

# 2024 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 13 February, 2024 at 01:24 PM  
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 17 February, 2024 at 11:18 AM  
Endorsed by Liarna Talarico (School Council President) on 19 February, 2024 at 04:28 PM

## 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	Evolving
	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	Evolving
	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	

<b>Assessment</b>	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>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 and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
<b>Future planning</b>	<p><b>LITERACY &amp; NUMERACY</b></p> <ul style="list-style-type: none"> <li>* Consistent pedagogical practices/ instructional model</li> <li>* Scope and Sequence for Teaching and Learning</li> <li>* Continuing PLC to improve student outcomes</li> <li>* Implement a tiered model for teaching and learning to incorporate TLI and support programs</li> </ul> <p><b>WELLBEING</b></p> <ul style="list-style-type: none"> <li>* Develop school culture through SWPBS, Real Schools and RRRR.</li> </ul>	

	<ul style="list-style-type: none"><li>* Consistent practice for engaging students and connectedness</li><li>* Implement DI and identify adjustments</li><li>* Improve attendance</li></ul>
<b>Documents that support this plan</b>	

## 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>Priorities goal</b> 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>	No	Support for the priorities	
To improve student learning achievement and growth in literacy	Yes	<p>NAPLAN Benchmark growth</p> <ul style="list-style-type: none"> <li>• Writing NAPLAN Year 5: To improve two year moving average for percentage students at or above Benchmark Growth from 60% 2021 to 70% 2026.</li> <li>• Spelling NAPLAN Year 5: To improve two year moving average for percentage students at or above Benchmark Growth from 58% 2021 to 70% 2026.</li> </ul>	N/A
		<p>NAPLAN Achievement Bands.</p> <ul style="list-style-type: none"> <li>• Writing: Decrease the percentage of students NAPLAN Year 3 Writing in bottom two bands from 33% 2022 to 10% 2026.</li> <li>• Spelling: Decrease the percentage of students NAPLAN Year 3 Spelling in bottom two bands from 39% 2022 to 25% 2026.</li> </ul>	<p>Decrease the percentage of students NAPLAN Year 3 Writing in bottom band (Needs additional support) from 16% (15 students) in 2023. Decrease the percentage of students NAPLAN Year 5 Writing in bottom band (Needs additional support) from 14% (12 students) in 2023. Decrease the percentage of students NAPLAN Year 3 spelling in bottom band (Needs additional support) from 24% (22 students) in 2023. Decrease the percentage of students NAPLAN Year 5 spelling in bottom band (Needs additional support) from 26% (23 students).</p>

		<p>Teacher Judgements</p> <ul style="list-style-type: none"> <li>● Writing: Improve teacher Judgements % students above expected level from 14% 2021 to 25% 2026.</li> </ul>	<p>Writing: Improve teacher judgement percentage of students above the expected level from 12% 2023 Sem 2 to 17% 2024 Sem 2.</p>
		<p>Staff Survey</p> <ul style="list-style-type: none"> <li>● To improve collective positive endorsement for Collective Efficacy from 64% positive endorsement 2021 to 70% positive endorsement in 2026.</li> </ul>	<p>To improve collective positive endorsement for Collective Efficacy from 72% positive endorsement in 2023 to 74% positive endorsement in 2025.</p>
To improve student learning achievement and growth in Numeracy	Yes	<p>NAPLAN Growth</p> <p>To improve the moving average for percentage of students at or above benchmark growth from 71% 2021 to 75% 2026.</p>	N/A
		<p>NAPLAN achievement Bands</p> <p>To improve Numeracy NAPLAN percentage of students, top two bands year 3 from 19% 2022 to 28% 2026</p>	<p>Improve the percentage of NAPLAN students in the top band (exceeding) in Year 3 Numeracy from 3% (3 students.) Improve the percentage of NAPLAN students in the top band (exceeding) in Year 5 Numeracy from 2% (2 students.)</p>
		<p>Teacher judgements</p> <ul style="list-style-type: none"> <li>● To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 59% 2021 to 70% 2026.</li> <li>● To Improve teacher judgements at or above expected level in Geometry and Measurement from 54% 2022 (sem1) to 65% (Sem 2) 2026</li> </ul>	<p>To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 68% 2023 Sem 2 to 72% 2024 Sem 2. To improve percentage of NAPLAN students in teacher judgements Measurement and Geometry at or above expected level from 66% 2023 Sem 2 to 68% 2024 Sem 2.</p>
		<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>● To improve academic emphasis from 56% positive endorsement 2022 to 65% positive endorsement 2026</li> </ul>	<p>To improve academic emphasis from 56% positive endorsement 2023 to 58% 2024.</p>
To strengthen the connectedness, resilience and wellbeing of all students	Yes	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> <li>● To improve sense of confidence from 71% Positive Endorsement 2022 to 78% positive endorsement 2026</li> <li>● To improve student voice and agency from 69% positive endorsement 2022 to 75% positive endorsement 2026.</li> </ul>	<p>To improve sense of confidence from 72% positive endorsement 2023 to 75% Positive endorsement 2024. To improve stimulating environment from 72% positive endorsement 2023 to 75% Positive endorsement 2024.</p>

		Parent Survey <ul style="list-style-type: none"> <li>To improve confidence and resilience from 70% positive endorsement 2021 to 80% positive endorsement 2026.</li> </ul>	To improve confidence and resilience from 82% positive endorsement 2023 to 83% positive endorsement 2024.
		Staff Survey: <ul style="list-style-type: none"> <li>To build resilience and a resilient supportive environment from 66% positive endorsement 2022 to 75% 2026.</li> </ul>	To improve build resilience and a resilient supportive environment from 65% positive endorsement 2023 to 68% positive endorsement 2024. ATTENDANCE To improve unexplained absences from 9.6 in 2023 to 8.8 in 2024 To reduce the percentage of students with 20+ days absent from 52% in 2023 to 45% in 2024.

