

2024 Annual Implementation Plan

for improving student outcomes

Rowellyn Park Primary School (5313)



Submitted for review by Mark Henderson (School Principal) on 24 January, 2024 at 11:55 AM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 01 February, 2024 at 11:29 AM
Awaiting endorsement by School Council President

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	

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	

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	See attached AIP Triad presentation (PDF)
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>STUDENT LEARNING GOAL Target 1.2Students NAPLAN top two bands at Year 3 for Reading, Writing and Numeracy: In NAPLAN Reading, increase the Year 3 students in Strong and Exceeding from 60% to 65% in 2024 In NAPLAN Writing, increase the Year 3 students in Strong and Exceeding from 75% to 78% in 2024 In NAPLAN Numeracy, increase the Year 3 students in Strong and Exceeding from 64% to 70% in 2024 Target 1.3Students NAPLAN bottom two bands at Year 5 for Reading, Writing and Numeracy: In NAPLAN Reading, reduce students in NAS and Developing from 23% in Year 5 to 18% in 2024 In NAPLAN Writing, reduce students in NAS and Developing from 23% in Year 5 to 20% in 2024 In NAPLAN Numeracy, reduce students in NAS and Developing from 34% in Year 5 to 30% in 2024 Target 1.4SSS elements below to improve as follows: Teaching and learning evaluation variables from 56% positive response in 2023 to 70% in 2024 Teaching and learning planning variables from 64% positive response in 2023 to 70% in 2024 Teaching and learning implementation variables from 55% positive response in 2023 to 60% in 2024 Teaching</p>

			<p>and learning practice variables from 55% positive response in 2023 to 60% in 2024</p> <p>Instructional leadership variable from 68% positive response in 2023 to 70% in 2024</p> <p>Guaranteed and viable curriculum from 44% positive response in 2023 to 50% in 2024</p> <p>STUDENT WELLBEING GOAL</p> <p>Target 2.1</p> <p>SSS elements below to improve as follows:</p> <p>School climate variables to increase from 56% in 2023 to 60% in 2024</p> <p>School staff safety and wellbeing variables to increase from 70% in 2023 positive to 75% in 2024</p> <p>Target 2.2</p> <p>toSS elements below to improve as follows:</p> <p>Students with low resilience to decrease from 40% in 2023 to 35% in 2024</p> <p>Students with high resilience to increase from 5% in 2023 to 10% in 2024</p> <p>Teacher concern to improve from 62% positive response in 2023 to 70% in 2024</p> <p>Effective teaching time from 71% positive response in 2023 to 80% in 2024</p> <p>Differentiated learning to improve from 71% in 2023 to 80% in 2024</p> <p>Target 2.3</p> <p>Parent Opinion Survey (POS) elements below to improve as follows:</p> <p>School ethos and environment from 72% positive response in 2023 to 78% in 2024</p> <p>Confidence and resilience from 78% positive response in 2023 to 80% in 2024</p> <p>Parent and community engagement to move from 62% positive response in 2023 to 70% in 2024</p> <p>Student cognitive engagement factors 72% in 2023 to 78% in 2024</p>
Maximise the learning growth of every student.	No	<p>Students NAPLAN benchmark growth will show above growth in:</p> <ul style="list-style-type: none"> Reading from average over four years of 29% in 2021 to 40% in 2026 	

		<ul style="list-style-type: none"> • Writing from average over four years of 16% in 2021 to 25% in 2026 • Numeracy from average over four years 14% in 2021 to 30% in 2026 	
		<p>Students NAPLAN top two bands at Year 3 for Reading, Writing and Numeracy:</p> <ul style="list-style-type: none"> • Reading from average over four years in Year 3 of 49% in 2022 to 58% in 2026 • Writing from average over four years in Year 3 of 45% in 2022 to 51% in 2026 • Numeracy from average over four years in Year 3 of 29% in 2022 to 39% in 2026 	
		<p>Students NAPLAN bottom two bands at Year 5 for Reading, Writing and Numeracy:</p> <ul style="list-style-type: none"> • Reading from average over four years in Year 5 of 13% in 2022 to 8% in 2026 • Writing from average over four years in Year 5 of 19% in 2022 to 10% in 2026 • Numeracy from average over four years in Year 5 of 18% in 2022 to 10% in 2026 	
		<p>SSS elements below to improve as follows:</p> <ul style="list-style-type: none"> • Teaching and learning evaluation variables from 37% positive response in 2022 to 70% in 2026 • Teaching and learning planning variables from 42% positive response in 2022 to 70% in 2026 • Teaching and learning implementation variables from 39% positive response in 2022 to 70% in 2026 • Teaching and learning practice variables from 41% positive response in 2022 to 70% in 2026 • Instructional leadership variable from 24% positive response in 2022 to 70% in 2026 	

