

2024 Annual Implementation Plan

for improving student outcomes

Dinjerra Primary School (5450)



Submitted for review by Natalie Vulic (School Principal) on 20 February, 2024 at 11:35 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 04 March, 2024 at 03:01 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

Dinjerra Primary School (5450)

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

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
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.	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve learning outcomes for all students.	Yes	NAPLAN increase the per cent of students meeting and above Benchmark growth in: <ul style="list-style-type: none"> • Reading from 45 per cent in 2021 to 100 per cent by 2025 • Writing from 25 per cent in 2021 to 100 per cent by 2025 • Numeracy from 70 per cent in 2021 to 100 per cent by 2025. 	NAPLAN (INTERIM) RELATIVE GROWTH: Increase the proportion of students achieving High Relative Growth in: Reading: increase from 60% (2023 baseline) Numeracy: increase from 30% (2023 baseline)
		NAPLAN increase the per cent of students in the top two bands in Year 3 in: <ul style="list-style-type: none"> • Reading from 45 per cent in 2021 to 65 per cent by 2025 • Writing from 43 per cent in 2021 to 65 per cent by 2025 • Numeracy from 41 per cent in 2021 to 65 per cent by 2025. 	NAPLAN: Improve the proportion of students in the 'Exceeding' and 'Strong' proficiency level of NAPLAN in YEAR 3: Reading: increase from 64% (2023 baseline) Writing: increase from 71% (2023 baseline) Numeracy: increase from 61% (2023 baseline) NAPLAN: Decrease the proportion of students in the 'Needs Additional Support' proficiency level of NAPLAN in YEAR 3: Reading: decrease from 7% (2023 baseline) Writing: maintain 0% (2023 baseline) Numeracy: decrease from 7% (2023 baseline)

		<p>NAPLAN increase the per cent of students in the top two bands in Year 5 in:</p> <ul style="list-style-type: none"> • Reading from 6 per cent in 2021 to 50 per cent by 2025 • Writing from 6 per cent in 2021 to 50 per cent by 2025 • Numeracy from 6 per cent in 2021 to 50 per cent by 2025. 	<p>NAPLAN: Improve the proportion of students in the 'Exceeding' and 'Strong' proficiency level of NAPLAN in YEAR 5:Reading: increase from 82% (2023 baseline)Writing: increase from 82% (2023 baseline)Numeracy: increase from 68% (2023 baseline)NAPLAN: Decrease the proportion of students in the 'Needs Additional Support' proficiency level of NAPLAN in YEAR 5:Reading: decrease from 7% (2023 baseline)Writing: maintain 0% (2023 baseline)Numeracy: decrease from 11% (2023 baseline)</p>
		<p>Improve the per cent of positive endorsement in the School Staff Survey measures:</p> <ul style="list-style-type: none"> • Collective efficacy from 73 per cent in 2020 to 90 per cent by 2025 • Academic Emphasis from 70 per cent in 2020 to 90 per cent by 2025 • Guaranteed and Viable Curriculum from 77 per cent in 2020 to 90 per cent by 2025 • Assessment: Moderation of student assessment from 63 per cent in 2020 to 90 per cent by 2025. 	<p>SCHOOL STAFF SURVEY: Increase the percentage of positive endorsement in:Collective Efficacy: maintain 91% Academic Emphasis: 71% to 77% Guaranteed and Viable Curriculum: maintain 88%Assessment: Moderation of Student Assessment: 75% to 82%.</p>
		<p>Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures:</p> <ul style="list-style-type: none"> • Stimulated learning from 68 per cent in 2020 to 85 per cent by 2025 • Sense of confidence from 64 per cent in 2020 to 85 per cent by 2025 • Differentiated Learning Challenge from 88 per cent in 2020 to 90 per cent by 2025. 	<p>STUDENTS ATTITUDES TO SCHOOL SURVEY: Increase the percentage of positive endorsement in:Stimulated Learning: maintain 88%Sense of Confidence: 80% to 85%Differentiated Learning Challenge: maintain 89%.</p>
Improve wellbeing outcomes for all students.	Yes	Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures:	STUDENTS ATTITUDES TO SCHOOL SURVEY: Increase the percentage of positive