<b>Goal 2</b>	<b>To improve student learning achievement and growth in literacy</b>
<b>12-month target 2.1-month target</b>	N/A
<b>12-month target 2.2-month target</b>	Decrease the percentage of students NAPLAN Year 3 Writing in bottom band (Needs additional support) from 16% (15 students) in 2023.  Decrease the percentage of students NAPLAN Year 5 Writing in bottom band (Needs additional support) from 14% (12 students) in 2023.  Decrease the percentage of students NAPLAN Year 3 spelling in bottom band (Needs additional support) from 24% (22 students) in 2023.  Decrease the percentage of students NAPLAN Year 5 spelling in bottom band (Needs additional support) from 26% (23 students).
<b>12-month target 2.3-month target</b>	Writing: Improve teacher judgement percentage of students above the expected level from 12% 2023 Sem 2 to 17% 2024 Sem 2.
<b>12-month target 2.4-month target</b>	To improve collective positive endorsement for Collective Efficacy from 72% positive endorsement in 2023 to 74% positive endorsement in 2025.

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Embed a consistent pedagogical approach for implementing the whole school literacy program.	No
<b>KIS 2.b</b> Assessment	Develop a consistent approach to formative, and summative assessment in literacy.	No
<b>KIS 2.c</b> Teaching and learning	Build teacher capacity in the teaching of Spelling and Writing	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.	<ul style="list-style-type: none"> <li>- Data has identified this as our area of need across the school.</li> <li>- As we have reviewed literacy it has become evident that we have a gap in teaching and learning.</li> <li>- Little Learners Love Literacy has been implemented for F-Yr 2 but we need to look at what happens after Year 2.</li> <li>- Identified in our school review.</li> </ul>	
<b>Goal 3</b>	<b>To improve student learning achievement and growth in Numeracy</b>	
<b>12-month target 3.1-month target</b>	N/A	
<b>12-month target 3.2-month target</b>	Improve the percentage of NAPLAN students in the top band (exceeding) in Year 3 Numeracy from 3% (3 students.) Improve the percentage of NAPLAN students in the top band (exceeding) in Year 5 Numeracy from 2% (2 students.)	
<b>12-month target 3.3-month target</b>	To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 68% 2023 Sem 2 to 72% 2024 Sem 2.  To improve percentage of NAPLAN students in teacher judgements Measurement and Geometry at or above expected level from 66% 2023 Sem 2 to 68% 2024 Sem 2.	
<b>12-month target 3.4-month target</b>	To improve academic emphasis from 56% positive endorsement 2023 to 58% 2024.	



Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Teaching and learning	To build teacher capacity in the teaching of Geometry and Measurement / Statistics and Probability.	Yes
<b>KIS 3.b</b> Engagement	To build teacher capacity to identify and plan for the use of higher order thinking skills in learning tasks.	No
<b>KIS 3.c</b> Engagement	To build staff capacity to differentiate learning so that all children achieve their potential.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<ul style="list-style-type: none"> <li>- Data has identified this as our area of need across the school.</li> <li>- The release of Numeracy 2.0</li> <li>- Identified in our school review</li> </ul>	
<b>Goal 4</b>	<b>To strengthen the connectedness, resilience and wellbeing of all students</b>	
<b>12-month target 4.1-month target</b>	<p>To improve sense of confidence from 72% positive endorsement 2023 to 75% Positive endorsement 2024.</p> <p>To improve stimulating environment from 72% positive endorsement 2023 to 75% Positive endorsement 2024.</p>	
<b>12-month target 4.2-month target</b>	To improve confidence and resilience from 82% positive endorsement 2023 to 83% positive endorsement 2024.	
<b>12-month target 4.3-month target</b>	<p>To improve build resilience and a resilient supportive environment from 65% positive endorsement 2023 to 68% positive endorsement 2024.</p> <p>ATTENDANCE To improve unexplained absences from 9.6 in 2023 to 8.8 in 2024</p> <p>To reduce the percentage of students with 20+ days absent from 52% in 2023 to 45% in 2024.</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Engagement	Build staff and student capacity to set challenging learning goals that enable students to monitor their own growth.	No
<b>KIS 4.b</b> Engagement	Embed opportunities for student choice, voice and agency across curriculum areas and learning tasks.	No
<b>KIS 4.c</b> Engagement	Embed a positive climate for learning.	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.	<ul style="list-style-type: none"> <li>- Funding coming in for Wellbeing in various initiatives.</li> <li>- SEL curriculum</li> <li>- Programs and initiatives that are being implemented</li> <li>- Climate and culture and continuing to build</li> </ul>	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To improve student learning achievement and growth in literacy
<b>12-month target 2.1 target</b>	N/A
<b>12-month target 2.2 target</b>	<p>Decrease the percentage of students NAPLAN Year 3 Writing in bottom band (Needs additional support) from 16% (15 students) in 2023.</p> <p>Decrease the percentage of students NAPLAN Year 5 Writing in bottom band (Needs additional support) from 14% (12 students) in 2023.</p> <p>Decrease the percentage of students NAPLAN Year 3 spelling in bottom band (Needs additional support) from 24% (22 students) in 2023.</p> <p>Decrease the percentage of students NAPLAN Year 5 spelling in bottom band (Needs additional support) from 26% (23 students).</p>
<b>12-month target 2.3 target</b>	Writing: Improve teacher judgement percentage of students above the expected level from 12% 2023 Sem 2 to 17% 2024 Sem 2.
<b>12-month target 2.4 target</b>	To improve collective positive endorsement for Collective Efficacy from 72% positive endorsement in 2023 to 74% positive endorsement in 2025.
<b>KIS 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity in the teaching of Spelling and Writing
<b>Actions</b>	<p>A1 Build teacher capacity in spelling and writing.</p> <p>A2 Build consistent teacher practices in literacy.</p> <p>A3 Build staff and student capacity to set challenging learning goals.</p>