		<ul style="list-style-type: none"> • Guaranteed and viable curriculum from 25% positive response in 2022 to 70% in 2026 	
To improve student engagement and wellbeing.	No	<p>SSS elements below to improve as follows:</p> <ul style="list-style-type: none"> • School climate variables to increase by 25% in 2022 to 60% in 2026 • School staff safety and wellbeing variables to increase from 39% in 2021 positive to 75% in 2026 	
		<p>AtoSS elements below to improve as follows:</p> <ul style="list-style-type: none"> • Students with low resilience to decrease from 37% in 2022 to 25% in 2026 • Students with high resilience to increase from 6% to 15% in 2026 • Teacher concern to improve from 79% positive response in 2022 to 85% in 2026 • Effective teaching time from 89% positive response in 2021 to 92% in 2026. • Differentiated learning to improve from 90% to 93% 	
		<p>Parent Opinion Survey (POS) elements below to improve as follows:</p> <ul style="list-style-type: none"> • School ethos and environment from 77% positive response in 2021 to 85% in 2026 • Confidence and resilience from 78% positive response in 2021 to 85% in 2026. • Parent and community engagement to move from 72% positive response in 2021 to 80% in 2026. • Student cognitive engagement factors 79% in 2021 to 85% in 2026 	

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1-month target</p>	<p>STUDENT LEARNING GOAL</p> <p>Target 1.2 Students NAPLAN top two bands at Year 3 for Reading, Writing and Numeracy: In NAPLAN Reading, increase the Year 3 students in Strong and Exceeding from 60% to 65% in 2024 In NAPLAN Writing, increase the Year 3 students in Strong and Exceeding from 75% to 78% in 2024 In NAPLAN Numeracy, increase the Year 3 students in Strong and Exceeding from 64% to 70% in 2024</p> <p>Target 1.3 Students NAPLAN bottom two bands at Year 5 for Reading, Writing and Numeracy: In NAPLAN Reading, reduce students in NAS and Developing from 23% in Year 5 to 18% in 2024 In NAPLAN Writing, reduce students in NAS and Developing from 23% in Year 5 to 20% in 2024 In NAPLAN Numeracy, reduce students in NAS and Developing from 34% in Year 5 to 30% in 2024</p> <p>Target 1.4 SSS elements below to improve as follows: Teaching and learning evaluation variables from 56% positive response in 2023 to 70% in 2024 Teaching and learning planning variables from 64% positive response in 2023 to 70% in 2024 Teaching and learning implementation variables from 55% positive response in 2023 to 60% in 2024 Teaching and learning practice variables from 55% positive response in 2023 to 60% in 2024 Instructional leadership variable from 68% positive response in 2023 to 70% in 2024 Guaranteed and viable curriculum from 44% positive response in 2023 to 50% in 2024</p> <p>STUDENT WELLBEING GOAL</p> <p>Target 2.1 SSS elements below to improve as follows: School climate variables to increase from 56% in 2023 to 60% in 2024 School staff safety and wellbeing variables to increase from 70% in 2023 positive to 75% in 2024</p> <p>Target 2.2 AtoSS elements below to improve as follows: Students with low resilience to decrease from 40% in 2023 to 35% in 2024</p>

	<p>Students with high resilience to increase from 5% in 2023 to 10% in 2024 Teacher concern to improve from 62% positive response in 2023 to 70% in 2024 Effective teaching time from 71% positive response in 2023 to 80% in 2024 Differentiated learning to improve from 71% in 2023 to 80% in 2024</p> <p>Target 2.3 Parent Opinion Survey (POS) elements below to improve as follows: School ethos and environment from 72% positive response in 2023 to 78% in 2024 Confidence and resilience from 78% positive response in 2023 to 80% in 2024 Parent and community engagement to move from 62% positive response in 2023 to 70% in 2024 Student cognitive engagement factors 72% in 2023 to 78% in 2024</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<p>STUDENT LEARNING GOAL</p> <p>Target 1.2 Students NAPLAN top two bands at Year 3 for Reading, Writing and Numeracy: In NAPLAN Reading, increase the Year 3 students in Strong and Exceeding from 60% to 65% in 2024 In NAPLAN Writing, increase the Year 3 students in Strong and Exceeding from 75% to 78% in 2024 In NAPLAN Numeracy, increase the Year 3 students in Strong and Exceeding from 64% to 70% in 2024</p> <p>Target 1.3 Students NAPLAN bottom two bands at Year 5 for Reading, Writing and Numeracy: In NAPLAN Reading, reduce students in NAS and Developing from 23% in Year 5 to 18% in 2024 In NAPLAN Writing, reduce students in NAS and Developing from 23% in Year 5 to 20% in 2024 In NAPLAN Numeracy, reduce students in NAS and Developing from 34% in Year 5 to 30% in 2024</p> <p>Target 1.4 SSS elements below to improve as follows: Teaching and learning evaluation variables from 56% positive response in 2023 to 70% in 2024 Teaching and learning planning variables from 64% positive response in 2023 to 70% in 2024 Teaching and learning implementation variables from 55% positive response in 2023 to 60% in 2024 Teaching and learning practice variables from 55% positive response in 2023 to 60% in 2024 Instructional leadership variable from 68% positive response in 2023 to 70% in 2024 Guaranteed and viable curriculum from 44% positive response in 2023 to 50% in 2024</p> <p>STUDENT WELLBEING GOAL</p> <p>Target 2.1 SSS elements below to improve as follows: School climate variables to increase from 56% in 2023 to 60% in 2024 School staff safety and wellbeing variables to increase from 70% in 2023 positive to 75% in 2024</p>

