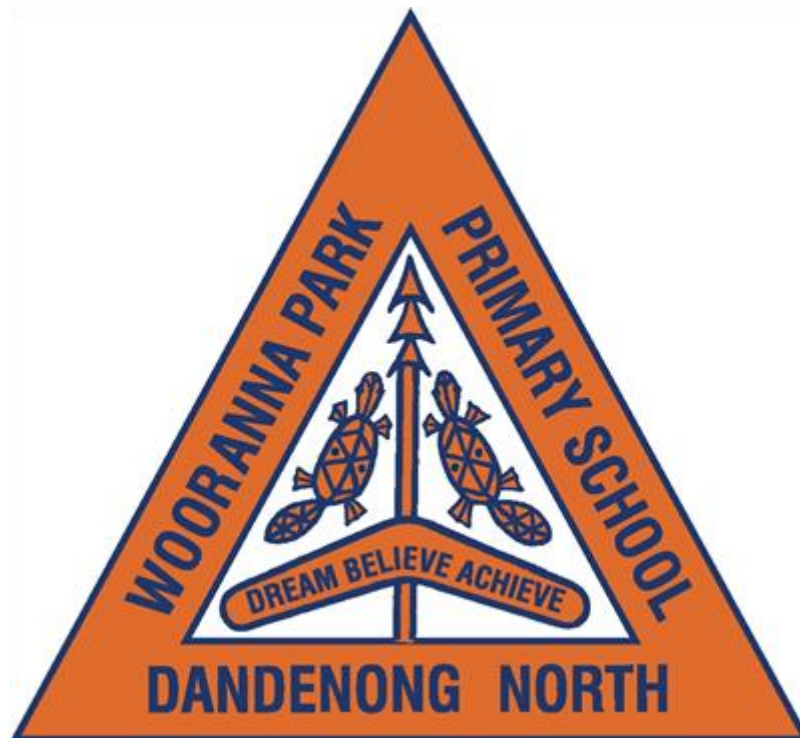


# 2024 Annual Implementation Plan

## for improving student outcomes

Wooranna Park Primary School (4989)



Submitted for review by Amanda Ellaby (School Principal) on 20 December, 2023 at 10:14 AM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 20 December, 2023 at 11:51 AM  
Endorsed by Michelle Karton (School Council President) on 10 April, 2024 at 10:42 AM

## Self-evaluation summary - 2024

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

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

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

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<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>	Yes	Support for the priorities	<p>NAPLAN-Increase the percentage of students achieving exceeding and strong proficiency levels in: Year 3 Numeracy to 65% Year 5 Numeracy to 55% Teacher Judgements-Reduce low growth for all areas of Mathematics for Year 1 to Year 6 to reduce to 20% or less in 2024. AToSS-Increase positive indicators as follows: Effective classroom behaviour to 80% or better in 2024. Resilience to 80% or better in 2024. Self-regulation and goal setting to 85% or better by 2024. Sense of confidence to 80% or better in 2024. SSS-Increase positive indicators as follows: Instructional leadership to 88% in 2024. Shielding and buffering to 94% in 2024. Understand how to analyse data to 50% in 2024. Guaranteed and viable curriculum to 90% in 2024 Student absence-Reduce the percentage of 20 or more absent days per student to 25% or better in 2024.</p>
To improve student learning in Literacy.	No	NAPLAN Benchmark Growth: Low growth for Year 5 Reading to decrease from 29% in 2019 to at or below 25% in 2024.	

