

# 2023 Annual Implementation Plan

## for improving student outcomes

Wallan Primary School (0664)



*“Working Together for a Better Future”*

Submitted for review by Tanya Kirkright (School Principal) on 26 April, 2023 at 08:37 AM  
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 28 April, 2023 at 03:20 PM  
Endorsed by Liarna Talarico (School Council President) on 01 May, 2023 at 02:12 PM

## Self-evaluation Summary - 2023

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

<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>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, 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>	Across all dimensions practice was consolidated and improvements were made. The dimensions that are in the embedding levels are our current work and will continue to be developed in 2023.
<b>Considerations for 2023</b>	The focus for 2023 will be to reflect on the areas identified in the recent school review and begin the first steps of our four year strategic plan. Reading practice needs to be clarified, numeracy is travelling along well and writing is the area that needs some attention. Documentation for Teaching and learning is present and now needs to be consistently implemented. Wellbeing practices are strong and need clear documentation. Roles and responsibilities will be refined and our new vision

	is being developed. We have a strong focus on student voice and agency in the classroom to extend our practice in this area.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve literacy and numeracy outcomes for students.
<b>Target 2.1</b>	To increase the percentage of students assessed at above level on Teacher Judgments against the Victorian Curriculum standards from 2017 levels at each year level by 5% by 2021 in the following areas; <ul style="list-style-type: none"> <li>● Reading &amp; Viewing to 49% by 2021 (2017- 44%)</li> <li>● Writing to 23% by 2021 (2017- 18%)</li> <li>● Number &amp; Algebra to 27% by 2021 (2017- 22%)</li> </ul>
<b>Target 2.2</b>	NAPLAN Top and Bottom Bands <ul style="list-style-type: none"> <li>● To increase percentage of student in top two bands in Year 3 and Year 5 in Reading, Writing and Numeracy from 2018 levels by 2022. (2018 Year 3 - Reading 42%, Writing 25%, Numeracy 32%, Year 5 - Reading 12%, Writing 0%, Numeracy 9%)</li> </ul>

	<ul style="list-style-type: none"> <li>To decrease the percentage of student in bottom two bands in Year 3 and Year 5 in Reading, Writing and Numeracy from 2018 levels by 2022. (2018 Year 3 - Reading 18%, Writing 20%, Numeracy 31% Year 5 - Reading 27%, Writing 37%, Numeracy 40%)</li> </ul>
<b>Target 2.3</b>	<p>NAPLAN Growth</p> <ul style="list-style-type: none"> <li>Increase the percentage of students with high growth from Year 3 to Year 5 in Reading, Writing and Numeracy from 2018 levels. (2018 – Reading 8%, Writing 7%, Numeracy 16%)</li> </ul>
<b>Target 2.4</b>	<p>To improve Staff Opinion Survey (SOS) results in the following area;</p> <ul style="list-style-type: none"> <li>Collective Efficacy for all staff to be 65% or higher positive endorsement by 2022. (2018 - 60%)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Review and embed the curriculum scope and sequence plan with a coherent, sequential and developmental program of learning in English. (CPA)
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop a curriculum scope and sequence plan with a coherent, sequential and developmental program of learning in Mathematics (CPA)
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Develop and embed a school instructional model that includes High Impact Teaching Strategies (HITS)
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Implement DET Literacy and Numeracy Strategies (BPE)

<b>Key Improvement Strategy 2.e</b> Curriculum planning and assessment	Formalize and embed consistent assessment practices and use assessment to monitor impact of teaching on learning. (CPA)
<b>Goal 3</b>	To further develop the school's positive climate for learning.
<b>Target 3.1</b>	<p>To improve Student Attitude to School Survey (SAtSS) results in the following areas;</p> <ul style="list-style-type: none"> <li>● Student Voice and Agency, to be 70% or higher positive endorsement by 2022. (2018 - 65%)</li> <li>● Self-Regulation and Goal setting, to be 88% or higher positive by 2022. (2018 - 83%)</li> <li>● Motivation and Interest to be 76% or higher by positive 2022. (2018 - 71%)</li> <li>● Improve parent response rates to the Parent Survey from 2018 levels. (2018 - ???)</li> </ul>
<b>Target 3.2</b>	<p>To improve Parent Opinion Survey (POS) results in the following areas;</p> <ul style="list-style-type: none"> <li>● Student Agency and Voice to be 70% or higher positive endorsement by 2022. (2018 - 65%)</li> <li>● School Pride and Confidence to be 72% or higher positive endorsement by 2022. (2018 - 67%)</li> <li>● High Expectations for Success to be 81% or higher positive endorsement by 2022. (2018 - 76%)</li> <li>● Student Motivation and Support to be 75% or higher positive endorsement by 2022. (2018 - 70%)</li> </ul>
<b>Target 3.3</b>	<p>To improve Staff Opinion Survey (SOS) results in the following area;</p> <ul style="list-style-type: none"> <li>● Academic Emphasis to be 66% or higher positive endorsement by 2022 (61% in 2018)</li> </ul>
<b>Key Improvement Strategy 3.a</b>	Build teacher capacity to involve students in their learning through developing student voice and agency as outlined in the DET Amplify document. (ESP)