<p><b>Outcomes</b></p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>- (A1 &amp; 2) Participate in point-of-need learning tasks.</li> <li>- (A1, 2 &amp; 3) Provide feedback to teachers to inform planning and goal setting.</li> <li>- (A1) Apply learning to complete formative assessment tasks.</li> <li>- (A2) Articulate the typical structure of literacy lessons.</li> <li>- (A3) Understand where they are at with their learning, and what they need to do next to improve.</li> </ul> <p>Teachers will...</p> <ul style="list-style-type: none"> <li>- (A1 &amp; 2) Engage collaborate and apply knowledge from PLC cycle into teaching practice.</li> <li>- (A1, 2 &amp; 3) Further develop their understanding of the Victorian Curriculum.</li> <li>- (A1 &amp; 2) Evaluate the impact of teaching on student learning and growth.</li> <li>- (A1) Maintain an accurate record of student data in the allocated tracking tool.</li> <li>- (A2) Consistently and explicitly implement the literacy instructional model.</li> <li>- (A2) Participate in the peer observation process to reflect on, improve and implement change in practice.</li> <li>- (A1, 2 &amp; 3) Listen to feedback from students to inform planning and goal setting.</li> <li>- (A3) Set and monitor challenging learning goals with students.</li> </ul> <p>Leaders will...</p> <ul style="list-style-type: none"> <li>- (A1) Consciously protect privileged time for PLC collaboration.</li> <li>- (A1) Support PLC leaders to provide PL for staff.</li> <li>- (A1) Provide coaching to PLC leaders through observations and feedback to PLC leaders.</li> <li>- (A2) Review and update pedagogical documentation for teaching and learning in literacy.</li> <li>- (A2) Review and update the assessment schedule.</li> <li>- (A2) Provide professional learning for staff including data, evidence and pedagogical practices.</li> <li>- (A1 &amp; 2) Leaders will evaluate the team planning process, support and model for PLC leaders.</li> <li>- (A1, 2 &amp; 3) Support teachers to further develop their understanding of the Victorian Curriculum.</li> <li>- (A3) Analyse multiple sources of student data, including NAPLAN, to identify students for TLI program.</li> <li>- (A3) Implement and support TLI program.</li> <li>- (A3) Document and track student data for TLI program.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Short Term Indicators:</p> <ul style="list-style-type: none"> <li>- (A1) – Growth from formative assessments from the PLC cycles.</li> <li>- (A1,2) – Students tracking their learning through goal setting.</li> <li>- (A1) – PLC meeting minutes.</li> <li>- (A1,2,3) – Observations and notes from Learning Walks.</li> <li>- (A1,2,3) - Curriculum and planning documentation show evidence of planning for adjustments and point of need.</li> <li>- (A1,2,3) – Review Initiative planners for each area.</li> <li>- (A2) - Document PL schedule to align with priorities</li> <li>- (A3) - TLI program documentation.</li> </ul>

Long Term Indicators:

- (A1,2) – Student growth against DIBELS.
- (A1,2,3) – Student growth in NAPLAN.
- (A1,2,3) - Student growth in PAT.
- (A1,2,3) - Observation notes from learning walks reflect literacy intervention (TLI program.)
- (A1,2,3) - Teacher Judgements / summative assessments reflect improved growth in students.
- (A1,2,3) - Staff Survey positive increase in academic emphasis.
- (A1,2,3) – Reflect on data for future planning.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
A1,2 - Embed the implementation of LLLL in Foundation to Year 2.	<input type="checkbox"/> Literacy leader <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00  <input type="checkbox"/> Equity funding will be used
A1,2 - Implement a spelling structure from Year 3 to 6 to flow on from LLLL.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1,2 - Implement Professional Learning for teaching spelling.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Other funding will be used
A2 - Review develop and update the assessment schedule.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

