2023 Annual Implementation Plan

for improving student outcomes

Beaumaris Primary School (3899)

Submitted for review by Russell Watson (School Principal) on 05 April, 2023 at 04:39 PM
Endorsed by Rachel George (Senior Education Improvement Leader) on 26 April, 2023 at 04:55 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	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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	Evolving
	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	To further support our PLC's potential to realise school improvement goals, it has been suggested we engage with further professional development. In particular working towards higher capacity for teacher's understanding and practice of differentiation would be a priority. This includes development of differentiated learning intentions. Inherent in all PLC cycles should be a consistent whole school approach informed by a focused analysis of data. To this end it was clear teachers should engage with further professional development around effective data analysis. Reflections regarding a common language of learning were pertinent in two contexts. Firstly, a common language is needed

	to ensure a whole school approach, so each child's learning narrative is not impeded by differing teaching practices throughout transitions to each new year level. In addition, Beaumaris Primary has a strong community with parents eager to engage with their child's learning. As such this common language should be communicated to parents as well as opportunities for parents to be part of their child's learning experience. There are strong links between student well-being and learner agency. Beaumaris students have many opportunities for leadership development. Curriculum allowed for students to find avenues to pursue their interests but more limited was the role students played in influencing curriculum design and providing feed back to teachers. Student agency, as opposed to student voice, was determined to be in need of deeper understanding by teachers, students and parents. Beaumaris Way appropriately reflected 21st century learning practices. As this approach is ever-evolving a need a need was seen to review and refine The Beaumaris Primary Way. Such a review would also provide the opportunity to ensure all teachers and community members had a clear and consistent understanding and therefore supported in capacity to implement it effectively.
Considerations for 2023	Beaumaris Primary's response to the school review is to review process and pedagogy to ensure consistency and clarity in understanding and implementation. Inherent in this response will be a focussed approach to professional development to build leadership and teacher capacity in targeted areas, including data analysis, differentiation, inquiry learning and learner agency. Learner agency is a priority for our PD, and ensuing opportunities we offer will enhance our student engagement and the culture of student well-being. Embedding this intent into our 2022 - 2026 SSP was essential to ensure our accountability to meet goals and targets in ensuring continuous improvement. The steps we will take reflect our community's willingness for all member's to be engaged with the learning culture of Beaumaris Primary. We will ensure transparency and inclusion to allow participation. This approach will support the development of collaboration and collective efficacy. The concept of partnership between student, teachers and parents will be the foundation of our growth. We will prioritise a professional development plan, initially for 2023 but extending over the 4 year cycle. This plan will ensure the focus on building capacity for teachers to ensure we meet student outcome goals and can be linked to our priority of ensuring parent participation in the child's learning. To support this PLC leaders will be supported through external expertise and coaching. In terms of partnerships we will investigate stronger links with local schools through Communities of Practice, including Beaumaris Secondary.
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	To improve numeracy outcomes for all students.
Target 2.1	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in Numeracy from 22% (2022) to 40% (2026).
Target 2.2	By 2026, increase the percentage of positive endorsements on the **School Staff Survey**: • Teaching and learning- Practice Improvement module: *Timetabled meetings to support collaboration* from 75% (2021) to 85% (2026).
Target 2.3	By 2026, increase the percentage of positive endorsements on the **School Staff Survey**:

	• Teaching and learning- Implementation module: *Understand formative assessment* from 71% (2022) to 78% (2026).
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed a whole school evidence-based approach to numeracy, consistent with the "Beaumaris way".
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff competence in differentiated teaching strategies for numeracy.
Key Improvement Strategy 2.c 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	Enhance school, family and community partnerships with a common language around learning.
Goal 3	To improve literacy outcomes for all students.
Target 3.1	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in Writing from 15% (2021) to 30% (2026).

Target 3.2	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in Reading from 52% (2022) to 62% (2026).
Target 3.3	By 2026, increase the percentage of Year 5 students in NAPLAN benchmark growth in Writing from 14% (2021) to 28% (2026).
Target 3.4	By 2026, increase the percentage of students (F-6) attaining *"above expected level"* standard in "Writing", from 34% (2021) to 40% (2026) in teacher judgement-age expected level.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed a whole school literacy plan, consistent with the "Beaumaris way".
Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity in differentiated teaching strategies for literacy.
Key Improvement Strategy 3.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a	Enhance capacity to provide effective, learning focussed feedback.