Empowering students and building school pride	
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Develop a whole school strategy to engage students in setting and monitoring academic and personal goals. (IES)
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Develop a whole school approach to recognizing and promoting student achievement and social capacity of students. (SEPI, ESP)
<b>Goal 4</b>	To build greater community engagement in learning and the school.
<b>Target 4.1</b>	To improve Parent Opinion Survey (POS) results in the following areas; <ul style="list-style-type: none"> <li>● Teacher Communication to be 68% or higher positive endorsement by 2022. (58% in 2018)</li> <li>● Participation and Involvement to be 74% or higher positive endorsement by 2022. (69% in 2018)</li> <li>● School Support to be 74% or higher positive endorsement by 2022. (69% in 2018)</li> </ul>
<b>Target 4.2</b>	To improve Staff Opinion Survey (SOS) results in the following areas; <ul style="list-style-type: none"> <li>● Trust in Students and Parents to be 65% or higher positive endorsement by 2022. (55% in 2018)</li> <li>● Parent and Community Involvement to be 70% or higher positive endorsement by 2022. (64% in 2018)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Parents and carers as partners	Implement inclusive school practices to develop sustainable and effective partnerships between staff, parents, carers and families. (PCP)
<b>Key Improvement Strategy 4.b</b>	Build strategies for reinforcement of expectations about learning behaviour and celebrate student achievements. (BC)



Building communities	
<b>Key Improvement Strategy 4.c</b> Building communities	Develop teacher skills to effectively and regularly communicate with families regarding student learning and wellbeing. (BC, PCP)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>WRITING To improve two year moving average for percentage students at or above Benchmark Growth from 60% 2021 to 62% 2023. Decrease the percentage of students Year 3 Writing in bottom two bands from 33% 2022 to 30% 2025. Improve teacher Judgements % students above expected level from 14% 2021 to 20% 2023. To improve collective positive endorsement for Collective Efficacy from 64% positive endorsement 2021 to 65% positive endorsement in 2023. SPELLING To improve two year moving average for percentage students at or above Benchmark Growth from 56% 2021 to 59% 2023. Decrease the percentage of students Year 3 spelling in bottom two bands from 39% 2022 to 37% 2023. NUMERACY NAPLAN To improve the moving average for percentage of students at or above benchmark growth from 71% to 72% 2023. To improve Numeracy NAPLAN percentage of students top two bands year 3 from 19% 2022 to 20% 2023. To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 59% 2021 to 62% 2023. To improve percentage of students in teacher judgements M&amp;G at or above expected level from 54% 2022 Sem 1 to 58% 2023 Sem 2. To improve academic emphasis from 56% positive endorsement 2022 to 58% 2023. WELLBEING ToSS - To improve sense</p>