A1,2,3 - Embed the peer observation process as a common practice at Wallan Primary School.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal <input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A2 - Implement PL Emina McLean - Focus: Consistent Literacy Practice	<input type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,500.00  <input type="checkbox"/> Equity funding will be used
A1,2,3 - Embed the coaching process and the importance of reflection followed by action, as a common practice at Wallan PS.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A3 - Allocate staff to tutoring and targeted support roles.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$370,829.00  <input type="checkbox"/> Other funding will be used
A1,2,3 - Prioritise time for tutors to collaborate with classroom teachers and leaders to plan learning at point of need driven by data.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A2,3 - Provide additional Resources to support Literacy and Numeracy.	<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	\$72,800.00  <input type="checkbox"/> Equity funding will be used

A1,2 - Collaborate in the Network CoPs and networking opportunities with other schools.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input type="checkbox"/> Equity funding will be used
A1,2,3 - Embed the 'Learning Walks' as a common practice at Wallan PS for all stakeholders.	<input type="checkbox"/> All staff <input type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1,2,3 - Clarify Teaching and Learning Learning Specialist roles and responsibilities - Tag LS to support each planning team.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1,2 - Employ a Learning Specialist to support Teaching and Learning.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$126,500.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve student learning achievement and growth in Numeracy			
<b>12-month target 3.1 target</b>	N/A			
<b>12-month target 3.2 target</b>	Improve the percentage of NAPLAN students in the top band (exceeding) in Year 3 Numeracy from 3% (3 students.)  Improve the percentage of NAPLAN students in the top band (exceeding) in Year 5 Numeracy from 2% (2 students.)			
<b>12-month target 3.3 target</b>	To improve percentage of students in teacher judgements Number and Algebra at or above expected level from 68% 2023 Sem 2 to 72% 2024 Sem 2.  To improve percentage of NAPLAN students in teacher judgements Measurement and Geometry at or above expected level from 66% 2023 Sem 2 to 68% 2024 Sem 2.			

<b>12-month target 3.4 target</b>	To improve academic emphasis from 56% positive endorsement 2023 to 58% 2024.
<b>KIS 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To build teacher capacity in the teaching of Geometry and Measurement / Statistics and Probability.
<b>Actions</b>	<p>A1 Build teacher capacity in mathematics.</p> <p>A2 Build consistent teacher practices in numeracy.</p> <p>A3 Build staff and student capacity to set challenging learning goals.</p>
<b>Outcomes</b>	<p>Students will..</p> <ul style="list-style-type: none"> <li>- (A1 &amp; 2) Participate in point-of-need learning tasks.</li> <li>- (A1, 2 &amp; 3) Provide feedback to teachers to inform planning and goal setting.</li> <li>- (A1) Apply learning to complete formative assessment tasks.</li> <li>- (A2) Articulate the typical structure of numeracy lessons.</li> <li>- (A3) Understand where they are at with their learning, and what they need to do next to improve.</li> </ul> <p>Teachers will...</p> <ul style="list-style-type: none"> <li>- (A1 &amp; 2) Engage collaborate and apply knowledge from PLCs into teaching practice.</li> <li>- (A1, 2 &amp; 3) Further develop their understanding of the Victorian Curriculum.</li> <li>- (A1 &amp; 2) Evaluate the impact of teaching on student learning and growth.</li> <li>- (A1) Maintain an accurate record of student data in the allocated tracking tool.</li> <li>- (A2) Consistently and explicitly implement the numeracy instructional model.</li> <li>- (A2) Participate in the peer observation process to reflect on, improve and implement change in practice.</li> <li>- (A1, 2 &amp; 3) Listen to feedback from students to inform planning and goal setting.</li> <li>- (A3) Set and monitor challenging learning goals with students.</li> </ul> <p>Leaders will...</p> <ul style="list-style-type: none"> <li>- (A1) Consciously protect privileged time for PLC collaboration.</li> <li>- (A1) Support PLC leaders to provide PL for staff.</li> <li>- (A1) Provide coaching to PLC leaders through observations and feedback to PLC leaders.</li> <li>- (A2) Review and update pedagogical documentation for teaching and learning in numeracy.</li> </ul>



	<ul style="list-style-type: none"> <li>- (A2) Review and update assessment schedule.</li> <li>- (A2) Provide professional learning for staff including data, evidence and pedagogical practices.</li> <li>- (A1 &amp; 2) Leaders will evaluate the team planning process, support and model for PLC leaders</li> <li>- (A1, 2 &amp; 3) Support teachers to further develop their understanding of the Victorian Curriculum.</li> <li>- (A3) Analyse multiple sources of student data, including NAPLAN, to identify students for TLI program.</li> <li>- (A3) Implement and support TLI program.</li> <li>- (A3) Document and track student data for TLI program.</li> </ul>			
<b>Success Indicators</b>	<p>Short Term Indicators:</p> <ul style="list-style-type: none"> <li>- (A1) – Growth from formative assessments from the PLC cycles.</li> <li>- (A1,2) – Students tracking their learning through goal setting.</li> <li>- (A1) – PLC meeting minutes.</li> <li>- (A1,2,3) – Observations and notes from Learning Walks.</li> <li>- (A1,2,3) - Curriculum and planning documentation show evidence of planning for adjustments and point-of need.</li> <li>- (A1,2,3) – Review Initiative planners for each area.</li> <li>- (A2) - Document PL schedule to align with priorities</li> <li>- (A3) - TLI program documentation.</li> </ul> <p>Long Term Indicators:</p> <ul style="list-style-type: none"> <li>- (A1,2) – Student growth against DIEBELS.</li> <li>- (A1,2,3) – Student growth in NAPLAN.</li> <li>- (A1,2,3) - Student growth in PAT.</li> <li>- (A1,2,3) - Observation notes from learning walks reflect literacy intervention (TLI program.)</li> <li>- (A1,2,3) - Teacher Judgements / summative assessments reflect improved growth in students.</li> <li>- (A1,2,3) - Staff Survey positive increase in academic emphasis.</li> <li>- (A1,2,3) – Reflect on data for future planning.</li> </ul> <p>Long Term Indicators:</p> <ul style="list-style-type: none"> <li>- (A1,2) – Student growth against Essential Assessment</li> <li>- (A1,2,3) – Student growth in NAPLAN</li> <li>- (A1,2,3) - Observation notes from learning walks reflect literacy intervention (TLI program)</li> <li>- (A1,2,3) - Teacher Judgements / summative assessments reflect improved growth in students</li> <li>- (A1,2,3) - Staff Survey positive increase in academic emphasis.</li> <li>- (A1,2,3) – reflect on data for future planning</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

