

2024 Annual Implementation Plan

for improving student outcomes

Lethbridge Primary School (1386)



Submitted for review by Chelsey Marks (School Principal) on 04 December, 2023 at 08:15 PM

Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 05 December, 2023 at 12:34 PM

Endorsed by Mandy Humpage (School Council President) on 19 February, 2024 at 10:09 AM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	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	
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	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.	
	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	
	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	
	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	
Considerations for 2024	
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.
Optimise students' learning growth.	Yes	<p>By 2026, increase the percentage of students in the top 2 NAPLAN bands in:</p> <ul style="list-style-type: none"> • Year 3 reading from 50% (2022) to 60% • Year 3 writing from 25% (2022) to 40% • Year 3 numeracy from 25% (2022) to 40% • Year 5 writing from 18% (2022) to 25% • Year 5 numeracy from 18% (2022) to 25%. 	<p>In 2024, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN in:</p> <ul style="list-style-type: none"> • Year 3 reading from 21% (2023) to 23% • Year 3 writing from 5% (2023) to 7% • Year 3 numeracy from 5% (2023) to 7% • Year 5 writing from 11% (2023) to 13% • Year 5 numeracy from 5% (2023) to 7%
		<p>By 2026, the percentage of Year 5 students maintaining top two bands in reading will increase from 50% (2021) to 55%.</p>	-
		<p>By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • reading from 72% (2021) to 75% • writing from 67% (2021) to 70% • numeracy from 78% (2021) to 80%. 	<p>In 2024, improve the proportion of Year 5 students in the 'strong' and 'exceeding' proficiency level of NAPLAN in:</p> <ul style="list-style-type: none"> • reading from 63% (2023) to 65% • writing from 63% (2023) to 65% • numeracy from 58% (2023) to 60%

		<p>By 2026, the percentage of Years F-6 students at or above the age expected level according to teacher judgements will increase in:</p> <ul style="list-style-type: none"> • reading and viewing from 72% (2021) to 80% • writing from 66% (2021) to 75% • number and algebra from 77% (2021) to 83%. 	<p>In 2024, the percentage of students in F-6 at or above age expected level according to teacher judgement will increase in:- Reading and viewing from 78% (2023) to 80%- Writing from 60% (2023) to 68%- Number and Algebra from 66% (2023) to 70%</p>
Empower students in their learning and wellbeing.	Yes	<p>By 2026, increase the percent positive endorsement for the ATSS for the Effective teaching practice for cognitive engagement module from 81% (2022) to 85% and for the Social engagement module from 76% (2022) to 80%.</p>	<p>In 2024, increase the percent positive endorsement for the ATSS for the Effective teaching practice for cognitive engagement module from 77% (2023) to 79% and for the Social engagement module from 68% (2023) to 70%.</p>
		<p>By 2026, increase the percent positive endorsement for the School Staff Survey factor academic emphasis from 65% (2022) to 70%.</p>	<p>In 2024, maintain the positive endorsement for the School Staff Survey factor academic emphasis at 75% (2023)</p>
		<p>By 2026, increase the percent positive endorsement for the School Staff Survey in the Teaching and learning – practice improvement module from 75% (2022) to 80%.</p>	<p>In 2024, increase the percent positive endorsement for the School Staff Survey in the Teaching and learning – practice improvement module from 77% (2023) to 79%.</p>