		NAPLAN Benchmark Growth: High growth for Year 5 Writing to improve from 15% in 2019 to at or above 25% in 2024.	
		NAPLAN Top 2 Bands: Year 3 Reading to show improvement from 34% in 2019 to 44% in 2024.	
		NAPLAN Top 2 Bands: Year 3 Writing to show improvement from 38% in 2019 to 48% in 2024.	
		NAPLAN Top 2 Bands: Year 5 Reading to show improvement from 23% in 2019 to 30% in 2024.	
		NAPLAN Top 2 Bands: Year 5 Writing to show improvement from 13% in 2019 to 19% in 2024.	
		Teacher Judgements: Low growth for Reading, Writing and Speaking and Listening for Year 1 to Year 6 to reduce to 20% or less by 2024.	
To improve student learning in Numeracy.	No	NAPLAN benchmark growth: High growth for Year 5 Numeracy to improve from 17% in 2019 to at or above 24% in 2024.	
		NAPLAN top two bands: Year 3 Numeracy to show improvement from 13% in 2019 to 30% in 2024.	
		NAPLAN top two bands: Year 5 Numeracy to show improvement from 20% in 2019 to 25% in 2024.	

		Teacher Judgements low growth for all areas of Mathematics for Year 1 to Year 6 to reduce to 20% or less by 2024.	
To improve student engagement and wellbeing.	No	<p>AToSS: Increase positive indicators as follows:</p> <ul style="list-style-type: none"> <li>• Effective classroom behaviour from 63% in 2019 to 80% or better in 2024.</li> <li>• Resilience from 69% in 2019 to 80% or better in 2024.</li> <li>• Self-regulation and goal setting from 77% in 2019 to 85% or better by 2024.</li> <li>• Sense of confidence from 67% in 2019 to 80% or better in 2024.</li> </ul>	
		<p>SSS: Increase positive indicators as follows:</p> <ul style="list-style-type: none"> <li>• Instructional leadership from 47% in 2020 to 72% in 2024.</li> <li>• Shielding and buffering from 35% in 2020 to 60% in 2024.</li> <li>• Understand how to analyse data from 42% in 2020 to 70% in 2024.</li> <li>• Guaranteed and viable curriculum from 61% in 2020 to 75% in 2024.</li> </ul>	
		<p>Student absence: Reduce the percentage of 20 or more absent days per student from 32% in 2019 to 25% or better in 2024.</p>	

<b>Goal 1</b>	<b>Priorities goal</b> <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.</b>
<b>12-month target 1.1-month target</b>	<p>NAPLAN-Increase the percentage of students achieving exceeding and strong proficiency levels in: Year 3 Numeracy to 65% Year 5 Numeracy to 55%</p> <p>Teacher Judgements-Reduce low growth for all areas of Mathematics for Year 1 to Year 6 to reduce to 20% or less in 2024.</p>

	<p>AToSS-Increase positive indicators as follows:  Effective classroom behaviour to 80% or better in 2024.  Resilience to 80% or better in 2024.  Self-regulation and goal setting to 85% or better by 2024.  Sense of confidence to 80% or better in 2024.</p> <p>SSS-Increase positive indicators as follows:  Instructional leadership to 88% in 2024.  Shielding and buffering to 94% in 2024.  Understand how to analyse data to 50% in 2024.  Guaranteed and viable curriculum to 90% in 2024</p> <p>Student absence-Reduce the percentage of 20 or more absent days per student to 25% or better in 2024.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<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.
<b>12-month target 1.1 target</b>	NAPLAN-Increase the percentage of students achieiveng exceeding and strong proficiency levels in: Year 3 Numeracy to 65% Year 5 Numeracy to 55%  Teacher Judgements-Reduce low growth for all areas of Mathematics for Year 1 to Year 6 to reduce to 20% or less in 2024.  AToSS-Increase positive indicators as follows: Effective classroom behaviour to 80% or better in 2024. Resilience to 80% or better in 2024. Self-regulation and goal setting to 85% or better by 2024. Sense of confidence to 80% or better in 2024.  SSS-Increase positive indicators as follows: Instructional leadership to 88% in 2024. Shielding and buffering to 94% in 2024. Understand how to analyse data to 50% in 2024. Guaranteed and viable curriculum to 90% in 2024  Student absence-Reduce the percentage of 20 or more absent days per student to 25% or better in 2024.
<b>KIS 1.a</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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Embed PLC structures to support teacher collaboration and strengthen teaching practice, in numeracy. Build staff capabilities to use data and evidence to inform targeted planning, aligned to the Instructional Playbook.