			of confidence from 71% Positive Endorsement 2022 to 72% PE 2023. To maintain or exceed stimulating environment at or above 74% positive endorsement. Parent Survey - To improve confidence and resilience from 70% positive endorsement 2021 to 73% positive endorsement 2023 ATTENDANCE
To improve literacy and numeracy outcomes for students.	No	To increase the percentage of students assessed at above level on Teacher Judgments against the Victorian Curriculum standards from 2017 levels at each year level by 5% by 2021 in the following areas; <ul style="list-style-type: none"> <li>• Reading &amp; Viewing to 49% by 2021 (2017- 44%)</li> <li>• Writing to 23% by 2021 (2017- 18%)</li> <li>• Number &amp; Algebra to 27% by 2021 (2017- 22%)</li> </ul>	
		NAPLAN Top and Bottom Bands <ul style="list-style-type: none"> <li>• To increase percentage of student in top two bands in Year 3 and Year 5 in Reading, Writing and Numeracy from 2018 levels by 2022. (2018 Year 3 - Reading 42%, Writing 25%, Numeracy 32%, Year 5 - Reading 12%, Writing 0%, Numeracy 9%)</li> <li>• To decrease the percentage of student in bottom two bands in Year 3 and Year 5 in Reading, Writing and Numeracy from 2018 levels by 2022. (2018 Year 3 - Reading 18%, Writing 20%, Numeracy 31% Year 5 - Reading 27%, Writing 37%, Numeracy 40%)</li> </ul>	
		NAPLAN Growth <ul style="list-style-type: none"> <li>• Increase the percentage of students with high growth from Year 3 to Year 5 in Reading, Writing and Numeracy from 2018 levels. (2018 – Reading 8%, Writing 7%, Numeracy 16%)</li> </ul>	

		<p>To improve Staff Opinion Survey (SOS) results in the following area;</p> <ul style="list-style-type: none"> <li>• Collective Efficacy for all staff to be 65% or higher positive endorsement by 2022. (2018 - 60%)</li> </ul>	
To further develop the school's positive climate for learning.	No	<p>To improve Student Attitude to School Survey (SAatSS) results in the following areas;</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency, to be 70% or higher positive endorsement by 2022. (2018 - 65%)</li> <li>• Self-Regulation and Goal setting, to be 88% or higher positive by 2022. (2018 - 83%)</li> <li>• Motivation and Interest to be 76% or higher by positive 2022. (2018 - 71%)</li> <li>• Improve parent response rates to the Parent Survey from 2018 levels. (2018 - ???)</li> </ul>	
		<p>To improve Parent Opinion Survey (POS) results in the following areas;</p> <ul style="list-style-type: none"> <li>• Student Agency and Voice to be 70% or higher positive endorsement by 2022. (2018 - 65%)</li> <li>• School Pride and Confidence to be 72% or higher positive endorsement by 2022. (2018 - 67%)</li> <li>• High Expectations for Success to be 81% or higher positive endorsement by 2022. (2018 - 76%)</li> <li>• Student Motivation and Support to be 75% or higher positive endorsement by 2022. (2018 - 70%)</li> </ul>	
		<p>To improve Staff Opinion Survey (SOS) results in the following area;</p> <ul style="list-style-type: none"> <li>• Academic Emphasis to be 66% or higher positive endorsement by 2022 (61% in 2018)</li> </ul>	

To build greater community engagement in learning and the school.	No	<p>To improve Parent Opinion Survey (POS) results in the following areas;</p> <ul style="list-style-type: none"> <li>• Teacher Communication to be 68% or higher positive endorsement by 2022. (58% in 2018)</li> <li>• Participation and Involvement to be 74% or higher positive endorsement by 2022. (69% in 2018)</li> <li>• School Support to be 74% or higher positive endorsement by 2022. (69% in 2018)</li> </ul>	
		<p>To improve Staff Opinion Survey (SOS) results in the following areas;</p> <ul style="list-style-type: none"> <li>• Trust in Students and Parents to be 65% or higher positive endorsement by 2022. (55% in 2018)</li> <li>• Parent and Community Involvement to be 70% or higher positive endorsement by 2022. (64% in 2018)</li> </ul>	

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b>  <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b></p>
<b>12 Month Target 1.1</b>	<p><b>WRITING</b>  To improve two year moving average for percentage students at or above Benchmark Growth from 60% 2021 to 62% 2023.</p> <p>Decrease the percentage of students Year 3 Writing in bottom two bands from 33% 2022 to 30% 2025.</p> <p>Improve teacher Judgements % students above expected level from 14% 2021 to 20% 2023.</p> <p>To improve collective positive endorsement for Collective Efficacy from 64% positive endorsement 2021 to 65% positive endorsement in 2023.</p> <p><b>SPELLING</b>  To improve two year moving average for percentage students at or above Benchmark Growth from 56% 2021 to 59% 2023.</p>

