2023 Annual Implementation Plan

for improving student outcomes

Taylors Hill Primary School (5508)

Submitted for review by Danielle Stella (School Principal) on 19 December, 2022 at 02:31 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 24 January, 2023 at 01:29 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling
	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.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Enter your reflective comments	Due to the impact of staff shortages throughout 2022, we are continuing with some similar actions, outcome and activities in 2023.
Considerations for 2023	Incorporate our work as a PLC Link school for the Brimbank - Melton Area into our AIP actions, outcomes and activities Incorporate our work with the Diverse Learner EILs into our AIP actions, outcomes and activities

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Extend the learning outcomes of every student every day
Target 2.1	- By 2024, 88 percent of all students in Year 3 and 5 to be at or above the year level appropriate NAPLAN band in reading - By 2024, 48 percent of students in Year 3 and 38 per cent of students in Year 5 achieve Top 2 Bands in NAPLAN reading - By 2024, 88 percent of all students in Year 3 and 5 to be at or above the year level appropriate NAPLAN band in writing - By 2024, 48 percent of students in Year 3 and Year 5 achieve Top 2 bands in NAPLAN writing - By 2024, 88 percent of students in Year 3 and 5 to be at or above the level appropriate NAPLAN band in number and measurement - By 2024, 35 percent of students in Year 3 and Year 5 achieve Top 2 bands in NAPLAN number and measurement

Target 2.2	- By 2024, 92 percent of students to be at or above the expected year level standard P-6 in reading Victorian Curriculum - teacher judgement (VCTJ) - By 2024, 89 percent of students to be at or above the expected year level in P-6 writing VCTJ - By 2024, 93 percent of students to be at or above expected year level in VCTJ P-6 in number and 97 per cent to be at or above expected year level in measurement
Target 2.3	By 2024, 85 percent of students achieving at or above the expected level P-6 in reading Fountas and Pinnell (F&P) benchmark .
Target 2.4	Consistent outcomes of data between F&P data, VCTJ teacher judgements and NAPLAN data in reading.
Target 2.5	- By 2024, all Teaching and Learning modules of the Staff Opinion Survey(SOS) to be at or above 90 percent - By 2024, Effective Teaching Practice for Cognitive Engagement domain of the Attitudes to School Survey (AToSS) to be at or above 90 percent - By 2024, Student Cognitive Engagement domain of the Parent Opinion Survey (POS) to be at or above 80 percent
Key Improvement Strategy 2.a Curriculum planning and assessment	Extend the capacity of staff to use formative assessment and evidence to find all students highest level of instruction in all areas of the curriculum
Key Improvement Strategy 2.b	Extend the capacity of staff to select and explicitly teach using appropriately challenging strategies.

Evidence-based high-impact teaching strategies	
Goal 3	Maximise the relative growth of student outcomes in Literacy and Numeracy
Target 3.1	• By 2024, reduce the percentage of Year 5 students in the low growth category of relative gain in NAPLAN reading to 25 percent or below • By 2024, reduce the percentage of Year 5 students in the low growth category of relative gain in NAPLAN writing to 20 percent or below • By 2024, reduce the percentage of Year 5 students in the low growth category of relative gain in NAPLAN Numeracy to 15 percent or below
Target 3.2	• By 2024, 85 percent of students demonstrate a minimum of 12 months growth in VCTJ • By 2024, 87 percent of students demonstrate a minimum of 12 months growth in writing VCTJ • By 2024, 87 percent of students demonstrate a minimum of 12 months growth in number and measurement VCTJ
Target 3.3	• By 2024, 85 percent of students demonstrate a minimum of 12 months growth in reading F&P benchmark data
Key Improvement Strategy 3.a Curriculum planning and assessment	Embed the capacity of staff to collect and analyse a range of data to inform planning, instruction and evaluation of teaching and learning

Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build the capacity of staff to use the high impact teaching strategies that achieve high relative learning growth for students
Goal 4	Embed student voice and agency in all aspects of the school
Target 4.1	By 2024, Learner Characteristics and Disposition domain of the AToSS positive responses to be at or above 88 percent
Target 4.2	By 2024, Social Engagement domain of the AToSS positive responses to be at or above 85 percent
Target 4.3	By 2024, student absenteeism across P – 6 to be below 22 percent
Key Improvement Strategy 4.a Empowering students and building school pride	Strengthen teacher knowledge and understanding of student voice and agency to empower students and build school pride
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Strengthen the capacity of staff to design and deliver a program that embeds student voice and agency in learning
Key Improvement Strategy 4.c Evidence-based high-impact teaching strategies	Build the capacity of staff to use the high impact teaching strategies that support student voice and agency

