

# **2023 Annual Implementation Plan**

## **for improving student outcomes**

Wallington Primary School (3345)



**Through Knowledge to Wisdom**

Submitted for review by Glen Lauder (School Principal) on 12 February, 2023 at 11:05 AM  
Endorsed by Alan Davis (Senior Education Improvement Leader) on 12 February, 2023 at 04:10 PM  
Endorsed by Glenn Smethurst (School Council President) on 01 March, 2023 at 10:47 AM

## Self-evaluation summary - 2023

	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	Emerging moving towards Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

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

<b>Enter your reflective comments</b>	<p>We would like to see the outcomes and experiences for every student are high and sustained in attainment, growth and quality.</p> <p>Our school's development is focused on a few specific areas and continuous learning to sustain excellence and equity in performance and practice.</p>
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<b>Considerations for 2023</b>	Focus on DET priorities and school-based initiatives.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve student achievement.
<b>Target 2.1</b>	NAPLAN data <ul style="list-style-type: none"> <li>• Improve the percentage of students achieving above benchmark growth in NAPLAN Reading from 41% in 2021 to 45% in 2024.</li> <li>• Improve the percentage of students achieving above benchmark growth in NAPLAN Writing from 0% in 2021 to 25% in 2024.</li> <li>• Improve the percentage of students achieving above benchmark growth in NAPLAN Numeracy from 29% in 2021 to 50% in 2024.</li> <li>• Increase the percentage of students in the top two Reading NAPLAN bands at Year 5 from 44% in 2021 to 50% in 2024.</li> <li>• Increase the percentage of students in the top two Reading NAPLAN bands at Year 3 from 74% in 2021 to 78% in 2024.</li> <li>• Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 5 from 22% in 2021 to 30% in 2024.</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 3 from 20% in 2021 to 35% in 2024.</li> </ul>
<b>Target 2.2</b>	<p>SSS</p> <ul style="list-style-type: none"> <li>• Increase the percentage of staff positive endorsement for Teacher collaboration from 63% in 2020 to 90% 2024.</li> <li>• Increase the percentage of staff positive endorsement for Guaranteed and viable curriculum from 67% in 2020 to 90% in 2024.</li> <li>• Increase the percentage of staff positive endorsement for Academic emphasis from 69% in 2020 to 90% in 2024.</li> </ul>
<b>Target 2.3</b>	<p>Students Attitudes to School Survey (AToSS)</p> <ul style="list-style-type: none"> <li>• Increase the percentage of student positive endorsement for Stimulated learning from 75.6% in 2020 to 90% in 2024.</li> <li>• Increase the percentage of student positive endorsement for Motivation and interest from 64% in 2020 to 90% in 2024.</li> <li>• Increase the percentage of student positive endorsement Effort from 80% in 2020 to 95% in 2024.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Instructional and shared leadership	Strengthen shared and instructional leadership across the school.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Strengthen through the instructional core teacher capability, knowledge and teaching practice

<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop the capability of staff to use evidence to inform their practice.
<b>Goal 3</b>	To improve student engagement.
<b>Target 3.1</b>	Students AToSS <ul style="list-style-type: none"> <li>• Increase the percentage of student positive endorsement for Sense of confidence from 69.2% in 2020 to 90% in 2024.</li> <li>• Increase the percentage of student positive endorsement for Student voice and agency from 54% in 2020 to 75% in 2024.</li> </ul>
<b>Target 3.2</b>	SSS <ul style="list-style-type: none"> <li>• Increase the percentage of staff positive endorsement for Collective efficacy from 85% in 2020 to 95% 2024.</li> <li>• Increase the percentage of staff feeling positive about the School climate from 77% in 2020 to 90% 2024.</li> </ul>
<b>Target 3.3</b>	Parent Opinion Survey (POS) <ul style="list-style-type: none"> <li>• Increase the percentage of parent positive endorsement for Teacher communication from 56% in 2020 to 80% in 2024.</li> <li>• Increase the percentage parent positive endorsement for Effective teaching from 72% in 2020 to 90% 2024.</li> </ul>

	<ul style="list-style-type: none"> <li>• Increase the percentage of parent positive endorsement for Student voice and agency from 84% in 2020 to 94% in 2024.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Amplify student leadership, voice and agency.
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Strengthen the home/school partnership.
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Embed a school culture of feedback and high expectations.
<b>Goal 4</b>	To improve student wellbeing.
<b>Target 4.1</b>	Student attendance <ul style="list-style-type: none"> <li>• Decrease the percentage of students with 20 or more absence days from 44% in 2020 to 15% 2024.</li> <li>• Decrease student absences from 24.44 days in 2020 to 14 days in 2024.</li> </ul>
<b>Target 4.2</b>	Students Attitudes to School Survey <ul style="list-style-type: none"> <li>• Increase the percentage of student positive endorsement for a Sense of connectedness from 73% in 2021 to 90% in 2024.</li> <li>• Increase the percentage of student positive endorsement for Managing bullying from 69% in 2021 to 90% in 2024.</li> </ul>



<b>Target 4.3</b>	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>• Increase the percentage of parent positive endorsement for Confidence and Resiliency skills from 88% in 2021 to 94% in 2024.</li> <li>• Increase the percentage of parent positive endorsement for Managing bullying from 74% in 2021 to 85% in 2024</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Strengthen mental health practices and strategies across the school.
<b>Key Improvement Strategy 4.b</b> Setting expectations and promoting inclusion	Strengthen inclusive school practices.
<b>Key Improvement Strategy 4.c</b> Building practice excellence	Build a shared understanding and develop practices to strengthen the link between student wellbeing and learning.

