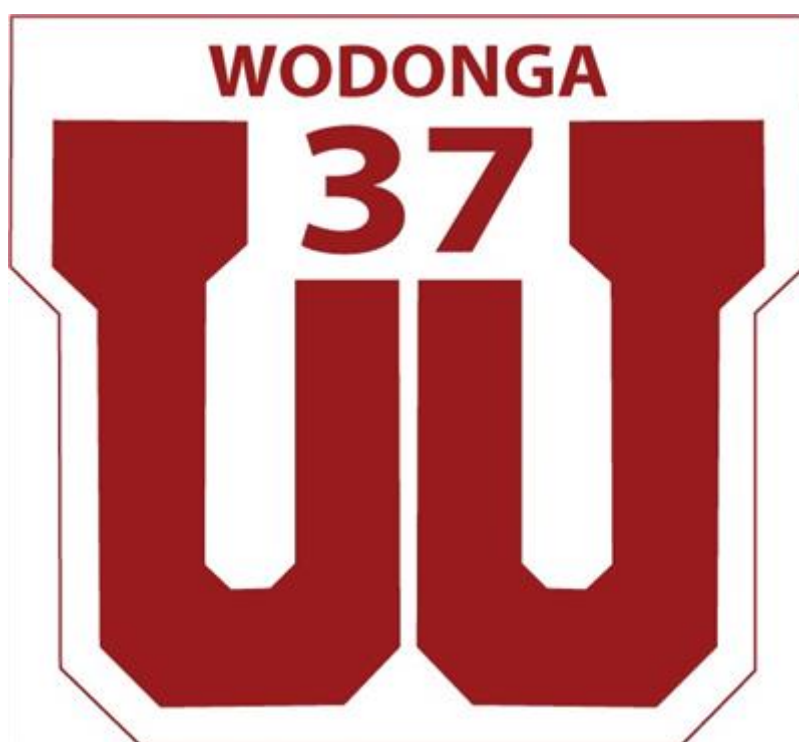


2024 Annual Implementation Plan

for improving student outcomes

Wodonga Primary School (0037)



Submitted for review by Damian Duncan (School Principal) on 09 January, 2024 at 12:22 PM
Endorsed by Albert Freijah (Senior Education Improvement Leader) on 10 January, 2024 at 09:34 AM
Endorsed by Nathan Ahrens (School Council President) on 10 January, 2024 at 09:03 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	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	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.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

Future planning	<p>2024 Literacy Focus:</p> <ul style="list-style-type: none"> -Start Right 2024 and collaboration -Consolidate small group reading instruction practices - Jennifer Serravello Companion and Reading Strategies Resources -Differentiation of student task in reading and writing within the instructional model -Writing whole school understanding of assessing and teaching spelling (Book Misty Adoniou 2 Session PL) / Fed conference. -Consolidate classroom library, IPICK for student application of student reading task, unit planning utilising student data
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	<p>-Re-design literacy data walls to include low, expected and high growth</p> <p>2024 Numeracy Focus: Differentiation, Assessment, Data and Curriculum</p> <ul style="list-style-type: none"> - Start Right 2024 and numeracy collaboration - Re-establish and embed Numeracy coaching and mentoring. - Victorian Curriculum 2.0 and building teacher knowledge around this. Correlating assessment impacted by 2.0. - Consistent implementation of the Numeracy Instructional Model in all classrooms - Design and implement a Numeracy data wall presenting where students are, highlighting those who are above and below <p>2024 Wellbeing Focus:</p> <ul style="list-style-type: none"> - Start Right 2024 and Collaboration - Whole school focus on 'Connectedness' in response to ATOSS data. - Continued embedding of TRP - Continued work around target students and attendance
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To develop lifelong learners with strong academic skills in Mathematics	Yes	By 2025, the percentage of Year 3 students assessed in the top two NAPLAN Bands in numeracy will increase from 25% in 2021 to 31%.	Increase the number of students in the NAPLAN Proficiency level of 'Exceeding' or 'Strong' in Numeracy:Year 3: from 61% to 66%
		By 2025, the percentage of Year 5 students assessed in the top two NAPLAN Bands in numeracy will increase from 19% in 2021 to 25%.	Increase the number of students in the NAPLAN Proficiency level of 'Exceeding' or 'Strong' in Numeracy:Year 5: from 55% to 60%
		By 2025, the percentage of students assessed by teachers as achieving below the age-expected Victorian Curriculum level in Number and Algebra will decrease from 16% in 2021 to 10%.	Decrease the students achieving below the expected level Vic Curriculum, as assessed by teachers, from 15.6% (Post 2023) to 8% (Post 2024)
To optimise and accelerate the learning growth of every student in English.	No	By 2025, the percentage of Year 3 students assessed in the top two NAPLAN Bands will increase: <ul style="list-style-type: none"> • In Reading from the 2021 average of 45% to an average of 50% • In Writing from the 2021 average of 48% to an average of 54% 	