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy -- 45% of students in Year 3 (43% in 2022) and 47% of students in Year 5 (45% in 2022) achieve Top 2 Bands in NAPLAN reading - 43% of students in Year 3 (41% in 2022) and 25% of Year 5 students (23% in 2022) achieve Top 2 bands in NAPLAN writing- 34% of students in Year 3 (32% in 2022) and 24% of Year 5 students(22% in 2022) achieve Top 2 bands in NAPLAN number and measurement - 85 % of students demonstrate a minimum of 12 months growth in reading VCTJ- 85% of students demonstrate a minimum of 12 months growth in writing VCTJ- 87 % of students demonstrate a minimum of 12 months growth in number VCTJ- 86 % of students demonstrate a minimum of 12 months growth in reading F&P benchmark data (% so far P-6) Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable - Student absenteeism across P – 6 to be below 20 days - YTD in 2022= 26 days (average number of absence days)- Teacher-Student

			Relations domain of the AToSS positive responses in the area of Teacher Concern to be at or above 81 % (80% in 2022)- Learner Characteristics and Disposition domain of the AToSS positive responses in the area of Learning Confidence to be at or above 80 % (78% in 2022)Social Engagement domain of the AToSS positive responses in the area of School Connectedness to be at or above 82% (81% in 2022)- Social Engagement domain of the AToSS positive responses in the area of Student Voice and Agency to be at or above 75% (74% in 2022)- All Teaching and Learning modules of the Staff Opinion Survey (SOS) to be at or above 85% (In 2022- Practice Improvement - 79%, Planning - 90%, Implementation - 86% and Evaluation - 86%)- All School Climate modules of the Staff Opinion Survey (SOS) to be at or above 75% (73% in 2022)
Extend the learning outcomes of every student every day	No	• By 2024, 88 percent of all students in Year 3 and 5 to be at or above the year level appropriate NAPLAN band in reading • By 2024, 48 percent of students in Year 3 and 38 per cent of students in Year 5 achieve Top 2 Bands in NAPLAN reading • By 2024, 88 percent of all students in Year 3 and 5 to be at or above the year level appropriate NAPLAN band in writing • By 2024, 48 percent of students in Year 3 and Year 5 achieve Top 2 bands in NAPLAN writing • By 2024, 88 percent of students in Year 3 and 5 to be at or above the level appropriate NAPLAN band in number and measurement • By 2024, 35 percent of students in Year 3 and Year 5 achieve Top 2 bands in NAPLAN number and measurement	

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		By 2024, 85 percent of students achieving at or above the expected level P-6 in reading Fountas and Pinnell (F&P) benchmark .	
		Consistent outcomes of data between F&P data, VCTJ teacher judgements and NAPLAN data in reading.	
		• By 2024, all Teaching and Learning modules of the Staff Opinion Survey(SOS) to be at or above 90 percent • By 2024, Effective Teaching Practice for Cognitive Engagement domain of the Attitudes to School Survey (AToSS) to be at or above 90 percent • By 2024, Student Cognitive Engagement domain of the Parent Opinion Survey (POS) to be at or above 80 percent	
Maximise the relative growth of student outcomes in Literacy and Numeracy	No	• By 2024, reduce the percentage of Year 5 students in the low growth category of relative gain in NAPLAN reading to 25 percent or below • By 2024, reduce the percentage of Year 5 students in the low growth category of relative gain in NAPLAN writing to 20 percent or below • By 2024, reduce the percentage of Year 5 students in the low growth category of relative gain in NAPLAN Numeracy to 15 percent or below	

		• By 2024, 85 percent of students demonstrate a minimum of 12 months growth in VCTJ • By 2024, 87 percent of students demonstrate a minimum of 12 months growth in writing VCTJ • By 2024, 87 percent of students demonstrate a minimum of 12 months growth in number and measurement VCTJ	
		• By 2024, 85 percent of students demonstrate a minimum of 12 months growth in reading F&P benchmark data	
Embed student voice and agency in all aspects of the school	No	By 2024, Learner Characteristics and Disposition domain of the AToSS positive responses to be at or above 88 percent	
		By 2024, Social Engagement domain of the AToSS positive responses to be at or above 85 percent	
		By 2024, student absenteeism across P – 6 to be below 22 percent	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy - - 45% of students in Year 3 (43% in 2022) and 47% of students in Year 5 (45% in 2022) achieve Top 2 Bands in NAPLAN reading - 43% of students in Year 3 (41% in 2022) and 25% of Year 5 students (23% in 2022) achieve Top 2 bands in NAPLAN writing