Goal 2	Optimise students' learning growth.	
12-month target 2.1-month target	<p>In 2024, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN in:</p> <ul style="list-style-type: none"> Year 3 reading from 21% (2023) to 23% Year 3 writing from 5% (2023) to 7% Year 3 numeracy from 5% (2023) to 7% Year 5 writing from 11% (2023) to 13% Year 5 numeracy from 5% (2023) to 7% 	
12-month target 2.2-month target	-	
12-month target 2.3-month target	<p>In 2024, improve the proportion of Year 5 students in the 'strong' and 'exceeding' proficiency level of NAPLAN in:</p> <ul style="list-style-type: none"> reading from 63% (2023) to 65% writing from 63% (2023) to 65% numeracy from 58% (2023) to 60% 	
12-month target 2.4-month target	<p>In 2024, the percentage of students in F-6 at or above age expected level according to teacher judgement will increase in:</p> <ul style="list-style-type: none"> - Reading and viewing from 78% (2023) to 80% - Writing from 60% (2023) to 68% - Number and Algebra from 66% (2023) to 70% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed whole school collaborative approaches to curriculum planning and instructional practice.	Yes
KIS 2.b Assessment	Strengthen practices to utilise data to inform differentiated teaching and learning.	Yes
KIS 2.c Assessment	Build staff capability to analyse data and evaluate impact.	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.	We will embed our work using the GVC for Mathematics in 2024, focusing on our implementation of assessment, analysis of data and use of data within collaborative team meetings and PLC Inquiry Cycles. The commencement of a new Learning Specialist will provide essential support for instructional practice in literacy and numeracy.	
Goal 3	Empower students in their learning and wellbeing.	
12-month target 3.1-month target	In 2024, increase the percent positive endorsement for the ATSS for the Effective teaching practice for cognitive engagement module from 77% (2023) to 79% and for the Social engagement module from 68% (2023) to 70%.	
12-month target 3.2-month target	In 2024, maintain the positive endorsement for the School Staff Survey factor academic emphasis at 75% (2023)	
12-month target 3.3-month target	In 2024, increase the percent positive endorsement for the School Staff Survey in the Teaching and learning – practice improvement module from 77% (2023) to 79%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.	Yes
KIS 3.b Engagement	Embed a whole school approach to student agency.	No
KIS 3.c Engagement	Implement a culturally responsive curriculum that engages all learners and connects with the broader community.	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.

Further work is required to embed the tiered systems of support for student learning and wellbeing. Building the capacity of a Learning and Wellbeing leadership team will support the development of staff understanding and skills in differentiating Tier 1 to 3 supports.

Define actions, outcomes, success indicators and activities

Goal 2	Optimise students' learning growth.
12-month target 2.1 target	In 2024, improve the proportion of students in the 'exceeding' proficiency level of NAPLAN in: <ul style="list-style-type: none"> Year 3 reading from 21% (2023) to 23% Year 3 writing from 5% (2023) to 7% Year 3 numeracy from 5% (2023) to 7% Year 5 writing from 11% (2023) to 13% Year 5 numeracy from 5% (2023) to 7%
12-month target 2.2 target	-
12-month target 2.3 target	In 2024, improve the proportion of Year 5 students in the 'strong' and 'exceeding' proficiency level of NAPLAN in: <ul style="list-style-type: none"> reading from 63% (2023) to 65% writing from 63% (2023) to 65% numeracy from 58% (2023) to 60%
12-month target 2.4 target	In 2024, the percentage of students in F-6 at or above age expected level according to teacher judgement will increase in: <ul style="list-style-type: none"> - Reading and viewing from 78% (2023) to 80% - Writing from 60% (2023) to 68% - Number and Algebra from 66% (2023) to 70%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed whole school collaborative approaches to curriculum planning and instructional practice.
Actions	Develop a whole school literacy strategy. Embed consistent approaches to Mathematics. Embed PLC structures to support teacher collaboration and strengthen teaching practice.

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Develop whole school literacy strategy - Provide support for external professional learning to build capacity for teaching phonics and phonemic awareness - Work collaboratively with teams of teachers to confirm and implement the Literacy Instructional Model - Embed collaborative team meeting protocols focusing on data analysis and responsive teaching according to student needs - Provide coaching to embed instructional practice - Provide opportunities for peer observations and feedback - Develop the capacity of middle leadership to effectively implement and drive PLC - Protect the time for collaborative team planning. <p>Teachers will:</p> <ul style="list-style-type: none"> - Participate in coaching cycles focusing on instructional practice - Attend professional learning aligned with phonics and phonemic awareness - Actively participate in data discussions and understand the point of need for students - Participate in peer observations - Embed use of the Mathematics GVC documentation - Use the Improvement Cycle to collaboratively implement PLC Inquiry Cycles - Implement Literacy Instructional Model. <p>Students will:</p> <ul style="list-style-type: none"> - Participate in point of need learning tasks - Be aware of lesson structures and how these structures support their learning. 			
Success Indicators	<ul style="list-style-type: none"> - Collaborative team meeting minutes reflect the discussion and analysis of data and planning reflects the point of need for students - Observational notes from meetings, coaching, peer observation and learning walks reflect improved literacy instructional practice and confidence - Coaching notes reflect improved instructional practice - PLC meeting minutes reflect the improvement cycle and discussions connected to impact - Literacy Instructional Model informs update to planning documentation and instructional practice. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional Learning - Literacy: Phonics and Phonemic awareness	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,000.00