	<p>Decrease the percentage of students Year 3 spelling in bottom two bands from 39% 2022 to 37% 2023.</p> <p><b>NUMERACY</b>  NAPLAN To improve the moving average for percentage of students at or above benchmark growth from 71% to 72% 2023.</p> <p>To improve Numeracy NAPLAN percentage of students top two bands year 3 from 19% 2022 to 20% 2023.</p> <p>To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 59% 2021 to 62% 2023.</p> <p>To improve percentage of students in teacher judgements M&amp;G at or above expected level from 54% 2022 Sem 1 to 58% 2023 Sem 2.</p> <p>To improve academic emphasis from 56% positive endorsement 2022 to 58% 2023.</p> <p><b>WELLBEING</b>  AToSS - To improve sense of confidence from 71% Positive Endorsement 2022 to 72% PE 2023.</p> <p>To maintain or exceed stimulating environment at or above 74% positive endorsement.</p> <p>Parent Survey - To improve confidence and resilience from 70% positive endorsement 2021 to 73% positive endorsement 2023</p> <p><b>ATTENDANCE</b></p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

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 2023.

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>            In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p><b>WRITING</b>            To improve two year moving average for percentage students at or above Benchmark Growth from 60% 2021 to 62% 2023.</p> <p>Decrease the percentage of students Year 3 Writing in bottom two bands from 33% 2022 to 30% 2025.</p> <p>Improve teacher Judgements % students above expected level from 14% 2021 to 20% 2023.</p> <p>To improve collective positive endorsement for Collective Efficacy from 64% positive endorsement 2021 to 65% positive endorsement in 2023.</p> <p><b>SPELLING</b>            To improve two year moving average for percentage students at or above Benchmark Growth from 56% 2021 to 59% 2023.</p> <p>Decrease the percentage of students Year 3 spelling in bottom two bands from 39% 2022 to 37% 2023.</p> <p><b>NUMERACY</b>            NAPLAN To improve the moving average for percentage of students at or above benchmark growth from 71% to 72% 2023.</p> <p>To improve Numeracy NAPLAN percentage of students top two bands year 3 from 19% 2022 to 20% 2023.</p> <p>To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 59% 2021 to 62% 2023.</p> <p>To improve percentage of students in teacher judgements M&amp;G at or above expected level from 54% 2022 Sem 1 to 58% 2023 Sem 2.</p> <p>To improve academic emphasis from 56% positive endorsement 2022 to 58% 2023.</p> <p><b>WELLBEING</b>            AToSS - To improve sense of confidence from 71% Positive Endorsement 2022 to 72% PE 2023.</p> <p>To maintain or exceed stimulating environment at or above 74% positive endorsement.</p>



	<p>Parent Survey - To improve confidence and resilience from 70% positive endorsement 2021 to 73% positive endorsement 2023</p> <p>ATTENDANCE</p>
<p><b>KIS 1.a</b> Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p><b>Actions</b></p>	<p>A1 - Build teacher capacity to implement PLC inquiry cycles using the improvement cycle. A2 - Enhance teacher capacity in numeracy. A3 - Build consistent teacher practices in writing.</p>
<p><b>Outcomes</b></p>	<p>Students will...</p> <p>A1 - participate in point of need learning tasks. A1,2,3 - provide feedback to teachers to inform planning (Student Voice &amp; Agency) A1,2,3 - apply learning to complete formative assessment tasks A2 - understand where they are at with their learning, and what they need to do next to improve (Student Voice &amp; Agency) A2&amp;3 - articulate the typical structure of literacy and numeracy session</p> <p>Teachers will...</p> <p>A1 - use the Improvement Cycle to collaboratively implement PLC inquiry cycles. A1 – develop lesson plans which reflect the PLC work. A1, 2, 3- maintain an accurate record of student data in the allocated tracking tool A2 &amp; 3 - consistently and explicitly implement the literacy and numeracy instructional model A2 - demonstrate knowledge of student numeracy progression outlined in the Victorian Curriculum A3 - demonstrate knowledge of student literacy (writing) progression outlined in the Victorian Curriculum</p> <p>Leaders will...</p> <p>A1 - consciously protect privileged time for PLC collaboration. A1 – enhance connections with other PLC schools and our PLC Regional Manager. A1 - frequently review PLC implementation practices A2 &amp; A3 - document planning and assessment schedule. A2 &amp; 3 - support staff to develop their knowledge and capability to provide differentiated literacy teaching practices A2 &amp; 3 - frequently review numeracy and writing implementation practices A1,2,3 - provide professional learning for staff focussing on data and evidence A3 - prioritise time for collaboration for literacy improvement</p>