positive, safe and orderly learning environment	
Key Improvement Strategy 3.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop the capabilities of Professional Learning Communities to expertly use data and the FISO improvement cycle
Goal 4	To improve wellbeing outcomes for all students.
Target 4.1	By 2026, increase the percentage of positive responses on the **Attitudes to School Survey** to the following factors: • Teacher-student relations module: *Teacher concern* from 67% (2022) to 75% (2026).
Target 4.2	By 2026, increase the percentage of positive responses on the **Attitudes to School Survey** to the following factors: • Social engagement module: *Student voice and agency* from 63% (2022) to 70% (2026).
Target 4.3	By 2026, increase the percentage of positive endorsements on the **School Staff Survey**: • *School Staff Safety Wellbeing Consultation and Participation*: from 50% (2022) to 75% (2026).
Key Improvement Strategy 4.a	Build upon students' 21st century learning skills, consistent with the "Beaumaris way".

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance agency, wellbeing, physical and mental health.
Key Improvement Strategy 4.c 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	Develop and implement an inquiry based and discipline rich curriculum approach that is responsive, challenging and engaging for students.

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	By 2023, increase the percentage of teacher judgements of students working 6-18 months above the expected level in Numeracy from 48% (2022) to 55% (2023).Increase the percentage of positive endorsements on the School Staff SurveyTeaching and learning - Practice Improvement module: Timetabled meetings to support collaboration from 75% to 80% Increase the percentage of positive endorsements on the School Staff SurveyTeaching and learning - implementation module: Understand formative assessment from 71% to 74%Increase the percentage of positive responses on the Attitudes to School Survey to the following factors:• Teacher-student relations module: Teacher concern from 67% to 70%• Social engagement module: Student voice and agency from 63% to 65%Increase the percentage of positive endorsements on the School Staff Survey:• School Staff Safety Wellbeing Consultation and Participation: from 50% to 60%
To improve numeracy outcomes for all students.	No	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in Numeracy from 22% (2022) to 40% (2026).	

		By 2026, increase the percentage of positive endorsements on the **School Staff Survey**: • Teaching and learning- Practice Improvement module: *Timetabled meetings to support collaboration* from 75% (2021) to 85% (2026).	
		By 2026, increase the percentage of positive endorsements on the **School Staff Survey**: • Teaching and learning- Implementation module: *Understand formative assessment* from 71% (2022) to 78% (2026).	
To improve literacy outcomes for all students.	Yes	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in Writing from 15% (2021) to 30% (2026).	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands in Writing from 15% (2021) to 19% (2023).
		By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in Reading from 52% (2022) to 62% (2026).	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands in Reading from 52% (2022) to 54% (2023).
		By 2026, increase the percentage of Year 5 students in NAPLAN benchmark growth in Writing from 14% (2021) to 28% (2026).	By 2023, increase the percentage of Year 5 students in NAPLAN benchmark growth in Writing from 14% (2021) to 18% (2023).
		By 2026, increase the percentage of students (F-6) attaining *"above expected level"* standard in "Writing", from 34% (2021) to 40% (2026) in teacher judgement-age expected level.	By 2023, increase the percentage of students (F-6) attaining "above expected level" standard in "Writing", from 34% (2021) to 36% (2023) in teacher judgement-age expected level.
To improve wellbeing outcomes for all students.	No	By 2026, increase the percentage of positive responses on the **Attitudes to School Survey** to the following factors:	

		• Teacher-student relations module: *Teacher concern* from 67% (2022) to 75% (2026).	
		By 2026, increase the percentage of positive responses on the **Attitudes to School Survey** to the following factors: • Social engagement module: *Student voice and agency* from 63% (2022) to 70% (2026).	
		By 2026, increase the percentage of positive endorsements on the **School Staff Survey**: • *School Staff Safety Wellbeing Consultation and Participation*: from 50% (2022) to 75% (2026).	

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	By 2023, increase the percentage of teacher judgements of students working 6-18 months above the expected level in Numeracy from 48% (2022) to 55% (2023). Increase the percentage of positive endorsements on the School Staff Survey Teaching and learning - Practice Improvement module: Timetabled meetings to support collaboration from 75% to 80% Increase the percentage of positive endorsements on the School Staff Survey Teaching and learning - implementation module: Understand formative assessment from 71% to 74% Increase the percentage of positive responses on the Attitudes to School Survey to the following factors: • Teacher-student relations module: Teacher concern from 67% to 70% • Social engagement module: Student voice and agency from 63% to 65%

	Increase the percentage of positive endorsements on the School Staff Survey: • School Staff Safety Wellbeing Consultation and Participation: from 50% to 60%

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.	