		<p>By 2025, the percentage of Year 5 students assessed in the top two NAPLAN Bands will increase:</p> <ul style="list-style-type: none"> • In Reading from 2021 average of 48% to an average of 54% • In Writing from 2021 average of 15% to an average of 21% 	
		<p>By 2025, decrease the proportion of students assessed by teachers as achieving below the age-expected level in Reading from 16% in 2021 to 10% and in Writing from 26% in 2021 to 20%.</p>	
To enhance student health and well-being.	Yes	<p>Reduce the percentage of students with 20 plus days of absence from 25% (2021) to 15% by 2025.</p>	<p>Reduce the percentage of students within the 20+ absence category from 32% to 25%.</p>
		<p>Increase in the Attitudes to School Survey (AToSS) positive responses in sense of connectedness to move from 70% (2021) to 80% by 2025.</p>	<p>To move at least 10.5% of students sitting within the 'Neutral' responses (79 students) to the 'Positive' responses in 'School Connectedness' in AToSS.</p>
		<p>Increase in Parent Opinion Survey positive responses for connection and progression to move from 86% (2021) to 95% by 2025.</p>	<p>Increase in Parent Opinion Survey positive responses for connection and progression to move from 91%(2023) to 95% by the 2024 POS.</p>

Goal 2	To develop lifelong learners with strong academic skills in Mathematics
12-month target 2.1-month target	Increase the number of students in the NAPLAN Proficiency level of 'Exceeding' or 'Strong' in Numeracy: Year 3: from 61% to 66%
12-month target 2.2-month target	Increase the number of students in the NAPLAN Proficiency level of 'Exceeding' or 'Strong' in Numeracy: Year 5: from 55% to 60%

12-month target 2.3-month target	Decrease the students achieving below the expected level Vic Curriculum, as assessed by teachers, from 15.6% (Post 2023) to 8% (Post 2024)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Strengthen collaborative practices of teachers to effectively plan learning.	Yes
KIS 2.b Teaching and learning	Develop all teachers' capability to develop differentiated and challenging learning experiences based upon student needs.	Yes
KIS 2.c Teaching and learning	Refine and embed the Exploratory Model.	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 school has selected to strengthen collaborative practices due to leadership observations and staff feedback. By strengthening collaborative protocols, processes and documentation; staff knowledge and practice in Numeracy will increase, thus assisting in achieving our 12 month targets. This KIS will assist the school in introducing and enacting Numeracy 2.0. By developing all teachers' capability to effectively engage students through differentiated and challenging learning experiences in Numeracy, staff will be able to differentiate and plan for students identified in the 'developing' & 'needs additional support' (NAPLAN Proficiencies).	
Goal 4	To enhance student health and well-being.	
12-month target 4.1-month target	Reduce the percentage of students within the 20+ absence category from 32% to 25%.	
12-month target 4.2-month target	To move at least 10.5% of students sitting within the 'Neutral' responses (79 students) to the 'Positive' responses in 'School Connectedness' in AToSS.	
12-month target 4.3-month target	Increase in Parent Opinion Survey positive responses for connection and progression to move from 91%(2023) to 95% by the 2024 POS.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 4.a Engagement	Develop and document a cohesive school wide approach to student well-being.	No
KIS 4.b Teaching and learning	Implement whole school initiatives focussed on school connectedness.	Yes
KIS 4.c Support and resources	Develop whole school and individual approaches and initiatives to positive attendance.	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.	Wodonga Primary School believes that positive School Connectedness impacts on a wide variety of student attitudes to school, including social, academic and attendance outcomes. In 2023, student AToSS data indicated that 68% of students had a positive connectedness to school, and 21% had a neutral response. The school will work towards bringing 10.5% of the neutral responses into the positive response category to improve outcomes across the above mentioned areas.	

