3, 96% strong-exceeding year 5.</p> <p>Teacher climate results from staff opinion survey, to imaintain at 93% overall - based on all 10 components collectively.</p> <p>Student opinion survey to increase in stimulated learning to >93%.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>PLC and inquiry cycles</p> <p>Staff to attend PLC 'Renew Training' we have already applied for this. This will help drive the PLC Inquiry cycles.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Assessment/Maths PL</p> <p>Ongoing professional learning on a weekly basis looking at the different forms of assessment and how to measure impact.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leadership team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

<p>Data tracking - NAPLAN, surveys, whole school elastik, PAT and EA. Ongoing professional learning for staff on a weekly basis.</p>	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
<p>Writing PL - Julie Shepherd Curriculum Days in Term One and Two.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>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</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Tracking data, including surveys as well as informal interim school-based surveys (April Miller - respectful relationships) to complement the department options. Implement 'I can' - from the Mental Health menu, to help mentor and support our most vulnerable. Regular SSGs. Establishment of a tier 2 learning support team, led by a learning specialist, with regular meetings. Use the funding sources to enable us to continue to employ two Education Support staff to work with Tier 2 at risk students Employment of a tutor position at 0.6 (Tutor 0.4 and additional teacher 0.2) and 0.6 EAL teacher.</p>			
<p>Outcomes</p>	<p>Leaders will</p> <ul style="list-style-type: none"> -effectively use funds to maximise resources to support mental health and well-being - introduce the Resilience Project and provide professional learning to all staff to successfully implement this program - Use the funding sources to enable us to continue to employ two Education Support staff to work with Tier 2 at risk students - continue to provide resources for the continued development of the SWPB and Resilience, Rights and Respectful Relationships - provide leadership time for staff to lead and drive these programs 			

	<ul style="list-style-type: none"> - investigate the 'I Can' network to help mentor some of our most vulnerable students - promote these programs through Parent Nights, School Council, Compass feeds and School Newsletters - Ben Heys Assistant Principal will coordinate this program and 25% of his wage will be funded through the Schools Mental Health Fund <p>Teachers will</p> <ul style="list-style-type: none"> - attend PL based on the Resilience Project, SWPB and Resilience, Rights and Respectful Relationships - weekly well-being sessions - develop their ability to identify students 'at risk' - develop a whole school consistent language - organise meetings with parents for students 'at risk' <p>Educational Support staff will</p> <ul style="list-style-type: none"> - work with small groups of students who are Tier 2 students (under teacher direction and supervision) based on NCDD data - attend PL to assist in this area <p>Students will</p> <ul style="list-style-type: none"> - attend weekly sessions following our school's established 'Wellbeing Program' that encompasses aspects of The Resilience Project, SWPB and Resilience, Rights and Respectful Relationships - develop greater self awareness of their emotions and how to regulate themselves - develop a language relating to well being and their emotions 			
Success Indicators	<p>Greater connectedness to the school - reflected in survey data. Attitudes to school surveys. Resilience project surveys Teacher climate results from staff opinion survey to maintain at 93% overall - based on all 10 components collectively. Student opinion survey to increase in stimulated learning to >93%. Greater support for students with additional needs who do not meet PSD criteria.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Attitudes to school surveys and school based survey	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00

<p>Resilience Project - Introduction for students and staff professional learning. There is no cost for this project in 2024 due to local agency funding this program.</p>	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>I can - Mental Health https://icannetwork.online/online/ They offer Autistic-led online group mentoring programs for 8 – 22-year-old Autistic people. Their program builds confidence and social connection in a safe, positive environment. Autistic young people are able to be themselves, share their interests and common experiences with peers and benefit from I CAN Mentors as role models.</p>	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Establishment of a tier 2 learning support team. This includes Assistant Principal, Learning Specialist, Tutor, EAL Teacher and Education Support Staff.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Establishment of Assistant Principal and Classroom teacher to lead School's Mental Health fund</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To improve engagement and wellbeing for all.			
12-month target 4.1 target	Increase teacher concern to 82%% Increase sense of connectedness to 90% Increase managing bullying of 84%			

12-month target 4.2 target	Maintain-seek feedback to improve practice at 94% Increase flexibility of 95% Increase staff professional safety of 94%
12-month target 4.3 target	Increase non experiencing bullying to 78% Increase parent participation and involvement to 79% Increase teacher communication to 88%
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To further develop purposeful partnerships with parents and carers to promote student engagement.
Actions	SWBP implementation. Respectful relationships implementation. Resilience Project implementation. Regular SSGs and parent helpers' programs. Use of communication programs, such as Seesaw.
Outcomes	<p>Leaders will</p> <ul style="list-style-type: none"> - work with DE staff to support students at risk. This includes accessing SWPB and RRRR staff - work with The Resilience Project team to introduce the program for all key stakeholders - share newsletter articles supporting parents to assist their children's learning and mental health - allocate times for SSG meetings - schedule parent information evenings / open nights / facilitate a parent helper course <p>Teachers will</p> <ul style="list-style-type: none"> - teach lessons aimed at children's point of need - provide opportunities for the students to have 'voice and agency' in their learning - communicate with parents via Compass and Seesaw sharing student work and learning tasks - teach lessons that follow our 'Wellbeing Scope and Sequence' chart <p>Students will</p> <ul style="list-style-type: none"> - develop strategies to help build resilience, strategies and manage challenges - attend weekly 'Wellbeing' lessons