Professional Learning - PLCs	<input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Intervention Program: GRIN	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Intervention: MiniLit Resources and professional learning	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,820.00 <input checked="" type="checkbox"/> Equity funding will be used
Peer Observations	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00
Development of Literacy GVC	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00
Develop whole school literacy approach	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Instructional Coaching	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen practices to utilise data to inform differentiated teaching and learning.			
Actions	Embed whole school practices focusing on data analysis and responsive teaching according to student needs.			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Embed collaborative team meeting protocols focusing on data analysis and responsive teaching according to student needs - Provide opportunities for peer observations and feedback - Provide coaching and modelling aligned with differentiated teaching practices - Share professional learning aligned with adjustments for learning. <p>Collaborative teams will:</p> <ul style="list-style-type: none"> - Utilise team norms, protocols and meeting agendas to inform data analysis and planning discussions - Take minutes to track the improvement in student learning data <p>Teachers will:</p> <ul style="list-style-type: none"> - Actively participate in data discussions and understand the point of need for students - Refer to and understand Specialised reports containing recommended adjustments for students - Participate in peer observations - Participate in coaching and view modelled lessons connected with differentiated teaching practices - Develop IEP goals based on student needs - Confidently and accurately identify the learning needs of their students. <p>Education Support Staff will:</p> <ul style="list-style-type: none"> - Participate in regular professional learning opportunities to understand student needs and connected adjustments - Provide high quality support for teaching and students in the classroom. 			

Success Indicators	<ul style="list-style-type: none"> - Peer observation notes reflect improvement in instructional practice - Teacher records show understanding of assessment data - Collaborative team meeting minutes reflect the discussion and analysis of data and planning reflects the point of need for students - Observational notes from meetings, coaching, peer observation and learning walks reflect improved literacy instructional practice and confidence - Documented assessment schedule aligns with evidence of teachers inputting data - Meeting schedule includes moderation - Timetable shows protected time for collaborative team meetings. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Assessment: Literacy screening assessments conducted by Speech Pathologist	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Assessment: Observation and documented adjustments provided by Occupational Therapist	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embedding Mathematics GVC: Collection and analysis of formative data	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

Whole school literacy approach - assessment, differentiation, instructional practice and moderation	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff capability to analyse data and evaluate impact.			
Actions	Establish staff understanding and processes to use PLC Inquiry Cycles.			
Outcomes	Leaders will: - Provide support to build understanding of PLC Inquiry Cycles and data analysis - Develop digital approach to track data aligned to student progress. Collaborative teams will: - Monitor student progress and discuss potential supports - Meet to engage in reflective practice and evaluate the impact using data sets. Teachers will: - Actively participate in data discussions and understand the point of need for students - Utilise digital approaches to discuss the pace of student progress.			
Success Indicators	- Teachers maintain digital documentation to track student progress - Meeting minutes reflect discussions regarding data analysis and the impact of teaching on learning progress - Data is used in discussions to identify students for additional supports.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Peer Observations: Visit PLC schools	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Peer Observations: Collaborative team meeting data conversation observations	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	Empower students in their learning and wellbeing.			
12-month target 3.1 target	In 2024, increase the percent positive endorsement for the ATSS for the Effective teaching practice for cognitive engagement module from 77% (2023) to 79% and for the Social engagement module from 68% (2023) to 70%.			
12-month target 3.2 target	In 2024, maintain the positive endorsement for the School Staff Survey factor academic emphasis at 75% (2023)			
12-month target 3.3 target	In 2024, increase the percent positive endorsement for the School Staff Survey in the Teaching and learning – practice improvement module from 77% (2023) to 79%.			
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.			
Actions	Establish a whole school documented approach to the multi-tiered systems of support for learning and support. Establish a whole school approach to student mental health.			
Outcomes	Leaders will: - Develop and conduct school focused student surveys - Use incident and Student Check In Tool data to determine responses and supports - Analyse student survey results, incident and Check In Tool data sets to determine responses and actions			