Define actions, outcomes, success indicators and activities

Goal 2	To develop lifelong learners with strong academic skills in Mathematics
12-month target 2.1 target	Increase the number of students in the NAPLAN Proficiency level of 'Exceeding' or 'Strong' in Numeracy: Year 3: from 61% to 66%
12-month target 2.2 target	Increase the number of students in the NAPLAN Proficiency level of 'Exceeding' or 'Strong' in Numeracy: Year 5: from 55% to 60%
12-month target 2.3 target	Decrease the students achieving below the expected level Vic Curriculum, as assessed by teachers, from 15.6% (Post 2023) to 8% (Post 2024)
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen collaborative practices of teachers to effectively plan learning.
Actions	Through a consultative and collaborative approach the SIT will drive a review and establish a revised philosophy and approach to effective collaboration including pedagogy, protocols, processes and documentation.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Support teams in implementing collaborative approaches for planning differentiated and challenging learning experiences in Maths. - Provide resources and Professional Learning and guidance <p>Teachers will:</p> <ul style="list-style-type: none"> - Collaboratively plan for cohort student learning through anticipation of potential student strategies and misconceptions around the planned problems - Build their knowledge to collaboratively plan for and implement the Big Ideas in Number within the Numeracy Instructional Model. - Seek support from leaders to develop practice within the Numeracy Instructional Model <p>Students will:</p> <ul style="list-style-type: none"> - Engage in problem-solving within the Numeracy Instructional Model - Develop their knowledge and skills of the Big Ideas through experiences within the Numeracy Instructional Model - Know their next steps in Number and set goals to improve their mathematics learning

	<ul style="list-style-type: none"> - Demonstrate positive dispositions towards learning Mathematics so that they are more interested in understanding in Mathematics. - Demonstrate use of the Mathematical Proficiencies of Understanding and Reasoning 			
Success Indicators	<ul style="list-style-type: none"> - Comprehensive Professional Learning Plan - Targeted and sequential allocated Professional Learning outlined in Termly Meeting Schedules - Increase in mentoring and coaching from Numeracy Leading Teachers as indicated via Differentiated Learning Support Log - Learning Walk & Talk Data - Pre and post surveys to identify needs and growth in staff needs in the area of Numeracy. - Unit planning documents to indicate strong collegiality and differentiation - Student data will match 12-month targets as a result of the increase of teacher capacity to effectively plan and collaborate. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create a targeted and sequential allocated Professional Learning program outlined in Termly Meeting Schedules - VC 2.0 and Assessment included.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and implement a Professional Learning Sequence in Numeracy for 2024	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Recruit and employ 2 Numeracy Leaders designated to lead Numeracy School Improvement outcomes.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$248,980.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff to participate in Federation and Det Numeracy opportunities, where they can engage with a broader community of educators, share insights, and stay updated on best practices.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Other funding will be used

Support teams in Professional Learning Communities specifically focused on using the Improvement Cycle to increase their Numeracy understanding and practice.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
'Leaders attend collaborative planning and coordinate classroom coaching.	☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop all teachers' capability to develop differentiated and challenging learning experiences based upon student needs.			
Actions	Develop all teachers' capability to effectively engage students through differentiated and challenging learning experiences, whilst working within the Victorian Curriculum 2.0.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Engage staff in Professional Learning opportunities to understand the new curriculum 2.0 - Supporting teams to shift the way they report and assess mathematics to the new curriculum - Provide Professional Learning and support to build teacher knowledge and understanding about the Big Ideas in Number <p>Teachers will:</p> <ul style="list-style-type: none"> - Provide 1-2 rich problems over 4-5 maths sessions, thus supporting students to develop the Mathematical Proficiencies (Understanding and Reasoning) - Use the Numeracy Instructional Model as best practice for engaging students in their learning experiences (conferring with students) - Investigate and build knowledge around Victorian Curriculum 2.0 (including identifying links between old and new curriculums) and how to build it in the WPS Instructional Model - Understand new assessment tools and administering these to formatively collect data on where students are, identify their gaps and provide the next learning steps. - Increase knowledge around the efficient use of formative, teacher derived assessments to drive Numeracy learning. <p>Students will:</p>			