A1,2,3 - Clarify Teaching and Learning Learning Specialist roles and responsibilities - Tag LS to support planning of each team.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1,2 - Collaborate in the Network CoPs and networking opportunities with other schools.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input type="checkbox"/> Equity funding will be used
A1,2,3 - Embed the "Learning Walks" as a common practice at Wallan PS for all stakeholders.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1 - Review 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
A1 - Embed PLC Coaching for our PLC (middle ) Leaders.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00  <input type="checkbox"/> Equity funding will be used
A1,2 - Implement Maths Victorian Curriculum 2.0	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A2 - Consistently embed the instructional model.	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input type="checkbox"/> Team leader(s)		to: Term 4	
A1,2 - Implement PL for the inquiry model to teach maths.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A2 - Embed whole class and individual goals.	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A2 - Provide teachers with professional learning on analysing data to inform teaching and learning modifications/ adjustments implementation and documentation.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Literacy leader <input type="checkbox"/> Principal <input type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A2 - Support/ coach teachers to analyse data to inform teaching and ensure learning modifications and adjustments are documented and updated in teacher planners to support the Disability and Inclusion (DI) model for numeracy.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$68,110.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A1,2,3 - Embed a whole school data tracking processes and procedures.	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A3 - Implement maths challenges and promote to staff, students and families.	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input type="checkbox"/> Team leader(s)		to: Term 4	
<b>Goal 4</b>	To strengthen the connectedness, resilience and wellbeing of all students			
<b>12-month target 4.1 target</b>	To improve sense of confidence from 72% positive endorsement 2023 to 75% Positive endorsement 2024. To improve stimulating environment from 72% positive endorsement 2023 to 75% Positive endorsement 2024.			
<b>12-month target 4.2 target</b>	To improve confidence and resilience from 82% positive endorsement 2023 to 83% positive endorsement 2024.			
<b>12-month target 4.3 target</b>	To improve build resilience and a resilient supportive environment from 65% positive endorsement 2023 to 68% positive endorsement 2024.  ATTENDANCE To improve unexplained absences from 9.6 in 2023 to 8.8 in 2024  To reduce the percentage of students with 20+ days absent from 52% in 2023 to 45% in 2024.			
<b>KIS 4.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a positive climate for learning.			
<b>Actions</b>	A1 Increase staff capacity to implement the personal learning curriculum through a range of social programs. A2 Build staff capacity around multi-tiered differentiation and inclusion. A3 Embed whole school attendance processes.			
<b>Outcomes</b>	Students will... - (A1,2) Actively participate in the SEL curriculum and associated programs. - (A1,3) Demonstrate our school values. - (A1,2,3) Articulate wellbeing programs, supports and processes.			

	<ul style="list-style-type: none"> <li>- (A2) Respond to feedback provided by staff and implement positive strategies.</li> <li>- (A1,3) Monitor their own attendance and demonstrate strategies and supports to improve school attendance.</li> </ul> <p>Teachers will...</p> <ul style="list-style-type: none"> <li>- (A1) Identify a designated wellbeing key contact within their team.</li> <li>- (A1,2,3) Actively participate in Professional Learning.</li> <li>- (A1,2,3) Implement and document social programs in their classroom.</li> <li>- (A1,2,3) Ensure consistent use of language, e.g. tiered approach.</li> <li>- (A2) Identify and document students who require substantial or extensive adjustments.</li> <li>- (A3) Monitor their class attendance and demonstrate strategies and supports to improve school attendance.</li> </ul> <p>Leaders will...</p> <ul style="list-style-type: none"> <li>- (A1,2,3) Access professional learning and increase knowledge of: SWPBS, Real Schools, DI</li> <li>- (A1,2,3) Attendance at the network M&amp;M Wellbeing CoP</li> <li>- (A1,2,3) Create initiative planners and action plans for the delivery of these to staff.</li> <li>- (A1,2) Complete regular learning walks, reflect on observations and provide coaching opportunities.</li> <li>- (A1,2,3) Create clear and consistent documentation around these programs and processes.</li> <li>- (A3) Monitor attendance and demonstrate strategies and supports to improve school attendance.</li> </ul>			
<b>Success Indicators</b>	<p>Short Term Indicators</p> <ul style="list-style-type: none"> <li>- (A1,2,3) Document, analyse and improve behaviour data on Compass, class and yard.</li> <li>- (A1,2,3) Observed Improved culture and engagement.</li> <li>- (A1,2) Improved school-based student and staff survey data.</li> <li>- (A1,2) Evidence of SEL programs and adjustments within weekly planning documents.</li> <li>- (A1,2,3) Evidence of consistent management practices and consistent language used across the school.</li> <li>- (A2) Understand and follow the referral processes to identify students for Tier 3 DI funding.</li> <li>- (A1,2) Document and share clear processes and expectations.</li> <li>- (A1,2) Evidence of learning walks, coaching support and feedback.</li> </ul> <p>Long Term Indicators:</p> <ul style="list-style-type: none"> <li>- (A1,2,3) Positive growth in AtoSS data, school-based student survey data and POS and SOS data.</li> <li>- (A3) Positive growth in attendance data.</li> <li>- (A1,2,3) Positive growth in “sense of confidence”.</li> <li>- (A1,2,3) Maintain or indicate positive growth in an “exceeding stimulating environment.”</li> <li>- (A1,2,3) Positive growth was demonstrated in “improving confidence and resilience” in the parent survey.</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