		<ul style="list-style-type: none"> • Student voice and agency from 54 per cent in 2020 to 80 per cent by 2025 • Emotional awareness and regulation from per cent in 2020 to per cent by 2025. 	endorsement in: Student Voice and Agency: maintain 80% Emotional Awareness and Regulation: 78% to 80%.
		Attendance: Increase the per cent of students with less than 20 days of absence from 75 per cent in 2020 to 90 per cent by 2025	Increase the percentage of students with less than 20 days of absence from 63% to 80%. Increase the Attendance rate from 90% (2023).

Goal 2	Improve learning outcomes for all students.
12-month target 2.1-month target	NAPLAN (INTERIM) RELATIVE GROWTH: Increase the proportion of students achieving High Relative Growth in: Reading: increase from 60% (2023 baseline) Numeracy: increase from 30% (2023 baseline)
12-month target 2.2-month target	NAPLAN: Improve the proportion of students in the 'Exceeding' and 'Strong' proficiency level of NAPLAN in YEAR 3: Reading: increase from 64% (2023 baseline) Writing: increase from 71% (2023 baseline) Numeracy: increase from 61% (2023 baseline) NAPLAN: Decrease the proportion of students in the 'Needs Additional Support' proficiency level of NAPLAN in YEAR 3: Reading: decrease from 7% (2023 baseline) Writing: maintain 0% (2023 baseline) Numeracy: decrease from 7% (2023 baseline)
12-month target 2.3-month target	NAPLAN: Improve the proportion of students in the 'Exceeding' and 'Strong' proficiency level of NAPLAN in YEAR 5: Reading: increase from 82% (2023 baseline) Writing: increase from 82% (2023 baseline) Numeracy: increase from 68% (2023 baseline)

	NAPLAN: Decrease the proportion of students in the 'Needs Additional Support' proficiency level of NAPLAN in YEAR 5: Reading: decrease from 7% (2023 baseline) Writing: maintain 0% (2023 baseline) Numeracy: decrease from 11% (2023 baseline)	
12-month target 2.4-month target	SCHOOL STAFF SURVEY: Increase the percentage of positive endorsement in: Collective Efficacy: maintain 91% Academic Emphasis: 71% to 77% Guaranteed and Viable Curriculum: maintain 88% Assessment: Moderation of Student Assessment: 75% to 82%.	
12-month target 2.5-month target	STUDENTS ATTITUDES TO SCHOOL SURVEY: Increase the percentage of positive endorsement in: Stimulated Learning: maintain 88% Sense of Confidence: 80% to 85% Differentiated Learning Challenge: maintain 89%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Further develop, document and embed whole school approaches to curriculum planning, assessment and shared instructional approaches that strengthen staff capacity in the delivery of a rich and engaging curriculum.	Yes
KIS 2.b Excellence in teaching and learning	Develop the knowledge, skills and understanding of leaders to strengthen and embed effective school-wide collaborative and agreed upon structures and processes that build practice excellence.	Yes
KIS 2.c Excellence in teaching and learning	Develop a culture of personalised learning, including a whole school approach to effective differentiation, supported by a tiered response.	Yes

KIS 2.d Professional leadership	Develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.	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.	<p>The above KIS have been selected as the school sits mainly at Evolving for all areas of the FISO Self Evaluation. Therefore the focus for 2023 is on developing consistent approaches and practices in:</p> <ul style="list-style-type: none"> -curriculum planning assessment and instructional practice -collaborative practices -differentiation and personalised learning through a HITS focus on Differentiation and Goal Setting approach -embedding the revised school vision 	
Goal 3	Improve wellbeing outcomes for all students.	
12-month target 3.1-month target	<p>STUDENTS ATTITUDES TO SCHOOL SURVEY:</p> <p>Increase the percentage of positive endorsement in:</p> <p>Student Voice and Agency: maintain 80%</p> <p>Emotional Awareness and Regulation: 78% to 80%.</p>	
12-month target 3.2-month target	<p>Increase the percentage of students with less than 20 days of absence from 63% to 80%.</p> <p>Increase the Attendance rate from 90% (2023).</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Develop and implement a whole school approach which enables students to demonstrate authentic agency in leading their own learning.	Yes
KIS 3.b Positive climate for learning	Develop and implement a comprehensive whole school approach to developing the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.	Yes