	<ul style="list-style-type: none"> - Engage in problem-solving within the Numeracy Instructional Model - Develop their knowledge and skills of the Big Ideas through experiences within the Numeracy Instructional Model - Know their next steps in Number and set goals to improve their mathematics learning - Demonstrate positive dispositions towards learning Mathematics so that they are more interested in understanding in Mathematics. - Demonstrate use of the Mathematical Proficiencies of Understanding and Reasoning 			
Success Indicators	<ul style="list-style-type: none"> - Comprehensive Professional Learning Plan - Targeted and sequential allocated Professional Learning outlined in Termly Meeting Schedules - Learning Walk & Talk Data - Pre and post surveys to identify needs and growth in staff needs in the area of Numeracy. - Unit planning documents to indicate strong collegiality and differentiation - Student data will match 12-month targets as a result of the increase of teacher knowledge, practice and approach to Numeracy instruction. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement Numeracy 'Start Right' Unit	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Create and implement a Professional Learning Sequence in Numeracy for 2024	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use the Coaching approaches document to provide staff with individualised and targeted support around Numeracy.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers utilising and enhancing the storage of planning documents, resources and collaborative tools.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Goal 4	To enhance student health and well-being.			
12-month target 4.1 target	Reduce the percentage of students within the 20+ absence category from 32% to 25%.			
12-month target 4.2 target	To move at least 10.5% of students sitting within the 'Neutral' responses (79 students) to the 'Positive' responses in 'School Connectedness' in AToSS.			
12-month target 4.3 target	Increase in Parent Opinion Survey positive responses for connection and progression to move from 91%(2023) to 95% by the 2024 POS.			
KIS 4.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement whole school initiatives focussed on school connectedness.			
Actions	Implement school wide processes that focus in on the connectedness of students with their teachers, school, community and one another.			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - Engage in academic and social opportunities focusing on connectedness of students <p>Teachers will</p> <ul style="list-style-type: none"> - Implement whole school units focusing on connectedness - Implement strategies based on Wellbeing data that supports positive connections during school <p>Leaders will</p> <ul style="list-style-type: none"> - Develop whole school units of work focusing the facets of school connectedness such as Peer, Teacher, School and Community Connectedness - Consistent use of language throughout whole school events focusing on connectedness - Collate, analyse and track WPS Wellbeing Data around school connectedness - Conduct learning walk and talks to develop individualised approaches to connectedness 			

Success Indicators	<ul style="list-style-type: none"> - ATOSS - Start Right and Whole School Wellbeing Units - Whole School Wellbeing survey (Pre-Post) - Learning Walk data 			
Activities	People responsible	Is this a PLP priority	When	Activity cost and funding streams
Develop and implement whole school units focusing on Connectedness	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Hold community events throughout the year focusing on building positive connections	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Employ 2 Wellbeing Leading Teachers to develop and implement strategies to support positive climate for learning and to collect, track and analyse connectedness data	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$248,980.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employ school based psychologist to support student connectedness	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$61,351.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Dogs Connect Program	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1	\$14,400.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The implementation of the Resilience Program	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ Allied Health Professionals to support student engagement and connectedness (1X OT 1X Speech)	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$64,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ 3 Disability Inclusion ES staff.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$121,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employ Assistant Principal (partial) to support engagement and students' connectedness to school.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$99,901.36 <input checked="" type="checkbox"/> Equity funding will be used
KIS 4.c	Develop whole school and individual approaches and initiatives to positive attendance.			