A1,2,3 - Clarify the Wellbeing Team's roles and responsibilities and allocate a Wellbeing role in each team.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A2 - Appoint a Learning Specialist to oversee DI.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$126,500.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A1,2 - Provide visits from Coffee the Therapy dog across the year.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A2,3 - Allocate an ES member to support attendance and oversee community connections for wellbeing.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,000.00  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
A1,2,3 - Allocate a Student Wellbeing Officer.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Education support <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$25,000.00  <input type="checkbox"/> Other funding will be used
A1,2,3 - Allocate a Mental Health in Primary Schools MHWL.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$54,801.00

	<input type="checkbox"/> Principal <input type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Other funding will be used
A1 - Appoint a SWPBS & RRRR Leader.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$126,500.00  <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 - Implement PL - Real Schools - Restorative 2.0	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,450.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A2 - Appoint ES to support the Bush and Food programs.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$48,562.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A1,2 - Implement PL for SWPBS.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

A1,2 - Embed coaching and support provided to staff to improve practice with a focus on RRRR, SWPBS and Real Schools.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Respectful relationships implementation team <input type="checkbox"/> SWPBS leader/team <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1 - Embedd zones of regulation and our Warm Welcome.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
A1 - Embedd RRRR, Team Building/ values lessons, student voice meeting and cohort assemblies.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1,2 - Communicate Wellbeing practices to students and families.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1,2,3 - Release leaders to attend M&M CoPs and visits to other schools.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input type="checkbox"/> Other funding will be used



A2 - Implement PL for staff on inclusion, tiered differentiation for behaviour and racism.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A2,3 - Support families with school resources and to attend incursion and excursions.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,400.00  <input type="checkbox"/> Equity funding will be used
A2,3 - Embed the use of technology from Foundation to year 6.	<input type="checkbox"/> Information Technology leader/team <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,000.00  <input type="checkbox"/> Equity funding will be used
A3 - Implement PL staff around attendance processes and practices whilst looking at data tracking.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A3 - Liase with region and SSSO to support at risk students fortnightly.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1,3 - Embed values tickets, Patch babies, Patch's pantry, Principal awards around positive engagement and attendance.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input type="checkbox"/> Equity funding will be used
A2,3 - Refine Compass Chrcicles and tracking protocols.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input type="checkbox"/> Principal		to: Term 4	
A2,3 - Continue to PL staff around Compass data and chronicles.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A1,2,3 - Provide a sensory pack for each classroom and sensory space.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A1,2,3 - Employ additional ES staff to support student wellbeing and engagement.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$291,831.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A1,2 - Provide a PL on The Brain.	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A1,2 - Deliver cyber safe sessions to all students, staff and families.	<input type="checkbox"/> Information Technology leader/team <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,200.00

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A3 - Facilitate a PLC on Attendance.	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
A3 - Participate in the Wellbeing CoP attendance focus.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00
A3 - Review and Update our attendance expectations, policies and procedures.	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A3 - Liase with SSSO and SWEO for support with attendance of students with high absences.	<input type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A3 - Formailise the ES attendance officer role.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Education support <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
A3 - Communicate expectations and support strategies with the community through social media, Compass posts and our Newsletter.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input type="checkbox"/> Principal		to: Term 4	
A3 - Review and update the Patch's Pantry model to support attendance, engagement and wellbeing.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Wellbeing team	<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	\$718,410.56	\$718,352.00	\$58.56
Disability Inclusion Tier 2 Funding	\$412,691.95	\$412,608.00	\$83.95
Schools Mental Health Fund and Menu	\$91,964.52	\$91,900.00	\$64.52
<b>Total</b>	<b>\$1,223,067.03</b>	<b>\$1,222,860.00</b>	<b>\$207.03</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
A1,2 - Embed the implementation of LLLL in Foundation to Year 2.	\$24,000.00
A2 - Implement PL Emina McLean - Focus: Consistent Literacy Practice	\$8,500.00
A2,3 - Provide additional Resources to support Literacy and Numeracy.	\$72,800.00
A1,2 - Collaborate in the Network CoPs and networking opportunities with other schools.	\$12,000.00
A1,2 - Employ a Learning Specialist to support Teaching and Learning.	\$126,500.00
A1,2 - Collaborate in the Network CoPs and networking opportunities with other schools.	\$12,000.00
A1 - Embed PLC Coaching for our PLC (middle ) Leaders.	\$9,000.00
A2 - Support/ coach teachers to analyse data to inform teaching and ensure learning modifications and adjustments are documented and updated in teacher	\$68,110.00