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	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 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy - - 45% of students in Year 3 (43% in 2022) and 47% of students in Year 5 (45% in 2022) achieve Top 2 Bands in NAPLAN reading - 43% of students in Year 3 (41% in 2022) and 25% of Year 5 students (23% in 2022) achieve Top 2 bands in NAPLAN writing - 34% of students in Year 3 (32% in 2022) and 24% of Year 5 students(22% in 2022) achieve Top 2 bands in NAPLAN number and measurement - 85 % of students demonstrate a minimum of 12 months growth in reading VCTJ - 85% of students demonstrate a minimum of 12 months growth in writing VCTJ - 87 % of students demonstrate a minimum of 12 months growth in number VCTJ - 86 % of students demonstrate a minimum of 12 months growth in reading F&P benchmark data (% so far P-6) Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable - Student absenteeism across P – 6 to be below 20 days - YTD in 2022= 26 days (average number of absence days) - Teacher-Student Relations domain of the AToSS positive responses in the area of Teacher Concern to be at or above 81 % (80% in 2022) - Learner Characteristics and Disposition domain of the AToSS positive responses in the area of Learning Confidence to be at or above 80 % (78% in 2022) Social Engagement domain of the AToSS positive responses in the area of School Connectedness to be at or above 82% (81% in 2022) - Social Engagement domain of the AToSS positive responses in the area of Student Voice and Agency to be at or above 75% (74% in 2022) - All Teaching and Learning modules of the Staff Opinion Survey (SOS) to be at or above 85% (In 2022- Practice Improvement - 79%, Planning - 90%, Implementation - 86% and Evaluation - 86%) - All School Climate modules of the Staff Opinion Survey (SOS) to be at or above 75% (73% in 2022)

KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Use PLTs for staff to collaboratively reflect, moderate and plan to meet the needs of all students Strengthen staff capacity in assessment and evidence-based approaches to differentiation in order to identify and meet students' individual learning needs Build staff capacity to understand and implement learning goals, feedback and the development of ESPs for identified students Provide targeted training to Education Support staff to build capability to support teachers and students
Outcomes	PLTs will engage in reflective practice to evaluate and plan curriculum, assessments and lessons and analyse data/evidence Teachers will have a deep and consistent understanding of core-curriculum areas and the school's instructional model Teachers will accurately identify student learning needs based on diagnostic assessment data Teachers will provide students with the opportunity to work at their level using differentiated practices and resources Teachers will provide regular feedback and monitor student progress using data trackers and evidence Leaders and nominated teachers will establish intervention/small group tutoring Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Education Support Staff will provide high quality support to teachers and students in the classroom Students will know how lessons are structured and how this supports their learning Students will know their learning goals and the next steps to progress their learning Students in need of targeted academic support or intervention will be identified and supported
Success Indicators	Early Indicators: - Classroom observations and learning walks demonstrating implementation of differentiation, the instructional model, non-negotiables and use of the HITS - Differentiated curriculum documents and evidence of student learning at different levels

	- Teachers' formative assessment data, teacher judgement data, work samples, records and observations of student progress - Data trackers clearly indicating student progress Late Indicators: - Assessment data (F+P, MOI, etc) and Victorian Curriculum teacher judgements will show growth in learning - Student, staff and parent perception survey will have positive results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a collaborative planning goal focusing on assessment, teaching practice and differentiation of Numeracy and Literacy, across the year.	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement effective PLT's to support teacher collaboration, reflection and regular moderation of student data and work samples to strengthen teaching practice and to support the Brimbank-Melton Area as a PLC Link School.	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Refresh the coaching program and peer observations to deepen teacher understanding of curriculum content, GRRM, teaching practices and HITS for a consistent approach	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Embed professional learning into the whole school meeting schedule on effective teaching, ongoing assessment, differentiation and strategies to support students with specific learning requirements in Literacy and Numeracy	☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Schedule and complete regular Learning Walks and Talks to observe staff practice and collect data on student experiences of learning, with a focus on differentiation	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement and monitor Literacy and intervention program for students requiring additional support	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Demonstrate evidence of planning, support and regular review for diverse learners in ESPs, planning documents and learning environments to enable an increase in learning growth and regular engagement and communication with parents/carers (supported by the Diverse Learner EILs)	☑ Education Support ☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen our whole school approach to personal and social learning, engagement, behaviour regulation and wellbeing Build staff capacity to notice, analyse and respond to student wellbeing data or evidence Target support for individual students or small groups with acute needs Embed positive mental health approaches in staff professional practice
Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social and emotional wellbeing Teachers and leaders will integrate personal and social learning into school practice, policies and programs Teachers will implement and model consistent and agreed routines, utilising a range of interventions to support individual students Teachers and leaders will review, strengthen and follow agreed monitoring and referral processes Students will have strong relationships with staff and peers and contribute to a safe and orderly classroom culture Students will identify and develop a voice in their learning and wellbeing At-risk students will be identified and receive targeted support Families of at-risk students will receive regular communication and support from the school
Success Indicators	Early Indicators: - Curriculum documentation reflecting personal and social learning