<p>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.</p>	<p>The above KIS have been selected as the school sits mainly at Evolving for all areas of the FISO Self Evaluation. Therefore the focus for 2023 is on developing consistent approaches and practices in:</p> <ul style="list-style-type: none"> -strengthening learner agency -approaches to social and emotional learning and capabilities
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Define actions, outcomes, success indicators and activities

Goal 2	Improve learning outcomes for all students.
12-month target 2.1 target	NAPLAN (INTERIM) RELATIVE GROWTH: Increase the proportion of students achieving High Relative Growth in: Reading: increase from 60% (2023 baseline) Numeracy: increase from 30% (2023 baseline)
12-month target 2.2 target	NAPLAN: Improve the proportion of students in the 'Exceeding' and 'Strong' proficiency level of NAPLAN in YEAR 3: Reading: increase from 64% (2023 baseline) Writing: increase from 71% (2023 baseline) Numeracy: increase from 61% (2023 baseline) NAPLAN: Decrease the proportion of students in the 'Needs Additional Support' proficiency level of NAPLAN in YEAR 3: Reading: decrease from 7% (2023 baseline) Writing: maintain 0% (2023 baseline) Numeracy: decrease from 7% (2023 baseline)
12-month target 2.3 target	NAPLAN: Improve the proportion of students in the 'Exceeding' and 'Strong' proficiency level of NAPLAN in YEAR 5: Reading: increase from 82% (2023 baseline) Writing: increase from 82% (2023 baseline) Numeracy: increase from 68% (2023 baseline) NAPLAN: Decrease the proportion of students in the 'Needs Additional Support' proficiency level of NAPLAN in YEAR 5: Reading: decrease from 7% (2023 baseline) Writing: maintain 0% (2023 baseline) Numeracy: decrease from 11% (2023 baseline)
12-month target 2.4 target	SCHOOL STAFF SURVEY: Increase the percentage of positive endorsement in: Collective Efficacy: maintain 91% Academic Emphasis: 71% to 77%

	<p>Guaranteed and Viable Curriculum: maintain 88%</p> <p>Assessment: Moderation of Student Assessment: 75% to 82%.</p>
12-month target 2.5 target	<p>STUDENTS ATTITUDES TO SCHOOL SURVEY:</p> <p>Increase the percentage of positive endorsement in:</p> <p>Stimulated Learning: maintain 88%</p> <p>Sense of Confidence: 80% to 85%</p> <p>Differentiated Learning Challenge: maintain 89%.</p>
KIS 2.a Curriculum planning and assessment	Further develop, document and embed whole school approaches to curriculum planning, assessment and shared instructional approaches that strengthen staff capacity in the delivery of a rich and engaging curriculum.
Actions	<p>TEACHING AND LEARNING</p> <p>GUARANTEED AND VIABLE CURRICULUM</p> <ul style="list-style-type: none"> - Further develop teacher capability to build, revise, implement the school's Guaranteed and Viable Curriculum, in order to respond to the the learning and wellbeing needs of students through differentiated learning. <p>INSTRUCTIONAL PRACTICE</p> <ul style="list-style-type: none"> - Strengthen and develop teacher instructional practice and capability in Literacy and Numeracy, through targeting coaching and professional learning. - Continue to build teacher capability to implement the 6+1 Writing Traits. - Introduce and implement a whole school approach and model for Spelling.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities <p>Collaborative Teams will:</p> <ul style="list-style-type: none"> -identify essential core teaching and collaboratively plan using DPS GVC documentation -identify students' point of need in learning and wellbeing -build knowledge and capability in the 6+1 Writing Traits -observe and reflect in the coaching cycle, with future planning based on coaching debrief discussions <p>Students will:</p> <ul style="list-style-type: none"> -experience success and celebrate the acquisition of knowledge -engage in high quality and rich learning experiences.