<b>Outcomes</b>	<p>Student will:</p> <ul style="list-style-type: none"> <li>*Articulate the purpose of learning in any lesson.</li> <li>*Know their goal and the next steps they need to take to progress their learning, in Number and Algebra.</li> <li>*Achieve 12 months or more learning growth, for a year of teaching, in Number and Algebra.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>*Plan according to the Whole School Instructional Playbook, aligned to the Victorian Mathematics Curriculum (version 2)</li> <li>*Engage in Professional Learning Community improvement cycles in the teaching of Number</li> <li>*Use summative and formative evidence to drive responsive and targeted teaching.</li> </ul> <p>School leaders will:</p> <ul style="list-style-type: none"> <li>*Build the capabilities of staff to plan collaboratively, using evidence to inform these plans.</li> <li>*Support teams to enact responsive and targeted teaching techniques.</li> <li>*Build the capabilities of teacher leaders to lead their teams to use summative and formative evidence to inform planning.</li> </ul>			
<b>Success Indicators</b>	<p>By the end of 2024:</p> <p>Teacher Judgements-A reduction in the percentage of students attaining low growth in:</p> <ul style="list-style-type: none"> <li>-Number for Years 1 to 6</li> <li>-Reading for Years 1 to 6</li> </ul> <p>NAPLAN-Increase the percentage of students achieving exceeding and strong proficiency levels in:</p> <ul style="list-style-type: none"> <li>-Year 3 Numeracy</li> <li>-Year 5 Numeracy</li> </ul> <p>Staff Opinion survey-Increase the percentage of positive endorsement for the following factors:</p> <ul style="list-style-type: none"> <li>-Instructional leadership</li> <li>-Shielding and buffering</li> <li>-Understand how to analyse data</li> <li>-Guaranteed and viable curriculum</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>
Support teams and individual teachers, particularly those new to the school, to plan and teach a curriculum, aligned to the 2024	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$90,890.63

<p>Whole School Instructional Playbook.</p> <p>-Host an induction at the start of the school year, and during the new year, to introduce new staff to the 2024 Whole School Instructional Playbook.</p> <p>-Allocate a curriculum day to the Instructional Model to clarify the effective practices of the staff and the active role students play in this process of learning.</p>	<input checked="" type="checkbox"/> Team leader(s)		to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
<p>Engage teachers in PLC improvement cycles, in the teaching of Number.</p> <p>-Follow a professional learning schedule that prioritises time for PLC improvement cycles, focussed on Number.</p> <p>-Review the 2024 PLC handbook.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,890.63  <input checked="" type="checkbox"/> Equity funding will be used
<p>Build the capabilities of staff to use summative and formative evidence to drive responsive and targeted teaching.</p> <p>-Leadership Staff attend team meetings to seek to understand the evidence being used to inform planning.</p> <p>-Provide staff with professional readings on summative and formative assessment strategies, enacting some through the PLC improvement cycles.</p>	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$90,890.63  <input checked="" type="checkbox"/> Equity funding will be used
<p>Introduce Instructional Coaching and peer observations.</p> <p>-Schedule time within the whole school timetable for the instructional coaches to target this work.</p> <p>-Develop a shared process for Instructional Coaching and peer observations.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,890.63  <input checked="" type="checkbox"/> Equity funding will be used
<p>School Improvement Team use school improvement cycles to track, monitor and assess implementation of the targeted improvement work, in five week cycles.</p>	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p><b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p><b>Actions</b></p>	<p>Embed a whole school approach to positive behaviour support. Build staff capabilities to understand, identify, implement and document reasonable adjustments.</p>
<p><b>Outcomes</b></p>	<p>Student will: *Articulate and act in accordance with our Matrix of Expectations, in line with the URStrong curriculum *Enact their strategies as documented on their Learner Profile, to be ready for learning *Demonstrate resilience as learners.</p> <p>Teachers will: *Enact the school wide approach to promoting positive behaviors including teaching expectations, acknowledging appropriate behaviour, correcting errors and requesting assistance, as per the SWPBS Handbook *Engage in professional learning on the URStrong curriculum and Be You framework *Communicate to families a positive XUNO acknowledgement, at least once a term *Document the reasonable adjustments that they make to support their students, in learning and wellbeing aligned to the goals of Universal Design for Learning.</p> <p>School leaders will: *Facilitate the implementation of whole school positive behaviour supports, particularly termly XUNO acknowledgments *Monitor attendance, IEPs, BSPs and safety plans, in collaboration with teachers and families through SSGs, ensuring that reasonable adjustments are documented to a high standard *Engage in professional learning on the goals of Universal Design for Learning *Lead the SWPBS action planning and accreditation process.</p>
<p><b>Success Indicators</b></p>	<p>By the end of 2024:</p> <p>Student Attitudes to School survey-Increase the percentage of positive endorsement for the following factors: -Effective classroom behaviour -Resilience -Self-regulation and goal setting</p>