<p><b>Success Indicators</b></p>	<p><b>SHORT TERM</b>  Students- Early indicators  A1 – Growth from pre assessment to post assessments  A1,2 – Students tracking their data</p> <p>Teachers - Early indicators  A1 – PLC meeting minutes  A1,2,3 – Observations and Learning Walks  A1,2,3 - Curriculum documentation shows evidence of planning for learning at individual students’ point of need  A1,2,3 - Planning demonstrates consideration of student learning at point of need for individual students  A1,2,3 – Evidence of shared central documentation for whole school</p> <p>Leaders - Early indicators  A1,2,3 – Observations and notes from learning walks.  A1,2,3 – Observations and notes from learning walks reflect mentoring conversations.  A1,2,3 – Review Initiative planners for each area</p> <p><b>LONG TERM</b>  Students - Late indicators  A1,2 – Student growth against PAT  A1,2,3 – Student growth in NAPLAN</p> <p>Teachers - Late indicators  A1,2,3 - Observation notes from learning walks reflect literacy intervention  A1,2,3 - Teacher Judgements / summative assessments reflect improved growth in students  A1,2,3 - Staff Survey positive increase in responses for factors Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice</p> <p>Leaders - Late indicators  A1,2,3 – reflect on data for future planning</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
A1 - PLC - Coaching for our PLC Learning Specialist	<input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			to: Term 4	<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
A1 - PLC - Refine the staff professional calendar to prioritise time for PLC inquiry cycles in learning areas	<input type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
A1 - PLC - Coaching for our PLC Leaders by our PLC Learning Specialist	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
A1 - PLC - Implement first PLC cycle	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <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
A1 - PLC - Refresh peer observations in light of PLC inquiry cycle focus	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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>A1 - PLC - Organise learning walks to observe staff practice in chosen area of PLC focus</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership Team</li> <li><input type="checkbox"/> PLC Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>A1 - PLC - Prioritise time to celebrate the PLC cycle with whole staff</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All Staff</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>A2 - Numeracy &amp; Literacy - Collaborate in the Network Numeracy &amp; Literacy CoP</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy Leader</li> <li><input type="checkbox"/> Numeracy Leader</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$6,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<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
A2 & 3- Numeracy & Literacy - Review/develop/update our Instructional Model	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Leader <input type="checkbox"/> Numeracy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <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
A2 & 3 - Numeracy & Literacy - Review/develop/update our Assessment Schedule	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Leader <input type="checkbox"/> Numeracy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <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
A2 & 3 - Numeracy & Literacy - Refine whole school data tracking processes and procedures.	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Leader <input type="checkbox"/> Numeracy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <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
A2 & 3 - Numeracy & Literacy - Implement SPA, whole school data tracking system	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Literacy Leader <input type="checkbox"/> Numeracy Leader <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,600.00  <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
A2 - Numeracy - Embed whole class and individual goals.	<input type="checkbox"/> Numeracy Leader <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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
A2 & 3 - Numeracy & Literacy - Prioritise time for tutors to collaborate with class room teachers and leaders to plan learning at point of need driven by data.	<input type="checkbox"/> Literacy Leader <input type="checkbox"/> Numeracy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
A2 & 3 - Numeracy & Literacy - Survey students to collect feedback on teaching and learning	<input type="checkbox"/> Literacy Leader <input type="checkbox"/> Numeracy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
A3 - Literacy - Review/develop/update our Writing Analysis Guide	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
A3 - Literacy - Review/develop/update Writer's Notebook expectations	<input type="checkbox"/> Literacy Leader <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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