Success Indicators	<p>Early Indicators: Differentiated curriculum documentation and evidence of student learning at different levels NAPLAN results PAT data (Spelling)</p> <p>Late Indicators: Student Attitudes to School Survey: Stimulated Learning, Sense of Confidence School Staff Survey: Guaranteed and Viable Curriculum, Academic Emphasis Increased consistency of teacher judgements against NAPLAN (Panorama) Work Programs show links to GVC documentation Semester 2 teacher judgements</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>TEACHING AND LEARNING GUARANTEED AND VIABLE CURRICULUM Further develop implementation and use of DPS GVC, including:</p> <ul style="list-style-type: none"> - Develop 'I Can' Statements for the Speaking and Listening GVC, and implement into planning, delivery and assessment. - Introduce and implement EAL Reading and Writing 'I Can' Statements into planning, delivery and assessment. -Implement revised changes to Mathematics Curriculum 2.0, in assessments, planning and delivery. -Develop and implement Essential Learnings and 'I Can' Statements for inter-disciplinary areas, including: LOTE Spanish, Science, Design and Technology, Humanities (History, Civics and Citizenship, Economics). -Develop and refine the Vocabulary section in all GVC documentation. -Create and implement DPS Social and Emotional Curriculum focusing on Tier 1 practice, in areas such as: SWPBS, Social Skills, Zones of Regulation, Respectful Relationships. -Build a Working party to revise changes to English 2.0 and begin to revise DPS English GVC documentation. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$22,921.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used

Research, design and implement a process / system for Conferences, aligned to Individual Goals Process.	<input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement the revised Classroom environment Checklist, including revised Inclusion section.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Link the Termly Learning Walks process with Work Program Expectations, providing feedback and coaching aligned to planning and practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop agreed upon practices for Work Program Expectations.	<input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue the DPS Coaching Model, with targeted coaching support from assistant principal, intervention leader and consultants in Literacy (Jim Kinniburgh) and Numeracy (Chris Botheras), and the MHWL.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used

Plan and introduce a process for Spelling Investigations, including the instructional approach and the use and modelling through mentor texts.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Redevelop and implement process of assessing and practising of Personal Words, including high frequency words, split into sub categories such as sight words, onset and rime.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue the professional learning model for each trait, including using professional learning from Nerissa Leung, teacher practice, reflection and feedback.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 2.b Building practice excellence	Develop the knowledge, skills and understanding of leaders to strengthen and embed effective school-wide collaborative and agreed upon structures and processes that build practice excellence.			
Actions	ASSESSMENT AND COLLABORATION - Further develop Collaborative Team practices in using a systematic process for capturing and analysing student data/assessment analysis, in order to determine student learning growth, attainment and to determine future learning.			
Outcomes	Leaders will: -model a data-focused mindset and refer to evidence to support their decisions -support support to improve their assessment practices through prioritising time and providing professional learning opportunities Collaborative Teams will: -confidently and accurately identify student learning needs of all of their students -meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons -implement and model consistent routines Students will: -receive support at their point of learning and wellbeing need. -engage in high quality and rich learning experiences.			

Success Indicators	<p>Early Indicators: Differentiated curriculum documentation and evidence of student learning at different levels NAPLAN results PAT data SMART Goals growth (Reading, Counting, Place Value) Student Growth data Late Indicators: Student Attitudes to School Survey: Sense of Confidence School Staff Survey: Assessment - Moderation of Student Assessment, Collective Efficacy Process for Collaborative Inquiry Cycle is documented by Collaborative Teams</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop teacher capability to analyse data formatively, and develop the ability to differentiate in planning using GVC, Rubrics, Proficiency Scale (Mathematics).	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Further develop systematic process for moderation of student assessment in Collaborative Teams.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Refine Collaborative Team practices in using a systematic process for capturing and analysing student data/assessment analysis, informed by the Inquiry Cycle, in order to obtain and provide feedback on student learning growth, attainment and to determine future learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.c Building practice excellence	Develop a culture of personalised learning, including a whole school approach to effective differentiation, supported by a tiered response.			