	- increase their vocabulary around resilience and conflict.			
Success Indicators	Increase attitudes to school data regarding sense of connectedness to 90% Increase attitudes to school data regarding managing bullying to 84% Increase non experiencing bullying to 77% Increase parent participation and involvement to 79% Increase teacher communication of 89%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SWBPS Classroom Supports Implementation	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Respectful relationships implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Resilience Project implementation	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 4	
KIS 4.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To enrich the learning climate that promotes challenge, engagement and curiosity.			
Actions	VHAP and enrichment program participation. Lunchtime clubs and JSC. PONT across the curriculum. Attitudes to school survey - including school-based survey. Enhanced student voice opportunities and leadership. Student leaders to create 'news reports' for assembly.			
Outcomes	Leaders will - create timetables to allow staff to lead VHAP and students to attend weekly session and use our school facilities as a learning hub for network schools - promote and allow participation in the John Monash Science School Program and Robo Gals. Teachers will - continue to allow students to attend the VHAP Program - complete use various strategies to promote and engage the students in all aspects of their schooling Students will - feel connected and listened to - have a voice in their learning and education - be actively engaged in their learning and connected to the school and their peers - develop strategies to help build resilience, strategies and manage challenges.			
Success Indicators	Increase attitudes to school data regarding sense of connectedness of 90% Increase attitudes to school data regarding managing bullying of 84% Increase non experiencing bullying to 77% Increase parent participation and involvement to 79%			

		Increase teacher communication of 88% Reduction in the number of compass behaviour-based chronicles		
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
VHAP and enrichment program participation.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Attitudes to school survey - including school-based survey.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Enhanced student voice opportunities and leadership.	<input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$9,018.00	\$9,500.00	-\$482.00
Disability Inclusion Tier 2 Funding	\$69,506.25	\$70,000.00	-\$493.75
Schools Mental Health Fund and Menu	\$51,561.68	\$64,000.00	-\$12,438.32
Total	\$130,085.93	\$143,500.00	-\$13,414.07

Activities and milestones – Total Budget

Activities and milestones	Budget
PLC and inquiry cycles Staff to attend PLC 'Renew Training' we have already applied for this. This will help drive the PLC Inquiry cycles.	\$5,500.00
Data tracking - NAPLAN, surveys, whole school elastik, PAT and EA. Ongoing professional learning for staff on a weekly basis.	\$2,500.00
Writing PL - Julie Shepherd Curriculum Days in Term One and Two.	\$1,500.00
I can - Mental Health https://icannetwork.online/online/ They offer Autistic-led online group mentoring programs for 8 – 22-year-old Autistic people. Their program builds confidence and social connection in a safe, positive environment. Autistic young people are able to be themselves, share their interests and common experiences with peers and benefit from I CAN Mentors as role models.	\$4,000.00

Establishment of a tier 2 learning support team. This includes Assistant Principal, Learning Specialist, Tutor, EAL Teacher and Education Support Staff.	\$70,000.00
Establishment of Assistant Principal and Classroom teacher to lead School's Mental Health fund	\$50,000.00
SWBPS Classroom Supports Implementation	\$5,000.00
Respectful relationships implementation	\$5,000.00
Totals	\$143,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
PLC and inquiry cycles Staff to attend PLC 'Renew Training' we have already applied for this. This will help drive the PLC Inquiry cycles.	from: Term 1 to: Term 4	\$5,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Data tracking - NAPLAN, surveys, whole school elastik, PAT and EA. Ongoing professional learning for staff on a weekly basis.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Writing PL - Julie Shepherd Curriculum Days in Term One and Two.	from: Term 1 to: Term 3	\$1,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
SWBPS Classroom Supports Implementation	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> School-based staffing

Totals		\$9,500.00	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Establishment of a tier 2 learning support team. This includes Assistant Principal, Learning Specialist, Tutor, EAL Teacher and Education Support Staff.	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff • Learning specialist
Totals		\$70,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
I can - Mental Health https://icannetwork.online/online/ They offer Autistic-led online group mentoring programs for 8 – 22-year-old Autistic people. Their program builds confidence and social connection in a safe, positive environment. Autistic young people are able to be themselves, share their interests and common experiences with peers and benefit from I CAN Mentors as role models.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd)

Establishment of Assistant Principal and Classroom teacher to lead School's Mental Health fund	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
SWBPS Classroom Supports Implementation	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing ○ Employ CRT to release staff member
Respectful relationships implementation	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free) This activity will use Mental Health Menu staffing ○ Employ CRT to release staff member
Totals		\$64,000.00	

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
PLC and inquiry cycles Staff to attend PLC 'Renew Training' we have already applied for this. This will help drive the PLC Inquiry cycles.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Writing PL - Julie Shepherd Curriculum Days in Term One and Two.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Resilience Project - Introduction for students and staff professional learning. There is no cost for this project in 2024 due to local agency funding this program.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <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"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> On-site
I can - Mental Health https://icannetwork.online/online/ They offer Autistic-led online group mentoring programs for 8 – 22-year-old Autistic people. Their program builds confidence and social connection in a safe, positive environment. Autistic young people are able to be themselves, share their interests	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> External consultants I Can Network	<input checked="" type="checkbox"/> On-site

and common experiences with peers and benefit from I CAN Mentors as role models.						
SWBPS Classroom Supports Implementation	<input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Departmental resources SWPB - staff from DE	<input checked="" type="checkbox"/> On-site
Respectful relationships implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Departmental resources RRRR staff from DE	<input checked="" type="checkbox"/> On-site
Resilience Project implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection <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"/> External consultants Resilience Project	<input checked="" type="checkbox"/> On-site