A1,2,3 - Middle Leaders/ AP CoP	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <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
A1,2,3 - Tracey Ezard PL - The Buzz, Enhancing a collaborative culture	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <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
A2,3 - Staff allocated to tutoring and targeted support roles.	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$210,000.00  <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
A1,2 - Additional Digital Resources to support Literacy and Numeracy	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <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
A2,3 - Additional Literacy and Numeracy resources	<input type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00  <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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	A1 - Embed RRRR A2 - Develop a shared vision for well-being at Wallan PS A3 - Enhance well-being community connections for our families			
<b>Outcomes</b>	Students will... A1,2,3 - Participate in opportunities to provide feedback (Student Voice & Agency) A2,3 - Monitor and track their attendance A1,2 - Engage in the RRRR program A2, 3 - Collaborate in the review of the school values A1,2 - Aware of school documentation around well-being practises, processes and protocols Student leaders collaborate on the review of school documentation  Teacher will... A1 - Attend a PL provided by leaders A3 - Be aware of community links and build these into classrooms when possible A1 - Continue to liaise with RR leader A1,2,3 - Be involved in learning walks, observation and feedback A2 - Follow the attendance process for teachers A1,2,3 - Analyse data in regard to well-being A2 - Be aware of school documentation around well-being practises, processes and protocols A2 - Collaborate in the review of the school values A1,2,3 - Be aware of the implementation of the mental health funding and mental health leader in schools initiatives  Leaders will... A1,2,3 - Provide PL and resources to staff A1,2,3 - Allocated roles and responsibilities within the well-being team A3 - Continue to liaise with community groups, services etc. A1 - Continue to liaise with RR consultants A1,2 - Collaborate with other schools on the RR journey and Wellbeing A1,2,3 - Complete learning walks, observation and feedback A2 - Lead the Attendance PLC A1,2,3 - Analyse data in regards to well-being for a whole school overview and provide to teachers			

	<p>A2 - Revise documentation around well-being practises, processes and protocols  A2 - Lead the review of the school values  A1,2,3 - Implement mental health funding and mental health leading in schools  A1,2 - Build teacher capacity around wellbeing  A2 - Investigate assessment and reporting for Wellbeing  A2 - Investigate the Marrung Strategy  A2 - Investigate DI</p>
<p><b>Success Indicators</b></p>	<p>SHORT TERM  Students- Early indicators  A1,2 - Student collaboration in school documentation  A1,2 - Student collaboration in values  A2 - Students tracking their data  A1,2,3 - Students can verbalise the RRR philosophy and wellbeing supports</p> <p>Teachers - Early indicators  A1 – Personal learning planning  A1,2,3 – Observations and Learning Walks  A1,2,3 - Documentation shows evidence of tiers  A1,2,3 - Wellbeing check-ins with students  A1,2,3 – Evidence of shared central documentation for whole school</p> <p>Leaders - Early indicators  A1,2,3 – Observations and notes from learning walks.  A1,2,3 – Observations and notes from learning walks reflect mentoring conversations.  A1,2,3 – Review Initiative planners for each area</p> <p>LONG TERM  Students - Late indicators  A1,2 – Student attendance tracking/data  A1,2 - Compass behaviour data  A1,2,3 – AtoSS  A1,2 - School-based survey</p> <p>Teachers - Late indicators  A1,2,3 - Observation notes from learning walks reflect wellbeing supports  A1,2,3 - Teacher Judgements / summative assessments reflect improved growth in students' personal learning  A1,2,3 - Staff Survey positive increase in responses for 'School Staff Safety and Wellbeing'</p>