Actions	<p>DISABILITY INCLUSION - Continue to build high quality knowledge, understanding and pedagogy of best practice in Inclusion, in order to meet the needs of all learners. (HITS: Differentiation)</p> <p>SUPPORT AND RESOURCES - Strengthen and expand the Intervention program across all tiers, catering for the diverse learning needs of all students. (HITS: Differentiation)</p>			
Outcomes	<p>Leaders will: -establish small group intervention tutoring programs -identify at-risk students and determine the targeted support in a timely manner Collaborative Teams will: -provide students with the opportunity to work at their level using differentiated resources -implement and model consistent routines Education Support staff will: -provide high quality support to teachers and students in the classroom -provide support to students receiving tutoring and participating in Homework Club Students will: -experience success and celebrate the acquisition of knowledge</p>			
Success Indicators	<p>Early Indicators: Classroom observations and learning walks demonstrating use of strategies from professional learning Progress against Individual Education Plans Data used to identify students in need of targeted support Late Indicators: Student Attitudes to School Survey: Differentiated Learning Challenge School Staff Survey: Assessment - Moderation of Student Assessment, Collective Efficacy, Academic Emphasis Student IEPs will demonstrate short term goals and progress achieved through adjustments and interventions implemented.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Fine tune Inclusive best practices, including refining of IEP template, SSG meetings, consistent work program and implementation of Inclusive Tier 1 practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00

	<input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Identify and be able to differentiate adjustments and practice in order to cater for individual needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop and implement an Inclusive Classroom Checklist, (embedded within the Classroom Environment Checklist) supported by professional learning, termly learning walks and feedback.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Support and build teacher and education support capability, through Inclusion Outreach Coaching, Tier 1 coaching for Inclusive classroom practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop an adequate process to prepare for Disability Inclusion Profile Meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
Embed a systematic process to cater for the most vulnerable students via the Tutor Learning Initiative, including interventions such as: - Levelled Literacy Intervention - Sounds Write - Numeracy Intervention - Homework Club.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<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
Further develop a systematic process in Enrichment, to cater for students operating above expected levels, including: - Writing Enrichment (Jim Kinniburgh) - Victorian High Ability Program (VHAP) - Virtual Schools Victoria - ARC Events (Online) - G.A.T.E.WAYS	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	<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
Organise and engage Noah's Ark allied health services to provide OT support to staff and students: observations, debrief, coaching.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 2.d Vision, values and culture	Develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.			
Actions	LEADERSHIP - Develop, implement and monitor a distributed leadership structure that ensures optimal use of human resources and provides a high level of autonomy and role clarity. ENGAGEMENT Strengthen the school-wide approach to communication with families, with a focus on communicating how learning and wellbeing needs are being identified and supported.			

Outcomes	Leaders will: Collaborative Teams will: -implement and model consistent routines Education Support staff will: -provide high quality support to teachers and students in the classroom Students will: -feel supported and engaged and contribute to a strong classroom and school culture.			
Success Indicators	Early Indicators: Classroom observations and learning walks demonstrating use of strategies from professional learning, coaching Late Indicators: Student Attitudes to School Survey: Student Voice and Agency, Advocate at School School Staff Survey: Instructional Leadership, Shielding and Buffering Attendance data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Collaboratively create a 'Roles and Responsibilities' system and accompanying document, aligned to FISO 2.0 Illustrations of Practice that provides precise role clarity, aligned to AITSL Standards, Teacher and Education Support Ranges and Dimensions of Work and Individual PDP process.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Collaboratively develop and revise whole school operations and build agreed upon practices in an Operations Handbook.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Bring together consistent, high quality agreed upon practices into the DPS Curriculum, Instruction and Assessment (CIAC) Handbook.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used