Goal 3	**To improve literacy outcomes for all students.**
12 Month Target 3.1	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands in Writing from 15% (2021) to 19% (2023).
12 Month Target 3.2	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands in Reading from 52% (2022) to 54% (2023).
12 Month Target 3.3	By 2023, increase the percentage of Year 5 students in NAPLAN benchmark growth in Writing from 14% (2021) to 18% (2023).
12 Month Target 3.4	By 2023, increase the percentage of students (F-6) attaining "above expected level" standard in "Writing", from 34% (2021) to 36% (2023) in teacher judgement-age expected level.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed a whole school literacy plan, consistent with the "Beaumaris way".	No
KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity in differentiated teaching strategies for literacy.	Yes
KIS 3.c 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	Enhance capacity to provide effective, learning focussed feedback.	No
KIS 3.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop the capabilities of Professional Learning Communities to expertly use data and the FISO improvement cycle	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The 2022 School Review determined improvement areas in literacy needed to meet targets, especially in relation to Writing and Reading. The school does not have a developed literacy model and leadership capacity in this are must be developed to achieve and wholistic approach.

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	By 2023, increase the percentage of teacher judgements of students working 6-18 months above the expected level in Numeracy from 48% (2022) to 55% (2023). Increase the percentage of positive endorsements on the School Staff Survey Teaching and learning - Practice Improvement module: Timetabled meetings to support collaboration from 75% to 80% Increase the percentage of positive endorsements on the School Staff Survey Teaching and learning - implementation module: Understand formative assessment from 71% to 74% Increase the percentage of positive responses on the Attitudes to School Survey to the following factors: • Teacher-student relations module: Teacher concern from 67% to 70% • Social engagement module: Student voice and agency from 63% to 65% Increase the percentage of positive endorsements on the School Staff Survey: • School Staff Safety Wellbeing Consultation and Participation: from 50% to 60%
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	* Build staff capacity in analysing assessment for differentiation in Numeracy in order to identify and meet student's individual learning needs.

Outcomes	* Students will report high levels of confidence with Numeracy skills * Student will know what their next steps are to progress their learning * Teachers will confidently and accurately identify student learning needs of all their students * Teachers will provide regular feedback and monitor student progress using data walls * Leaders will provide differentiated professional learning and clear processes
Success Indicators	Early indicators - All classes will have data walls clearly indicating student progress - Term 2 PLC Cycle will have a numeracy focus - A professional learning plan for numeracy is established Late - Differentiated curriculum is evident in planning documents - Teacher judgements should show increased learning growth - Internal survey data indicates increased student confidence in Numeracy

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and administer survey related to student numeracy confidence	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 2	$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
Develop an ongoing staff Professional Learning for Numeracy, including the employment of a consultant.	☑ Numeracy Leader ☑ Principal	☑ PLP Priority	from: Term 1	$2,000.00

				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
Support staff to effectively use data to inform their practice	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 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	Establish a whole school approach to the provision of a safe positive, respectful and inclusive school culture that supports student wellbeing and mental health P-6. Enter a partnership agreement with DET Inclusion Coach to support educators to enhance the learning experiences of all students, including students with disability and diverse learning needs with a focus on differentiation and student agency.

Outcomes	* Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural, civic wellbeing. * Teachers will support neurodiverse students to participate in a range of appropriate Tier 2 interventions. * Students will feel engaged with their learning through implementation of inclusive practice in one year level, incorporating differentiation and learner agency. * Students will feel supported and engaged and contribute to a strong classroom culture. * Families of neuro diverse students will receive regular communication and support from the school.			
Success Indicators	Early indicators * Notes from learning walks and peer observations will show how staff are embedding the inclusive practice and social and emotional learning * Inclusive practice pre and post survey (one year level) * Schedule for parent communication and engagement (Education Sub Committee support) Late indicators * Curriculum planning documentation will show inclusive practice and social and emotional learning. * Student support resources such as Zones of Regulation, visible throughout school with common language. * PL schedule to show evidence of inclusive practice. * Improved ATOSS data			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish partnership with Inclusive Outreach Coach and implement action plan.	☑ Assistant Principal ☑ Disability Inclusion Coordinator	☑ PLP Priority	from: Term 1 to: Term 3	$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
Employment of a well-being counsellor and re - establish well-being team.	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$23,000.00 ☐ 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
Schedule regular learning walks and peer observations that focus on inclusive practice, student agency and wellbeing.	☑ All Staff	☐ PLP Priority	from: Term 2 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
Introduction of a Disability Inclusion Leader	☑ Principal	☐ PLP Priority	from: Term 1	$19,000.00