		Leaders - Late indicators A1,2,3 – reflect on data for future planning		
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
A1,2,3 - Develop a shared vision for the well-being structure at WPS and review school values	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Principal <input type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <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
A2 - Appoint a Mental Health in Schools Leader	<input type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$78,000.00  <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>A1 - Appoint teacher to drive the implementation of RRRR</p>	<p><input type="checkbox"/> Respectful Relationships Implementation Team <input type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$67,000.00</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>A1 - Review/ Define/Implement clear roles and responsibilities for the Wellbeing Team</p>	<p><input type="checkbox"/> Assistant Principal <input type="checkbox"/> Principal <input type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</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>A2 - Appoint teacher to drive the implementation of Marrung</p>	<p><input type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
A2 - Appoint ES member to support families to connect to community wellbeing supports and follow up on attendance.	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$11,000.00  <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
A2,3 - Support families with school resources and to attend incursion and excursions	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <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
A2,3 - Targeted yard program	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <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
A2,3 - Implement technology & engagement cyber safe PL for staff and sessions for Yr 3- 6 students and parents.	<input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Information Technology Leader/Team <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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
A1,2,3 - PL/ staff workshop session across the year	<input type="checkbox"/> All Staff <input type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<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
A2 - PL Inclusion based	<input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Disability Inclusion Coordinator <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
A2,3 - WPS PLC for Attendance	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Education Support <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
A1,2,3 - Wellbeing team meets weekly to oversee the school's vision.	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Education Support <input type="checkbox"/> Respectful Relationships Implementation Team <input type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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
A1,2,3 - Collaborate within the Network Wellbeing CoP	<input type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <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>A1,3 - Cyber safe updates on compass fortnightly and wellbeing updates on the alternative week.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information Technology Leader/Team</li> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Respectful Relationships Implementation Team</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>A2,3 - Staffing for breakfast and lunch program</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Education Support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$8,000.00</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>A2 - Appoint and Allied Health - Social Worker</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Allied Health</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$60,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<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
A2 - Appoint and Allied Health - Speech Therapist	<input type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <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
A2 - Extra support for students with Wellbeing, Literacy and Numeracy	<input type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <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
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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	\$660,722.15	\$360,600.00	\$300,122.15
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$79,379.15	\$79,350.00	\$29.15
<b>Total</b>	<b>\$740,101.30</b>	<b>\$439,950.00</b>	<b>\$300,151.30</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
A1,2,3 - Tracey Ezard PL - The Buzz, Enhancing a collaborative culture	\$20,000.00
A1,2 - Additional Digital Resources to support Literacy and Numeracy	\$35,000.00
A2,3 - Additional Literacy and Numeracy resources	\$75,000.00
A1 - Appoint teacher to drive the implementation of RRRR	\$67,000.00
A2 - Appoint ES member to support families to connect to community wellbeing supports and follow up on attendance.	\$11,000.00
A2,3 - Support families with school resources and to attend incursion and excursions	\$60,000.00
A2,3 - Targeted yard program	\$30,000.00
A2,3 - Implement technology & engagement cyber safe PL for staff and sessions for Yr 3- 6 students and parents.	\$4,000.00
A2,3 - Staffing for breakfast and lunch program	\$8,000.00
A2 - Appoint and Allied Health - Social Worker	\$60,000.00

A2 - Appoint and Allied Health - Speech Therapist	\$60,000.00
A2 - Extra support for students with Wellbeing, Literacy and Numeracy	\$30,000.00
<b>Totals</b>	<b>\$460,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
A1,2,3 - Tracey Ezard PL - The Buzz, Enhancing a collaborative culture	from: Term 1 to: Term 4	\$20,000.00	<input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
A1,2 - Additional Digital Resources to support Literacy and Numeracy	from: Term 1 to: Term 4	\$35,000.00	<input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
A2,3 - Additional Literacy and Numeracy resources	from: Term 1 to: Term 4	\$75,000.00	<input type="checkbox"/> Teaching and learning programs and resources
A2,3 - Support families with school resources and to attend incursion and excursions	from: Term 1 to: Term 4	\$50,000.00	<input type="checkbox"/> Teaching and learning programs and resources
A2,3 - Targeted yard program	from: Term 1 to: Term 4	\$20,000.00	<input type="checkbox"/> School-based staffing



A2,3 - Implement technology & engagement cyber safe PL for staff and sessions for Yr 3- 6 students and parents.	from: Term 1 to: Term 4	\$2,600.00	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Other Look at external provider
A2,3 - Staffing for breakfast and lunch program	from: Term 1 to: Term 4	\$8,000.00	<input type="checkbox"/> School-based staffing
A2 - Appoint and Allied Health - Social Worker	from: Term 1 to: Term 4	\$60,000.00	<input type="checkbox"/> Support services
A2 - Appoint and Allied Health - Speech Therapist	from: Term 1 to: Term 4	\$60,000.00	<input type="checkbox"/> Support services
A2 - Extra support for students with Wellbeing, Literacy and Numeracy	from: Term 1 to: Term 4	\$30,000.00	<input type="checkbox"/> School-based staffing
<b>Totals</b>		\$360,600.00	

### 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
A1 - Appoint teacher to drive the implementation of RRRR	from: Term 1 to: Term 1	\$67,000.00	<input type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
A2 - Appoint ES member to support families to connect to community wellbeing supports and follow up on attendance.	from: Term 1 to: Term 1	\$11,000.00	<input type="checkbox"/> Employ staff to support Tier 1 activities
A2,3 - Implement technology & engagement cyber safe PL for staff and sessions for Yr 3- 6 students and parents.	from: Term 1 to: Term 4	\$1,350.00	<input type="checkbox"/> eSafety commissioner online resources (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Program delivered in school by external service provider</li> </ul>
<b>Totals</b>		\$79,350.00	