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion				
Actions	Refine whole school attendance practices and key stakeholders' role within the attendance team.			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - Value the educational and social opportunities that school provides <p>Teachers will</p> <ul style="list-style-type: none"> - Follow whole school attendance processes - Develop attendance plans in conjunction with families and leadership <p>Leaders will</p> <ul style="list-style-type: none"> - Develop a tracking system for flagged students, allocating key support staff that build connection and rapport with the families and student. - Revising attendance plan and processes for staff to follow for students with 20+ days of absences - Liaise with external agencies when needed to support student attendance - Facilitate SSG's focusing on attendance 			
Success Indicators	<ul style="list-style-type: none"> - Attendance data - Eye on Attendance Google Doc in Bulletin weekly - Compass data on notifications to parents - Stage approach to attendance implemented from school wide approach (documented) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ 2 Wellbeing Leading Teachers to develop and implement to collect, track and analyse connectedness data	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$0.00
Utilise programs and resources to engage students to attend school	☑ All staff	☐ PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Hands on Learning Program	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,054.35 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employ Guidance Officer to support engagement and opportunities to attend school for vulnerable studnets.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$73,163.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Start Right Unit	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Breakfast club	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Attendance data tracking via weekly bulletin to identify, provide visual representation of students with high absences, track and monitor student attendance and impact of interventions.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$422,881.36	\$422,881.36	\$0.00
Disability Inclusion Tier 2 Funding	\$468,197.35	\$468,197.35	\$0.00
Schools Mental Health Fund and Menu	\$105,938.80	\$95,751.00	\$10,187.80
Total	\$997,017.51	\$986,829.71	\$10,187.80

Activities and milestones – Total Budget

Activities and milestones	Budget
Recruit and employ 2 Numeracy Leaders designated to lead Numeracy School Improvement outcomes.	\$248,980.00
Employ 2 Wellbeing Leading Teachers to develop and implement strategies to support positive climate for learning and to collect, track and analyse connectedness data	\$248,980.00
Employ school based psychologist to support student connectedness	\$61,351.00
Implement Dogs Connect Program	\$14,400.00
The implementation of the Resilience Program	\$20,000.00
Employ Allied Health Professionals to support student engagement and connectedness (1X OT 1XSpeech)	\$64,000.00
Employ 3 Disability Inclusion ES staff.	\$121,000.00
Employ Assistant Principal (partial) to support engagement and students' connectedness to school.	\$99,901.36

Hands on Learning Program	\$25,054.35
Employ Guidance Officer to support engagement and opportunities to attend school for vulnerable students.	\$73,163.00
Breakfast club	\$10,000.00
Totals	\$986,829.71

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Recruit and employ 2 Numeracy Leaders designated to lead Numeracy School Improvement outcomes.	from: Term 1 to: Term 4	\$248,980.00	<input checked="" type="checkbox"/> School-based staffing
Employ Allied Health Professionals to support student engagement and connectedness (1X OT 1XSpeech)	from: Term 1 to: Term 4	\$64,000.00	<input checked="" type="checkbox"/> School-based staffing
Employ Assistant Principal (partial) to support engagement and students' connectedness to school.	from: Term 1 to: Term 4	\$99,901.36	<input checked="" type="checkbox"/> School-based staffing
Breakfast club	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Support services
Totals		\$422,881.36	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ 2 Wellbeing Leading Teachers to develop and implement strategies to support positive climate for learning and to collect, track and analyse connectedness data	from: Term 1 to: Term 4	\$248,980.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Employ 3 Disability Inclusion ES staff.	from: Term 1 to: Term 4	\$121,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Hands on Learning Program	from: Term 1 to: Term 4	\$25,054.35	<input checked="" type="checkbox"/> Teaching and learning programs and resources •
Employ Guidance Officer to support engagement and opportunities to attend school for vulnerable students.	from: Term 1 to: Term 4	\$73,163.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$468,197.35	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Employ school based psychologist to support student connectedness	from: Term 1 to: Term 4	\$61,351.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Implement Dogs Connect Program	from: Term 1 to: Term 4	\$14,400.00	<input checked="" type="checkbox"/> Dogs Connect Program
The implmenetation of the Resilience Program	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> The Resilience Project
Totals		\$95,751.00	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Create a targeted and sequential allocated Professional Learning program outlined in Termly Meeting Schedules - VC 2.0 and Assessment included.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop and implement a Professional Learning Sequence in Numeracy for 2024	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Staff to participate in Federation and Det Numeracy opportunities, where they can engage with a broader community of educators, share insights, and stay updated on best practices.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Support teams in Professional Learning Communities specifically focused on using the Improvement Cycle to increase their Numeracy understanding and practice.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

'Leaders attend collaborative planning and coordinate classroom coaching.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Use the Coaching approaches document to provide staff with individualised and targeted support around Numeracy.	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site