planners to support the Disability and Inclusion (DI) model for numeracy.	
A2 - Appoint a Learning Specialist to oversee DI.	\$126,500.00
A1,2 - Provide visits from Coffee the Therapy dog across the year.	\$4,000.00
A2,3 - Allocate an ES member to support attendance and oversee community connections for wellbeing.	\$13,000.00
A1 - Appoint a SWPBS & RRRR Leader.	\$126,500.00
A1,2 - Implement PL - Real Schools - Restorative 2.0	\$21,450.00
A2 - Appoint ES to support the Bush and Food programs.	\$48,562.00
A2,3 - Support families with school resources and to attend incursion and excursions.	\$44,400.00
A2,3 - Embed the use of technology from Foundation to year 6.	\$55,000.00
A1,3 - Embed values tickets, Patch babies, Patch's pantry, Principal awards around positive engagement and attendance.	\$12,000.00
A1,2,3 - Provide a sensory pack for each classroom and sensory space.	\$10,000.00
A1,2,3 - Employ additional ES staff to support student wellbeing and engagement.	\$291,831.00
A1,2 - Provide a PL on The Brain.	\$8,000.00
A1,2 - Deliver cyber safe sessions to all students, staff and families.	\$9,200.00
<b>Totals</b>	<b>\$1,103,353.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
A1,2 - Embed the implementation of LLLL in Foundation to Year 2.	from: Term 1 to: Term 4	\$24,000.00	<input type="checkbox"/> Teaching and learning programs and resources
A2 - Implement PL Emina McLean - Focus: Consistent Literacy Practice	from: Term 1 to: Term 4	\$8,500.00	<input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
A2,3 - Provide additional Resources to support Literacy and Numeracy.	from: Term 1 to: Term 4	\$72,800.00	<input type="checkbox"/> Teaching and learning programs and resources
A1,2 - Collaborate in the Network CoPs and networking opportunities with other schools.	from: Term 1 to: Term 4	\$12,000.00	<input type="checkbox"/> CRT
A1,2 - Employ a Learning Specialist to support Teaching and Learning.	from: Term 1 to: Term 2	\$126,500.00	<input type="checkbox"/> School-based staffing
A1,2 - Collaborate in the Network CoPs and networking opportunities with other schools.	from: Term 1 to: Term 4	\$12,000.00	<input type="checkbox"/> CRT
A1 - Embed PLC Coaching for our PLC (middle ) Leaders.	from: Term 1 to: Term 4	\$9,000.00	<input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> CRT

A2,3 - Support families with school resources and to attend incursion and excursions.	from: Term 1 to: Term 4	\$44,400.00	<input type="checkbox"/> Teaching and learning programs and resources
A2,3 - Embed the use of technology from Foundation to year 6.	from: Term 1 to: Term 4	\$55,000.00	<input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Assets
A1,3 - Embed values tickets, Patch babies, Patch's pantry, Principal awards around positive engagement and attendance.	from: Term 1 to: Term 4	\$12,000.00	<input type="checkbox"/> Teaching and learning programs and resources
A1,2,3 - Employ additional ES staff to support student wellbeing and engagement.	from: Term 1 to: Term 4	\$230,345.00	<input type="checkbox"/> School-based staffing
<b>Totals</b>		<b>\$606,545.00</b>	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
A2 - Support/ coach teachers to analyse data to inform teaching and ensure learning modifications and adjustments are documented and updated in teacher planners to support the Disability and Inclusion (DI) model for numeracy.	from: Term 1 to: Term 4	\$68,110.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Inclusion leader</li> </ul>
A2 - Appoint a Learning Specialist to oversee DI.	from: Term 1	\$126,500.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties



	to: Term 4		<ul style="list-style-type: none"> <li>• Learning specialist</li> </ul>
A1,2 - Provide visits from Coffee the Therapy dog across the year.	from: Term 1 to: Term 4	\$4,000.00	<input type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• Evidence-based therapy services (Music and Pet therapy)</li> </ul>
A1 - Appoint a SWPBS & RRRR Leader.	from: Term 1 to: Term 4	\$47,600.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Learning specialist</li> </ul>
A1,2 - Implement PL - Real Schools - Restorative 2.0	from: Term 1 to: Term 4	\$21,450.00	<input type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
A2 - Appoint ES to support the Bush and Food programs.	from: Term 1 to: Term 4	\$48,562.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
A1,2,3 - Provide a sensory pack for each classroom and sensory space.	from: Term 1 to: Term 4	\$10,000.00	<input type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Sensory resources</li> </ul>
A1,2,3 - Employ additional ES staff to support student wellbeing and engagement.	from: Term 1 to: Term 4	\$61,486.00	<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
A1,2 - Provide a PL on The Brain.	from: Term 1	\$8,000.00	<input type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>