## 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
A1 - PLC - Coaching for our PLC Learning Specialist	<input type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Departmental resources PLC Regional Manager	<input type="checkbox"/> On-site
A1 - PLC - Coaching for our PLC Leaders by our PLC Learning Specialist	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Departmental resources PLC Regional Manager	<input type="checkbox"/> On-site
A1 - PLC - Prioritise time to celebrate the PLC cycle with whole staff	<input type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Departmental resources PLC Regional Manager	<input type="checkbox"/> On-site
A2 - Numeracy & Literacy - Collaborate in the Network Numeracy & Literacy CoP	<input type="checkbox"/> Literacy Leader <input type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice	<input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> Off-site Full Day in Term 1 and then catch ups each Term,

						length to be determined by Network.
A2 & 3- Numeracy & Literacy - Review/develop/update our Instructional Model	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Leader <input type="checkbox"/> Numeracy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal	from: Term 1 to: Term 1	<input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Pedagogical Model <input type="checkbox"/> High Impact Teaching Strategies (HITS) <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
A2 & 3 - Numeracy & Literacy - Implement SPA, whole school data tracking system	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Literacy Leader <input type="checkbox"/> Numeracy Leader <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Collaborative Inquiry/Action Research team	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day	<input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
A2 - Numeracy - Embed whole class and individual goals.	<input type="checkbox"/> Numeracy Leader <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Communities of Practice	<input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site

			<input type="checkbox"/> Student voice, including input and feedback			
A3 - Literacy - Review/develop/update our Writing Analysis Guide	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Literacy Leader <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Communities of Practice	<input type="checkbox"/> Literacy Leaders	<input type="checkbox"/> On-site
A3 - Literacy - Review/develop/update Writer's Notebook expectations	<input type="checkbox"/> Literacy Leader <input type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Network Professional Learning	<input type="checkbox"/> Academy program/course <input type="checkbox"/> Learning Specialist	<input type="checkbox"/> On-site
A1,2,3 - Middle Leaders/ AP CoP	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice	<input type="checkbox"/> Internal staff <input type="checkbox"/> Departmental resources Middle Leaders CoP	<input type="checkbox"/> Off-site Hybrid model
A1,2,3 - Tracey Ezard PL - The Buzz, Enhancing a collaborative culture	<input type="checkbox"/> All Staff	from: Term 1	<input type="checkbox"/> Collaborative Inquiry/Action Research team	<input type="checkbox"/> Whole School Pupil Free Day	<input type="checkbox"/> External consultants Tracey Ezard	<input type="checkbox"/> On-site

		to: Term 4	<input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
A1,2,3 - Develop a shared vision for the well-being structure at WPS and review school values	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Principal <input type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Individualised Reflection <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Departmental resources  Vision and Values guidance on PAL	<input type="checkbox"/> On-site
A1 - Appoint teacher to drive the implementation of RRRR	<input type="checkbox"/> Respectful Relationships Implementation Team <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Learning Specialist <input type="checkbox"/> Departmental resources  RRRR	<input type="checkbox"/> On-site
A2 - Appoint teacher to drive the implementation of Marrung	<input type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation	<input type="checkbox"/> Network Professional Learning	<input type="checkbox"/> Departmental resources Marrung training	<input type="checkbox"/> Off-site Online training and PL planned by DET
A2,3 - Implement technology & engagement cyber safe PL for staff and sessions for Yr 3- 6 students and parents.	<input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Curriculum development <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> External consultants Investigating an external company to PL staff on Cyber safety	<input type="checkbox"/> On-site

	<input type="checkbox"/> Information Technology Leader/Team <input type="checkbox"/> Principal				<input type="checkbox"/> Departmental resources Esmart and Cyber Safe resources	
A1,2,3 - PL/ staff workshop session across the year	<input type="checkbox"/> All Staff <input type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Curriculum development <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
A2 - PL Inclusion based	<input type="checkbox"/> All Staff <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Disability Inclusion Coordinator <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> External consultants Victorain Deaf Institute website <input type="checkbox"/> Departmental resources DI information	<input type="checkbox"/> On-site
A1,2,3 - Collaborate within the Network Wellbeing CoP	<input type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice	<input type="checkbox"/> SEIL	<input type="checkbox"/> Off-site Network PLC days in Seymour