	<p>Target 2.2 AtoSS elements below to improve as follows: Students with low resilience to decrease from 40% in 2023 to 35% in 2024 Students with high resilience to increase from 5% in 2023 to 10% in 2024 Teacher concern to improve from 62% positive response in 2023 to 70% in 2024 Effective teaching time from 71% positive response in 2023 to 80% in 2024 Differentiated learning to improve from 71% in 2023 to 80% in 2024</p> <p>Target 2.3 Parent Opinion Survey (POS) elements below to improve as follows: School ethos and environment from 72% positive response in 2023 to 78% in 2024 Confidence and resilience from 78% positive response in 2023 to 80% in 2024 Parent and community engagement to move from 62% positive response in 2023 to 70% in 2024 Student cognitive engagement factors 72% in 2023 to 78% in 2024</p>
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</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>Actions</p>	<p>Develop, document, and implement a whole school instructional model</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> - Leaders will develop and document a whole school instructional model based on the Gradual Release of Responsibility - Leaders will build staff capacity to understand and implement the whole school instructional model - Teachers will embed PLC structures to support teacher collaboration and implementation of a consistent instructional model - Teachers will engage with instructional coaching to support the implementation of consistent instructional practices - Leaders and Teachers will develop, document and implement a tier 1 approach to Structured Synthetic Phonics in the early years
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Curriculum documentation will reflect parts of the instructional model - Staff will use a shared language to discuss both planning and lesson implementation - PLC cycles of inquiry will target priority cohorts for differentiation

	Late Indicators: - SSS elements will increase as per 12-month targets - Student learning growth - AtoSS increase in differentiated learning experiences			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Document and Publish RPPS Instructional Model based on GRR and guaranteed and viable curriculum maps	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Scheduled professional learning about Guaranteed and Viable Curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Classroom based Coaching and Mentoring to implement stages of the instructional model	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional learning in Structured Synthetic Phonics and implementation of Little Learners Love Literacy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continued development of PLC leaders in managing cohort level assessment and data practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Development of Learning Specialists to coach and mentor classroom-based teachers and educational support staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Appoint and Develop Tutors as part of the Tutor Learning Initiative to target priority cohorts of students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$236,900.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Professional Learning in emerging literacy skills with the school based Speech Pathologist	<input checked="" type="checkbox"/> Allied health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,366.61 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement a whole school approach to wellbeing and student behaviour, with a focus on Tier 2 and 3 supports			
Outcomes	<ul style="list-style-type: none"> - Leaders will establish agreed attendance monitoring processes - Leaders will establish a staged processes for wellbeing and inclusion referrals - Teachers will implement and model consistent responses to student behaviour - Teachers and leaders will document and implement the Social and Emotional Learning Program in every classroom - Students will feel supported and engaged in their classes and contribute to a strong classroom culture 			