				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
Professional Development on Implement Zones of Regulation for 2024 Implementation	☑ All Staff ☑ Assistant Principal ☑ Disability Inclusion Coordinator	☑ PLP Priority	from: Term 3 to: Term 4		$3,000.00 ☐ 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

Goal 3	To improve literacy outcomes for all students.
12 Month Target 3.1	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands in Writing from 15% (2021) to 19% (2023).
12 Month Target 3.2	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands in Reading from 52% (2022) to 54% (2023).
12 Month Target 3.3	By 2023, increase the percentage of Year 5 students in NAPLAN benchmark growth in Writing from 14% (2021) to 18% (2023).

12 Month Target 3.4	By 2023, increase the percentage of students (F-6) attaining "above expected level" standard in "Writing", from 34% (2021) to 36% (2023) in teacher judgement-age expected level.
KIS 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capacity in differentiated teaching strategies for literacy.
Actions	* Create a common assessment tool to assess writing * Develop a school wide Literacy strategy
Outcomes	* Student will know what their next steps are to progress their learning * Teachers will confidently and accurately identify student learning needs of all their students * Teachers will provide regular feedback and monitor student progress through PLCs * Leaders will provide differentiated professional learning and clear processes * Develop a Literacy Team of teachers
Success Indicators	Early Indicators * Common language around the 6 + 1 Traits * Literacy Team attend Leading Literacy Victorian Academy course * Writing moderation to ensure consistency of teacher judgement * Engaging in the writing Community of Practice Late Indicators * Consistent teaching of the 6 + 1 Traits * Consistent implementation of assessment tool * Literacy Team will deliver PD to staff

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Develop an ongoing staff Professional Learning for Literacy, including the employment of a consultant.	☑ Literacy Leader	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☐ 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
Develop Literacy Team of teachers (across the school) through Bastow Leading literacy	☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 3 to: Term 4	$3,000.00 ☐ 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
Create whole school writing assessment tool	☑ All Staff ☑ Literacy Leader	☐ PLP Priority	from: Term 2 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	$9,537.10	$9,537.10	$0.00
Disability Inclusion Tier 2 Funding	$167,165.08	$45,000.00	$122,165.08
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$176,702.18**	**$54,537.10**	**$122,165.08**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employment of a well-being counsellor and re - establish well-being team.	$23,000.00
Introduction of a Disability Inclusion Leader	$19,000.00
Professional Development on Implement Zones of Regulation for 2024 Implementation	$3,000.00
Totals	**$45,000.00**

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Employment of a well-being counsellor and re - establish well-being team.	from: Term 2 to: Term 4	$23,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Introduction of a Disability Inclusion Leader	from: Term 1 to: Term 4	$19,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion Leader
Professional Development on Implement Zones of Regulation for 2024 Implementation	from: Term 3 to: Term 4	$3,000.00	☑ Professional learning for school-based staff •
Totals		**$45,000.00**	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Learning Support Materials	$9,537.10
Totals	$9,537.10

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Learning Support Materials	from: Term 1 to: Term 4	$9,537.10	☑ Teaching and learning programs and resources
Totals		$9,537.10	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Learning Support Materials	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Learning Support Materials	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop an ongoing staff Professional Learning for Numeracy, including the employment of a consultant.	☑ Numeracy Leader ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists	☑ On-site
Establish partnership with Inclusive Outreach Coach and implement action plan.	☑ Assistant Principal ☑ Disability Inclusion Coordinator	from: Term 1 to: Term 3	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ School improvement partnerships	☑ On-site
Professional Development on Implement Zones of Regulation for 2024 Implementation	☑ All Staff ☑ Assistant Principal ☑ Disability Inclusion Coordinator	from: Term 3 to: Term 4	☑ Planning ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Develop an ongoing staff Professional Learning for Literacy, including the employment of a consultant.	☑ Literacy Leader	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Literacy expertise ☑ PLC Initiative ☑ Learning Specialist	☑ On-site

					☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Literacy Leaders	
Develop Literacy Team of teachers (across the school) through Bastow Leading literacy	☑ Principal ☑ School Improvement Team	from: Term 3 to: Term 4	☑ Formalised PLC/PLTs	☑ Communities of Practice		☑ Literacy expertise ☑ Literacy Leaders	☑ Off-site Bastow