	-Sense of confidence			
	The school aims to attain Bronze accreditation level for School Wide Positive Behaviour implementation			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Embed our School Wide Positive Behaviour Supports, aligned to our action plan.</p> <p>-Complete the Universal Prevention (Part B) Course -Implement the lessons designed to teach the expected behaviours and provide feedback on their effectiveness. -Develop an annual plan for the ongoing teaching of all expectations and rules and share with all staff.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,971.08  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Introduce the URStrong curriculum and embed the Be You framework.</p> <p>-Conduct the student, staff and community Be You survey and the URStrong pre assessment -Schedule professional learning time to build staff understanding of the URStrong curriculum so they can implement the scoped and sequenced learning plan.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,793.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Embed school wide processes to document adjustments and strategies, aligned to the principles of Universal Design for Learning (UDL).</p> <p>-Prepare and communicate relevant resources to develop staff knowledge and skills to document reasonable adjustments and strategies implemented to enable student access to learning. -Provide staff with professional readings on the principles of UDL,</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$93,701.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>in support of their writing of good quality Individual Education Plans (IEPs). -Provide time for staff to prepare a Routine Based Planner and embed time within team meetings to note ongoing adjustments being made to support students.</p>				
<p>Engage with students and their families to identify and embed practices and processes that promote positive wellbeing.  -Create and regularly review student Learner Profiles to enable student progress and the positive acknowledgements they have received about their learning, to be shared with families each term. -Write regular Parenting Posts via the newsletter and Facebook.</p>	<p><input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student wellbeing coordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$60,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
<p>School Improvement Team use school improvement cycles to track, monitor and assess implementation of the targeted improvement work, in five week cycles.</p>	<p><input checked="" type="checkbox"/> School improvement team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$363,562.53	\$363,562.52	\$0.01
Disability Inclusion Tier 2 Funding	\$170,494.04	\$170,494.00	\$0.04
Schools Mental Health Fund and Menu	\$31,971.08	\$31,971.08	\$0.00
<b>Total</b>	<b>\$566,027.65</b>	<b>\$566,027.60</b>	<b>\$0.05</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Support teams and individual teachers, particularly those new to the school, to plan and teach a curriculum, aligned to the 2024 Whole School Instructional Playbook.</p> <p>-Host an induction at the start of the school year, and during the new year, to introduce new staff to the 2024 Whole School Instructional Playbook.</p> <p>-Allocate a curriculum day to the Instructional Model to clarify the effective practices of the staff and the active role students play in this process of learning.</p>	\$90,890.63
<p>Engage teachers in PLC improvement cycles, in the teaching of Number.</p> <p>-Follow a professional learning schedule that prioritises time for PLC improvement cycles, focussed on Number.</p> <p>-Review the 2024 PLC handbook.</p>	\$90,890.63
<p>Build the capabilities of staff to use summative and formative evidence to drive responsive and targeted</p>	\$90,890.63