	to: Term 4		<input type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other All students in Years 3-6</li> </ul>
A1,2 - Deliver cyber safe sessions to all students, staff and families.	from: Term 1 to: Term 4	\$9,200.00	<input type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> <input type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other All students Foundation to Year 6</li> </ul>
<b>Totals</b>		\$404,908.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
A2,3 - Allocate an ES member to support attendance and oversee community connections for wellbeing.	from: Term 1 to: Term 4	\$13,000.00	<input type="checkbox"/> Employ staff to support Tier 1 activities <p><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (eduPay)</li> </ul>
A1 - Appoint a SWPBS & RRRR Leader.	from: Term 1	\$78,900.00	<input type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) <p><b>This activity will use Mental Health Menu staffing</b></p>

	to: Term 4		○ Assign existing staff member to initiative (eduPay)
<b>Totals</b>		\$91,900.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
CRT Coverage to support adjustments and inclusion practice development.	\$10,000.00
Community events and building connections.	\$14,082.00
Wellbeing Resources.	\$55,000.00
Classroom Resources for all students.	\$40,425.00
<b>Totals</b>	<b>\$119,507.00</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
CRT Coverage to support adjustments and inclusion practice development.	from: Term 1 to: Term 4	\$2,300.00	<input type="checkbox"/> CRT
Community events and building connections.	from: Term 1 to: Term 4	\$14,082.00	<input type="checkbox"/> Teaching and learning programs and resources
Wellbeing Resources.	from: Term 1	\$55,000.00	<input type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
Classroom Resources for all students.	from: Term 1 to: Term 4	\$40,425.00	<input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$111,807.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
CRT Coverage to support adjustments and inclusion practice development.	from: Term 1 to: Term 4	\$7,700.00	<input type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend school planning)</li> <li>• CRT (to attend Profile meetings)</li> </ul>
Community events and building connections.	from: Term 1 to: Term 4	\$0.00	
Wellbeing Resources.	from: Term 1 to: Term 4	\$0.00	
Classroom Resources for all students.	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$7,700.00	

## Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
CRT Coverage to support adjustments and inclusion practice development.	from: Term 1 to: Term 4	\$0.00	
Community events and building connections.	from: Term 1 to: Term 4	\$0.00	
Wellbeing Resources.	from: Term 1 to: Term 4	\$0.00	
Classroom Resources for all students.	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
A1,2 - Embed the implementation of LLLL in Foundation to Year 2.	<input type="checkbox"/> Literacy leader <input type="checkbox"/> Teacher(s) <input type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <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"/> Literacy expertise <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist <input type="checkbox"/> Literacy leaders	<input type="checkbox"/> On-site
A2 - Implement PL Emina McLean - Focus: Consistent Literacy Practice	<input type="checkbox"/> All staff	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"/> Whole school pupil free day	<input type="checkbox"/> Learning specialist <input type="checkbox"/> External consultants Emina McLean	<input type="checkbox"/> On-site
A1,2,3 - Embed the coaching process and the importance of reflection followed by action, as a common practice at Wallan PS.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Individualised reflection	<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 VATL courses	<input type="checkbox"/> On-site
A1,2 - Implement PL for the inquiry model to teach maths.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Individualised reflection <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site

<p>A2 - Provide teachers with professional learning on analysing data to inform teaching and learning modifications/ adjustments implementation and documentation.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Literacy leader</li> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Team leader(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Collaborative inquiry/action research team</li> <li><input type="checkbox"/> Individualised reflection</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>
<p>A1,2,3 - Embed a whole school data tracking processes and procedures.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Learning specialist</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>
<p>A1,2,3 - Allocate a Mental Health in Primary Schools MHWL.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Collaborative inquiry/action research team</li> <li><input type="checkbox"/> Individualised reflection</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Departmental resources</li> </ul> <p>MHiPS</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>
<p>A1,2 - Implement PL - Real Schools - Restorative 2.0</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Learning specialist(s)</li> <li><input type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum development</li> <li><input type="checkbox"/> Individualised reflection</li> <li><input type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Whole school pupil free day</li> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> External consultants</li> </ul> <p>Real Schools</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>

A1,2 - Implement PL for SWPBS.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team	<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 SWPBS	<input type="checkbox"/> On-site
A1,2 - Embed coaching and support provided to staff to improve practice with a focus on RRRR, SWPBS and Real Schools.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Disability inclusion coordinator <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Respectful relationships implementation team <input type="checkbox"/> SWPBS leader/team <input type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative inquiry/action research team <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"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
A1,2,3 - Release leaders to attend M&M CoPs and visits to other schools.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> Network professional learning <input type="checkbox"/> Communities of practice	<input type="checkbox"/> SEIL	<input type="checkbox"/> Off-site Seymour Network Offices or other schools.



A2 - Implement PL for staff on inclusion, tiered differentiation for behaviour and racism.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
A3 - Implement PL staff around attendance processes and practices whilst looking at data tracking.	<input type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions <input type="checkbox"/> PLC/PLT meeting	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
A2,3 - Continue to PL staff around Compass data and chronicles.	<input type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative inquiry/action research team <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> External consultants Compass	<input type="checkbox"/> On-site
A1,2 - Provide a PL on The Brain.	<input type="checkbox"/> Principal	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"/> External consultants John Joseph 'The Brain Man.'	<input type="checkbox"/> On-site
A1,2 - Deliver cyber safe sessions to all students, staff and families.	<input type="checkbox"/> Information Technology leader/team <input type="checkbox"/> Principal	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"/> External consultants The Cyber Safe Project.	<input type="checkbox"/> On-site