	<ul style="list-style-type: none"> - Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing 			
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Observations of changes to classroom practices via Learning Walks - Documentation of frameworks, policies or programs - Internal and external professional learning attendance and shared readings for staff are documented - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns <p>Late Indicators:</p> <ul style="list-style-type: none"> - Meeting AtoSS and Parent Opinion Survey Targets - Student Attendance Data Management 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus (The Resilience Project)	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Establish clear routines and practices for feedback practices with staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Establish, document and implement a clear attendance monitoring process with staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Design and Implement a staged wellbeing and inclusion referral process	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Continue to develop and expand on school-based documentation for a Multi-Tiered System of Support	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appointment and development of Learning Specialists targeted to improving student engagement, inclusion and wellbeing	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$243,018.54 <input checked="" type="checkbox"/> Equity funding will be used
Extending Berry Street Education Model training for new SIT members through Northern Peninsula Network	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,600.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Inclusion learning specialist to finalise roll over of PSD funded students to the DIP system, as well as lead the DIP process for identified students.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$128,267.59 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$319,008.47	\$319,008.47	\$0.00
Disability Inclusion Tier 2 Funding	\$398,544.26	\$398,544.26	\$0.00
Schools Mental Health Fund and Menu	\$85,840.71	\$85,840.71	\$0.00
Total	\$803,393.44	\$803,393.44	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Appoint and Develop Tutors as part of the Tutor Learning Initiative to target priority cohorts of students	\$236,900.00
Professional Learning in emerging literacy skills with the school based Speech Pathologist	\$55,366.61
Appointment and development of Learning Specialists targeted to improving student engagement, inclusion and wellbeing	\$243,018.54
Extending Berry Street Education Model training for new SIT members through Northern Peninsula Network	\$6,600.00
Inclusion learning specialist to finalise roll over of PSD funded students to the DIP system, as well as lead the DIP process for identified students.	\$128,267.59
Totals	\$670,152.74

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appointment and development of Learning Specialists targeted to improving student engagement, inclusion and wellbeing	from: Term 1 to: Term 4	\$243,018.54	<input checked="" type="checkbox"/> School-based staffing
Inclusion learning specialist to finalise roll over of PSD funded students to the DIP system, as well as lead the DIP process for identified students.	from: Term 1 to: Term 4	\$75,989.93	<input checked="" type="checkbox"/> School-based staffing
Totals		\$319,008.47	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appoint and Develop Tutors as part of the Tutor Learning Initiative to target priority cohorts of students	from: Term 1 to: Term 4	\$236,900.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Inclusion learning specialist to finalise roll over of PSD funded students to the DIP system, as well as lead the DIP process for identified students.	from: Term 1 to: Term 4	\$52,277.66	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$289,177.66	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Professional Learning in emerging literacy skills with the school based Speech Pathologist	from: Term 1 to: Term 4	\$55,366.61	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Extending Berry Street Education Model training for new SIT members through Northern Peninsula Network	from: Term 1 to: Term 4	\$6,600.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Totals		\$61,966.61	

Additional funding planner – Total Budget

Activities and milestones	Budget
Co-Educators providing specialist support to students with additional needs	\$109,366.60
Occupational Therapist employed to support students with additional needs.	\$15,000.00
Whole-school implementation of SWPBS	\$8,874.10
Totals	\$133,240.70

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Co-Educators providing specialist support to students with additional needs	from: Term 1 to: Term 4	\$0.00	
Occupational Therapist employed to support students with additional needs.	from: Term 1 to: Term 4	\$0.00	
Whole-school implementation of SWPBS	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Co-Educators providing specialist support to students with additional needs	from: Term 1 to: Term 4	\$109,366.60	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Occupational Therapist employed to support students with additional needs.	from: Term 1 to: Term 4	\$0.00	
Whole-school implementation of SWPBS	from: Term 1		

	to: Term 4		
Totals		\$109,366.60	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Co-Educators providing specialist support to students with additional needs	from: Term 1 to: Term 4	\$0.00	
Occupational Therapist employed to support students with additional needs.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Whole-school implementation of SWPBS	from: Term 1 to: Term 4	\$8,874.10	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Activity-based non-consumables (equipment hire, etc)
Totals		\$23,874.10	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Document and Publish RPPS Instructional Model based on GRR and guaranteed and viable curriculum maps	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Scheduled professional learning about Guaranteed and Viable Curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Classroom based Coaching and Mentoring to implement stages of the instructional model	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning in Structured Synthetic Phonics	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

and implementation of Little Learners Love Literacy		to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons			
Continued development of PLC leaders in managing cohort level assessment and data practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Development of Learning Specialists to coach and mentor classroom-based teachers and educational support staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning in emerging literacy skills with the school based Speech Pathologist	<input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

(The Resilience Project)			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting		
Establish clear routines and practices for feedback practices with staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Establish, document and implement a clear attendance monitoring process with staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources https://www2.education.vic.gov.au/pal/attendance/policy <input checked="" type="checkbox"/> Student achievement Manager	<input checked="" type="checkbox"/> On-site
Design and Implement a staged wellbeing and inclusion referral process	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Appointment and development of Learning Specialists targeted to improving student engagement, inclusion and wellbeing	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

<p>Extending Berry Street Education Model training for new SIT members through Northern Peninsula Network</p>	<p><input checked="" type="checkbox"/> School improvement team</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Collaborative inquiry/action research team</p>	<p><input checked="" type="checkbox"/> Network professional learning</p>	<p><input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants BSEM facilitators c/o Mahogany Rise PS/ NPN</p>	<p><input checked="" type="checkbox"/> Off-site Monterey SC</p>
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