	<ul style="list-style-type: none"> - Consistently share information relating to students and their needs. <p>Teachers will:</p> <ul style="list-style-type: none"> - Utilise the documented approach to determine the level of need for individual students and refer accordingly to ensure students receive support - Engage with the High Impact Wellbeing Strategies - Build understanding of the High Impact Wellbeing Strategies - Have a strong understanding of the multi-tiered systems of support for learning and wellbeing, to inform Disability and Inclusion practices - Use recommended adjustments and utilise these when planning learning and when developing IEPs - Complete Student Check In Tool to determine student needs and access to supports. <p>Students will:</p> <ul style="list-style-type: none"> - Engage in feedback surveys. 			
Success Indicators	<ul style="list-style-type: none"> - Student adjustment information and data is accessible and utilised - Planning documentation shows differentiation and adjustments being made for students - Meeting minutes reflect systems of support in learning and wellbeing - Families are actively involved in IEP creation, review and SSG meetings - Incident data decrease, Student Check In Tool indicates positive gains for student wellbeing - Relationships are developed with Allied Health professionals supporting students with therapies. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Wellbeing initiatives: Small group programs	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Inclusion: building staff capacity to understand and implement adjustments	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$38,000.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Inclusion: Occupational Therapist to assist with observation, assessment, report and recommendations.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Disability and Inclusion Profiles	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Equipment: Purchase materials to fulfill recommended adjustments	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Professional Learning: Disability and Inclusion PL/Network PL	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Professional Learning: Partnerships with Be You and other external supports	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Wellbeing initiatives: small group programs resources	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$15,820.00	\$15,820.00	\$0.00
Disability Inclusion Tier 2 Funding	\$84,176.59	\$84,000.00	\$176.59
Schools Mental Health Fund and Menu	\$30,753.25	\$24,000.00	\$6,753.25
Total	\$130,749.84	\$123,820.00	\$6,929.84

Activities and milestones – Total Budget

Activities and milestones	Budget
Intervention Program: GRIN	\$12,000.00
Intervention: MiniLit Resources and professional learning	\$3,820.00
Assessment: Literacy screening assessments conducted by Speech Pathologist	\$8,000.00
Assessment: Observation and documented adjustments provided by Occupational Therapist	\$8,000.00
Wellbeing initiatives: Small group programs	\$15,000.00
Inclusion: building staff capacity to understand and implement adjustments	\$38,000.00
Inclusion: Occupational Therapist to assist with observation, assessment, report and recommendations.	\$10,000.00
Disability and Inclusion Profiles	\$5,000.00
Equipment: Purchase materials to fulfill recommended adjustments	\$8,000.00

Professional Learning: Disability and Inclusion PL/Network PL	\$4,000.00
Professional Learning: Partnerships with Be You and other external supports	\$8,000.00
Wellbeing initiatives: small group programs resources	\$4,000.00
Totals	\$123,820.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Intervention Program: GRIN	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing
Intervention: MiniLit Resources and professional learning	from: Term 1 to: Term 4	\$3,820.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$15,820.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Wellbeing initiatives: Small group programs	from: Term 1	\$15,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		<ul style="list-style-type: none"> Education support staff
Inclusion: building staff capacity to understand and implement adjustments	from: Term 1 to: Term 4	\$38,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Inclusion: Occupational Therapist to assist with observation, assessment, report and recommendations.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Occupational therapy
Disability and Inclusion Profiles	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend Profile meetings)
Equipment: Purchase materials to fulfill recommended adjustments	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Customised or adjustable furniture Sensory resources
Professional Learning: Disability and Inclusion PL/Network PL	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Middle school leaders
Wellbeing initiatives: small group programs resources	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> Other Specific resources for small group programs such as cooking club, lego learning.
Totals		\$84,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Assessment: Literacy screening assessments conducted by Speech Pathologist	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Assessment: Observation and documented adjustments provided by Occupational Therapist	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Professional Learning: Partnerships with Be You and other external supports	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Be You Initiative for Educators (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Totals		\$24,000.00	

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
Professional Learning - Literacy: Phonics and Phonemic awareness	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> Off-site To be confirmed.
Professional Learning - PLCs	<input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources PLC Initiative staff	<input checked="" type="checkbox"/> Off-site To be confirmed.
Peer Observations: Visit PLC schools	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources PLC Schools	<input checked="" type="checkbox"/> Off-site PLC Schools
Professional Learning: Partnerships with Be You and other external supports	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Be You	<input checked="" type="checkbox"/> Off-site Be You