	- Students engagement levels in lunchtime clubs and activities - Teacher reports of student wellbeing concerns, recorded on Compass Chronicle - Data of support accessed by students and families - Education Support Plans document individual wellbeing strategies students will use at school Late Indicators: - Student attendance data - Student, staff and parent perception survey will have positive results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement opportunities for student voice and agency through classroom learning and extra- curricular experiences	☑ Assistant Principal ☑ School Improvement Team ☑ Student Leadership Coordinator ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review and strengthen our whole school approach to personal and social learning, engagement, behaviour regulation and wellbeing	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a Student Leaders Program, including Grade 6 Leaders and the JSC, with a focus on student voice and agency	☑ School Improvement Team ☑ Student Leadership Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct regular student conferences with a focus on learning and wellbeing	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Identify students with diverse learning needs and follow THPS guidelines for ESP's and SSSO referrals	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Analyse attendance and student wellbeing data to identify students at risk and implement targeted support in a timely manner	☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Introduce the Mental Health in Primary Schools Program (MHIPS) - a whole-school approach to mental health and wellbeing for students, staff and families	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1	$72,804.79

- identify and support students with mental health concerns - clear referral pathways internally (within school) and externally (to community services) - Mental Health and Wellbeing Leaders receive evidence-based training (CoPs)				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the CAMHS & Schools Early Action Program (CASEA) in Semester Two and develop ways to embed the learning into the long-term approach to Wellbeing at THPS. This includes: - Data collection and analysis to identify students at risk - Small focus groups developed to build students' skills to self-regulate - Building the parents'/families' understanding of effective behaviour management strategies (parenting skills & family relationships) - Building understanding/skills within the whole school community of how to respond to students presenting with severe behavioural challenges - Develop a stronger partnership with CAMHS (including referrals process)	☑ Assistant Principal	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$112,413.59	$112,413.59	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$72,804.79	$72,804.79	$0.00
Total	**$185,218.38**	**$185,218.38**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement and monitor Literacy and intervention program for students requiring additional support	$50,000.00
Introduce the Mental Health in Primary Schools Program (MHIPS) - a whole-school approach to mental health and wellbeing for students, staff and families - identify and support students with mental health concerns - clear referral pathways internally (within school) and externally (to community services) - Mental Health and Wellbeing Leaders receive evidence-based training (CoPs)	$72,804.79
Totals	**$122,804.79**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Implement and monitor Literacy and intervention program for students requiring additional support	from: Term 1 to: Term 4	$112,413.59	☑ School-based staffing
Totals		$112,413.59	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Introduce the Mental Health in Primary Schools Program (MHIPS) - a whole-school approach to mental health and wellbeing for students, staff and families - identify and support students with mental health concerns - clear referral pathways internally (within school) and externally (to community services) - Mental Health and Wellbeing Leaders receive evidence-based	from: Term 1 to: Term 4	$72,804.79	

training (CoPs)			
Totals		$72,804.79	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement effective PLT's to support teacher collaboration, reflection and regular moderation of student data and work samples to strengthen teaching practice and to support the Brimbank-Melton Area as a PLC Link School.	☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist	☑ Off-site PLC Link school PL
Embed professional learning into the whole school meeting schedule on effective teaching, ongoing assessment, differentiation and strategies to support students with specific learning requirements in Literacy and Numeracy	☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Demonstrate evidence of planning, support and regular review for diverse learners in ESPs, planning documents and learning environments to enable an increase in learning growth and regular engagement and communication with	☑ Education Support ☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Internal staff	☑ On-site

parents/carers (supported by the Diverse Learner EILs)						