<p>teaching.</p> <ul style="list-style-type: none"> <li>-Leadership Staff attend team meetings to seek to understand the evidence being used to inform planning.</li> <li>-Provide staff with professional readings on summative and formative assessment strategies, enacting some through the PLC improvement cycles.</li> </ul>	
<p>Introduce Instructional Coaching and peer observations.</p> <ul style="list-style-type: none"> <li>-Schedule time within the whole school timetable for the instructional coaches to target this work.</li> <li>-Develop a shared process for Instructional Coaching and peer observations.</li> </ul>	\$90,890.63
<p>Embed our School Wide Positive Behaviour Supports, aligned to our action plan.</p> <ul style="list-style-type: none"> <li>-Complete the Universal Prevention (Part B) Course</li> <li>-Implement the lessons designed to teach the expected behaviours and provide feedback on their effectiveness.</li> <li>-Develop an annual plan for the ongoing teaching of all expectations and rules and share with all staff.</li> </ul>	\$28,971.08
<p>Introduce the URStrong curriculum and embed the Be You framework.</p> <ul style="list-style-type: none"> <li>-Conduct the student, staff and community Be You survey and the URStrong pre assessment</li> <li>-Schedule professional learning time to build staff understanding of the URStrong curriculum so they can implement the scoped and sequenced learning plan.</li> </ul>	\$19,793.00
<p>Embed school wide processes to document adjustments and strategies, aligned to the principles of Universal Design for Learning (UDL).</p> <ul style="list-style-type: none"> <li>-Prepare and communicate relevant resources to develop staff knowledge and skills to document reasonable adjustments and strategies implemented to enable student access to learning.</li> </ul>	\$93,701.00

-Provide staff with professional readings on the principles of UDL, in support of their writing of good quality Individual Education Plans (IEPs). -Provide time for staff to prepare a Routine Based Planner and embed time within team meetings to note ongoing adjustments being made to support students.	
Engage with students and their families to identify and embed practices and processes that promote positive wellbeing.  -Create and regularly review student Learner Profiles to enable student progress and the positive acknowledgements they have received about their learning, to be shared with families each term. -Write regular Parenting Posts via the newsletter and Facebook.	\$60,000.00
<b>Totals</b>	\$566,027.60

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support teams and individual teachers, particularly those new to the school, to plan and teach a curriculum, aligned to the 2024 Whole School Instructional Playbook.  -Host an induction at the start of the school year, and during the new year, to introduce new staff to the 2024 Whole School Instructional Playbook. -Allocate a curriculum day to the	from: Term 1 to: Term 2	\$90,890.63	<input checked="" type="checkbox"/> School-based staffing



Instructional Model to clarify the effective practices of the staff and the active role students play in this process of learning.			
Engage teachers in PLC improvement cycles, in the teaching of Number.  -Follow a professional learning schedule that prioritises time for PLC improvement cycles, focussed on Number. -Review the 2024 PLC handbook.	from: Term 1 to: Term 4	\$90,890.63	<input checked="" type="checkbox"/> School-based staffing
Build the capabilities of staff to use summative and formative evidence to drive responsive and targeted teaching.  -Leadership Staff attend team meetings to seek to understand the evidence being used to inform planning. -Provide staff with professional readings on summative and formative assessment strategies, enacting some through the PLC improvement cycles.	from: Term 2 to: Term 4	\$90,890.63	<input checked="" type="checkbox"/> School-based staffing
Introduce Instructional Coaching and peer observations.  -Schedule time within the whole school timetable for the instructional coaches to target this work. -Develop a shared process for Instructional Coaching and peer observations.	from: Term 1 to: Term 4	\$90,890.63	<input checked="" type="checkbox"/> School-based staffing