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>2023 Priorities Goal</b> 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.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students in the top two Writing NAPLAN bands at Year 3 from 32% in 2022 to 40% in 2023. Increase the percentage of students in the top two Writing NAPLAN bands at Year 5 from 38% in 2022 to 45% in 2023. Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 3 from 30% in 2022 to 40% in 2023. Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 5 from 30% in 2022 to 40% in 2023</p>
To improve student achievement.	No	<p>NAPLAN data</p> <ul style="list-style-type: none"> <li>• Improve the percentage of students achieving above benchmark growth in NAPLAN Reading from 41% in 2021 to 45% in 2024.</li> <li>• Improve the percentage of students achieving above benchmark growth in NAPLAN Writing from 0% in 2021 to 25% in 2024.</li> <li>• Improve the percentage of students achieving above benchmark growth in NAPLAN Numeracy from 29% in 2021 to 50% in 2024.</li> <li>• Increase the percentage of students in the top two Reading NAPLAN bands at Year 5 from 44% in 2021 to 50% in 2024.</li> <li>• Increase the percentage of students in the top two Reading NAPLAN bands at Year 3 from 74% in 2021 to 78% in 2024.</li> <li>• Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 5 from 22% in 2021 to 30% in 2024.</li> <li>• Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 3 from 20% in 2021 to 35% in 2024.</li> </ul>	

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To improve student engagement.	No	<p>Students AToSS</p> <ul style="list-style-type: none"> <li>• Increase the percentage of student positive endorsement for Sense of confidence from 69.2% in 2020 to 90% in 2024.</li> <li>• Increase the percentage of student positive endorsement for Student voice and agency from 54% in 2020 to 75% in 2024.</li> </ul>	
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		<p>Parent Opinion Survey (POS)</p>	

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To improve student wellbeing.	No	<p>Student attendance</p> <ul style="list-style-type: none"> <li>• Decrease the percentage of students with 20 or more absence days from 44% in 2020 to 15% 2024.</li> <li>• Decrease student absences from 24.44 days in 2020 to 14 days in 2024.</li> </ul>	
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<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>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.</b>
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<b>12-month target 1.1-month target</b>	Increase the percentage of students in the top two Writing NAPLAN bands at Year 3 from 32% in 2022 to 40% in 2023. Increase the percentage of students in the top two Writing NAPLAN bands at Year 5 from 38% in 2022 to 45% in 2023. Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 3 from 30% in 2022 to 40% in 2023 Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 5 from 30% in 2022 to 40% in 2023	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12-month target 1.1 target</b>	Increase the percentage of students in the top two Writing NAPLAN bands at Year 3 from 32% in 2022 to 40% in 2023. Increase the percentage of students in the top two Writing NAPLAN bands at Year 5 from 38% in 2022 to 45% in 2023. Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 3 from 30% in 2022 to 40% in 2023 Increase the percentage of students in the top two Numeracy NAPLAN bands at Year 5 from 30% in 2022 to 40% in 2023
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop a school-wide writing strategy, embed Sounds Write program in Foundation - 2 to support both the reading and writing program.</li> <li>- Strengthen our PLC structures to support teacher collaboration and reflection to enhance teaching practice and improve data literacy</li> <li>- Plan whole school professional learning in evidence-based approaches to support students in Writing</li>   <li>- Embed Mathematics workshop model and the characteristics of a maths learner at Wallington PS</li> </ul>
<b>Outcomes</b>	Whole School: <ul style="list-style-type: none"> <li>- Students will know how lessons are structured and how this supports their learning</li> <li>- Student will report higher levels of confidence writing skills</li> <li>- Teachers will confidently and accurately identify student learning needs of all of their students</li> <li>- PLC's will continue to engage in reflective practice, evaluating and planning curriculum, assessments and lessons</li> </ul> Classroom: <ul style="list-style-type: none"> <li>- Teachers will consistently align their practice with the agreed instructional models for writing/numeracy</li> <li>- Teachers will cater for the individual learning needs of all students by delivering high quality, differentiated learning tasks</li> <li>- Teachers will provide regular feedback and monitor student progress using goal setting and conferencing</li> </ul> Leadership: <ul style="list-style-type: none"> <li>- Collaborative planning sessions and PLC's will continue to enhance teacher collaboration, improve staff data literacy and build teacher capacity</li> </ul>