Develop leadership capability in middle leaders through professional learning from: -Collaborative Teams That Work (Du Four) -The Academy, and -Weekly Core meetings.		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,000.00 <input checked="" type="checkbox"/> Other funding will be used
Introduce and implement Mental Health and Wellbeing Leader role including: -Leading the implementation of SEL curriculum -Peer observation model including observation debrief and feedback --MHWL professional learning facilitated by University of Melbourne -Implementation of SWPB team.		<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Use Compass to: -provide regular updates on student learning -encourage Parent Reflections in Individual Goals Cycles.		<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	Improve wellbeing outcomes for all students.				
12-month target 3.1 target	STUDENTS ATTITUDES TO SCHOOL SURVEY: Increase the percentage of positive endorsement in: Student Voice and Agency: maintain 80% Emotional Awareness and Regulation: 78% to 80%.				
12-month target 3.2 target	Increase the percentage of students with less than 20 days of absence from 63% to 80%. Increase the Attendance rate from 90% (2023).				

KIS 3.a Empowering students and building school pride	Develop and implement a whole school approach which enables students to demonstrate authentic agency in leading their own learning.				
Actions	ENGAGEMENT / AGENCY -Further develop the school's approach, practices and systems towards goal setting, with a strong emphasis on developing Learner Agency in both staff and students. -Further develop a consistent process in how students and teachers set individual learning goals, discuss progress and provide feedback, i.e. Individual Conferences. -Activate student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school.				
Outcomes	Leaders will: -support teaching staff to build a goal setting approach, through consistent clear processes and professional learning Collaborative Teams will: -implement and model consistent routines Education Support staff will: -provide high quality support to teachers and students in the classroom Students will: -experience success and celebrate the acquisition of knowledge -have regular opportunities to demonstrate their learning -know what their next steps are to progress their learning.				
Success Indicators	Early Indicators: -curriculum documentation will show plans for conferences with individual students -anecdotal notes from conferences will show evidence of goal acquisition and next steps Late Indicators: Student Attitudes to School Survey: Student Voice and Agency, Differentiated Learning Challenge, Stimulated Learning, Advocate at School School Staff Survey: Academic Emphasis Attendance data				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	

Implement revised individual goal setting 3 cycle process, based on the FISO 2.0 Improvement Cycle.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to ensure individual goals are linked to the DPS GVC and upcoming learning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Include Student Self Reflection and Parent Comment in Individual Learning Goals (on Compass).	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Research best practice for student led conferences, as a way for students to showcase their learning.	<input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Continue to collaborate with GTAC (Gene Technology Access Centre) in students co-designing and implementing Term 2 and 4 Grade 5/6 Concept Units with a focus on STEM.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to develop staff understanding of the PERMAH framework in order to enhance wellness of both staff and students. This includes staff understanding an unpacking of the survey twice	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

per year, and analysing self, team and organisational data, and building a wellbeing plan.			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Increase student voice and agency through behaviour reward system, lunch clubs, Story Hubs 100 Story Building project (Term 2 and 3).	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3.b Health and wellbeing	Develop and implement a comprehensive whole school approach to developing the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.			
Actions	LEADERSHIP // ENGAGEMENT / SUPPORT AND RESOURCES: -Build and implement a high quality approach and Tier 1 practices in Social and Emotional Learning. -Introduce and develop the Mental Health and Wellbeing Leader role and responsibilities in order to support staff's understanding in Mental Health Tier 1 practices.			
Outcomes	Leaders will: -directly support students' mental health and provide referrals Leaders and Teachers will: -integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Collaborative Teams will: -implement a range of interventions in their classrooms to support student wellbeing -implement and model consistent routines Education Support staff will: -provide high quality support to teachers and students in the classroom Students will: -report improved emotional awareness and resilience -will be able to explain what positive mental health means and where they can seek support at school.			
Success Indicators	Early Indicators: -curriculum documentation will show plans for social and emotional learning -notes from learning walks and observation will show how staff are embedding social and emotional learning Late Indicators:			