<b>Totals</b>		\$363,562.52	
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## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Introduce the URStrong curriculum and embed the Be You framework.</p> <p>-Conduct the student, staff and community Be You survey and the URStrong pre assessment</p> <p>-Schedule professional learning time to build staff understanding of the URStrong curriculum so they can implement the scoped and sequenced learning plan.</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$16,793.00	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <ul style="list-style-type: none"> <li>Other URStrong resources and posters</li> </ul>
<p>Embed school wide processes to document adjustments and strategies, aligned to the principles of Universal Design for Learning (UDL).</p> <p>-Prepare and communicate relevant resources to develop staff knowledge and skills to document reasonable adjustments and strategies implemented to enable student access to learning.</p> <p>-Provide staff with professional readings on the principles of UDL, in support of their writing of good quality Individual Education Plans (IEPs).</p> <p>-Provide time for staff to prepare a Routine Based Planner and embed</p>	<p>from: Term 1</p> <p>to: Term 4</p>	\$93,701.00	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> <li>Inclusion leader</li> </ul> <p><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning</p> <ul style="list-style-type: none"> <li>Sensory resources</li> </ul> <p><input checked="" type="checkbox"/> CRT</p> <ul style="list-style-type: none"> <li>CRT (to attend school planning)</li> </ul>

time within team meetings to note ongoing adjustments being made to support students.			
Engage with students and their families to identify and embed practices and processes that promote positive wellbeing.  -Create and regularly review student Learner Profiles to enable student progress and the positive acknowledgements they have received about their learning, to be shared with families each term. -Write regular Parenting Posts via the newsletter and Facebook.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  • Inclusion leader
<b>Totals</b>		\$170,494.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Embed our School Wide Positive Behaviour Supports, aligned to our action plan.  -Complete the Universal Prevention (Part B) Course -Implement the lessons designed to teach the expected behaviours and provide feedback on their effectiveness. -Develop an annual plan for the ongoing teaching of all	from: Term 1 to: Term 4	\$28,971.08	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)

expectations and rules and share with all staff.			
Introduce the URStrong curriculum and embed the Be You framework.  -Conduct the student, staff and community Be You survey and the URStrong pre assessment -Schedule professional learning time to build staff understanding of the URStrong curriculum so they can implement the scoped and sequenced learning plan.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> UR Strong Workshops
<b>Totals</b>		\$31,971.08	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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Additional funding planner – Schools Mental Health Fund and Menu

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Engage teachers in PLC improvement cycles, in the teaching of Number.</p> <p>-Follow a professional learning schedule that prioritises time for PLC improvement cycles, focussed on Number.</p> <p>-Review the 2024 PLC handbook.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Team leader(s)</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Introduce Instructional Coaching and peer observations.</p> <p>-Schedule time within the whole school timetable for the instructional coaches to target this work.</p> <p>-Develop a shared process for Instructional Coaching and peer observations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Literacy leader</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Individualised reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Introduce the URStrong curriculum and embed the Be You framework.</p> <p>-Conduct the student, staff and community Be You survey and the URStrong pre</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants</li> <li>URStrong advisors</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>assessment -Schedule professional learning time to build staff understanding of the URStrong curriculum so they can implement the scoped and sequenced learning plan.</p>						
<p>Embed school wide processes to document adjustments and strategies, aligned to the principles of Universal Design for Learning (UDL).</p> <p>-Prepare and communicate relevant resources to develop staff knowledge and skills to document reasonable adjustments and strategies implemented to enable student access to learning.</p> <p>-Provide staff with professional readings on the principles of UDL, in support of their writing of good quality Individual Education Plans (IEPs).</p> <p>-Provide time for staff to prepare a Routine Based Planner and embed time within team meetings to note ongoing adjustments being made to support students.</p>	<p><input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team</p>	<p><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>