	- The Tutor Learning Initiative will provide targeted academic support for identified students			
<b>Success Indicators</b>	<p>Whole School:</p> <ul style="list-style-type: none"> <li>- Coaching and peer observation demonstrating use of HITS, with a focus writing</li> <li>- Consistently of practice across the school, aligned to the instructional models for writing</li> </ul> <p>Classroom:</p> <ul style="list-style-type: none"> <li>- Differentiated curriculum documents and evidence of student learning at different levels</li> </ul> <p>Leadership:</p> <ul style="list-style-type: none"> <li>- Data used to identify students for tailored supports receive TLI support</li> <li>- Student data to inform tailored professional learning for staff</li> </ul> <p>Data Indicators:</p> <p>NAPLAN Top 2 Bands - Writing  NAPLAN Benchmark Growth - Writing  Teacher Judgements - Writing  AtoSS - Effective Classroom Behaviour, Sense of Confidence, Sense of Connectedness  School Staff Survey - increased percentage of positive endorsement in Collective Efficacy, of positive endorsement in Academic Emphasis, of positive endorsement in Instructional Leadership  Absentee Data</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop teacher knowledge of the literacy (writing) curriculum and develop scope and sequence plans that link between concepts and knowledge and move away from teaching concepts in isolation or in topic/unit based areas.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Develop and implement plans peer observation process/model	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Embed Sounds Write program in Foundation - 2	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Learning specialist to work with unit teams on planning and effective use of student data.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build the capacity of all staff to promote the wellbeing and positive mental health of students through the Berry St Model of Positive Education</li> <li>- Establish a multi-tiered response model to support the mental health and wellbeing of all students</li> <li>- Establish a whole school plan to communicate and develop staff understanding of Disability Inclusion</li> </ul>			
<b>Outcomes</b>	<p>Increased student confidence, connectedness, motivation and improved overall school attendance</p> <p>Increased teacher and support staff knowledge, understanding and implementation of SWPB, Zones of Regulation and Respectful Relationships</p> <p>A whole-school approach to improved school attendance</p> <p>Reduction in any incidents of bullying (including perception of bullying by both students and parents)</p> <p>Access to a range of resources to support student wellbeing, such as teacher professional learning, agency and network supports, Disability Inclusion Profiles for identified students</p>			
<b>Success Indicators</b>	<p>Student perception surveys to indicate positive endorsement of areas related to student wellbeing: confidence, resilience, motivation, anti-bullying, connectedness and student voice</p> <p>Student forums used to gauge student perceptions and identify focus areas for improvement</p> <p>School climate surveys (students and parents) indicate positive school environment</p> <p>Reduction of student absence</p> <p>High endorsement of staff perception of professional learning and applicability to the classroom</p>			



	<p>Documented wellbeing approach, student referrals and supports provided to individual students, groups of identified students and families</p> <p>Disability Inclusion Profile meetings and documentation for students with specific needs: increase in teacher expertise with completing Individual Education Plans; wellbeing team in place</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide Mental Health programs and interventions to students to support their wellbeing. In particular Zones of Regulation and Berry ST training	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed Disability Inclusion program and support with additional ES staff member to support students into the school and to provide 1:1 support for students at risk of disengagement.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <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	\$21,859.90	\$21,859.90	\$0.00
Disability Inclusion Tier 2 Funding	\$108,601.15	\$108,601.15	\$0.00
Schools Mental Health Fund and Menu	\$32,339.11	\$32,339.11	\$0.00
<b>Total</b>	<b>\$162,800.16</b>	<b>\$162,800.16</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Develop and implement plans peer observation process/model	\$1,000.00
Provide Mental Health programs and interventions to students to support their wellbeing. In particular Zones of Regulation and Berry ST training	\$15,000.00
Embed Disability Inclusion program and support with additional ES staff member to support students into the school and to provide 1:1 support for students at risk of disengagement.	\$60,000.00
<b>Totals</b>	<b>\$76,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop and implement plans peer observation process/model	from: Term 1 to: Term 4	\$21,859.90	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Intervention
<b>Totals</b>		\$21,859.90	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Embed Disability Inclusion program and support with additional ES staff member to support students into the school and to provide 1:1 support for students at risk of disengagement.	from: Term 1 to: Term 4	\$108,601.15	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$108,601.15	

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

Activities and milestones	When	Funding allocated (\$)	Category
Provide Mental Health programs and interventions to students to support their wellbeing. In particular	from: Term 1	\$32,339.11	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)

Zones of Regulation and Berry ST training	to: Term 4		
<b>Totals</b>		\$32,339.11	

### Additional funding planner – Total Budget

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

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

### Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop teacher knowledge of the literacy (writing) curriculum and develop scope and sequence plans that link between concepts and knowledge and move away from teaching concepts in isolation or in topic/unit based areas.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources  Literacy and Numeracy websites	<input checked="" type="checkbox"/> On-site
Provide Mental Health programs and interventions to students to support their wellbeing. In particular Zones of Regulation and Berry ST training	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Berry St	<input checked="" type="checkbox"/> Off-site Pupil Free Days