	Student Attitudes to School Survey: Student Voice and Agency, Managing Bullying, Emotional Awareness and Regulation, Sense of Connectedness, Advocate at School School Staff Survey: Instructional Leadership, Trust in Colleagues Attendance data Health and Wellbeing data (tracker).			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build and implement Social Emotional Learning curriculum, including a focus on Tier 1 supports and implement consistent curriculum, in the areas of: Unpacking school values and SWPB, Respectful Relationships, Zones of Regulation, Buddies system.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" 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
Introduce VIA Strengths as part of 'Who We Are' unit, with a process for both staff and students to complete the survey on a regular basis, in order to develop consistent language.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Grade 5/6 students complete the 'Shine' and 'Strength' 8 week intensive program (facilitated through 1000 Generations), as part of Term 1's 'Who We Are' unit, with a focus on identifying self worth and purpose, connection and positivity.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$11,160.00 <input checked="" type="checkbox"/> Other funding will be used

Design and implement a Mental Health Referral process.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Other funding will be used
Develop and implement a Wellbeing tracker, based on the Mental Health Continuum, to be used by Collaborative Teams to track mental health and wellbeing of all students.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing 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
Coaching from MHWL for Tier 1 classroom supports with a focus on SWPB, RRRR & Zones of Regulation.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,605.68 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Unpack behaviours in SWPB Matrix and further develop consistent language and understanding around positive behaviours.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$11,065.68 <input checked="" type="checkbox"/> Other funding will be used
Monitor consistent implementation of Class Dojo to award points.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Other funding will be used

1:1 Counselling for identified Tier 3 students	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	<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
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$140,021.05	\$140,922.00	-\$900.95
Disability Inclusion Tier 2 Funding	\$128,939.08	\$58,000.00	\$70,939.08
Schools Mental Health Fund and Menu	\$28,065.98	\$112,000.00	-\$83,934.02
Total	\$297,026.11	\$310,922.00	-\$13,895.89

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>TEACHING AND LEARNING GUARANTEED AND VIABLE CURRICULUM Further develop implementation and use of DPS GVC, including:</p> <ul style="list-style-type: none"> - Develop 'I Can' Statements for the Speaking and Listening GVC, and implement into planning, delivery and assessment. - Introduce and implement EAL Reading and Writing 'I Can' Statements into planning, delivery and assessment. - Implement revised changes to Mathematics Curriculum 2.0, in assessments, planning and delivery. - Develop and implement Essential Learnings and 'I Can' Statements for inter-disciplinary areas, including: LOTE Spanish, Science, Design and Technology, Humanities (History, Civics and Citizenship, Economics). - Develop and refine the Vocabulary section in all GVC documentation. - Create and implement DPS Social and Emotional Curriculum focusing on Tier 1 practice, in areas such as: 	\$22,921.00

SWPBS, Social Skills, Zones of Regulation, Respectful Relationships. -Build a Working party to revise changes to English 2.0 and begin to revise DPS English GVC documentation.	
Research, design and implement a process / system for Conferences, aligned to Individual Goals Process.	\$10,000.00
Implement the revised Classroom environment Checklist, including revised Inclusion section.	\$2,000.00
Link the Termly Learning Walks process with Work Program Expectations, providing feedback and coaching aligned to planning and practice.	\$2,000.00
Develop agreed upon practices for Work Program Expectations.	\$5,000.00
Continue the DPS Coaching Model, with targeted coaching support from assistant principal, intervention leader and consultants in Literacy (Jim Kinniburgh) and Numeracy (Chris Botheras), and the MHWL.	\$70,000.00
Plan and introduce a process for Spelling Investigations, including the instructional approach and the use and modelling through mentor texts.	\$5,000.00
Redevelop and implement process of assessing and practising of Personal Words, including high frequency words, split into sub categories such as sight words, onset and rime.	\$2,000.00
Develop teacher capability to analyse data formatively, and develop the ability to differentiate in planning using GVC, Rubrics, Proficiency Scale (Mathematics).	\$10,000.00
Further develop systematic process for moderation of student assessment in Collaborative Teams.	\$2,000.00
Refine Collaborative Team practices in using a systematic process for capturing and analysing student data/assessment analysis, informed by the Inquiry Cycle, in order to obtain and provide feedback on student learning growth, attainment and to determine future learning.	\$5,000.00

Fine tune Inclusive best practices, including refining of IEP template, SSG meetings, consistent work program and implementation of Inclusive Tier 1 practices.	\$10,000.00
Identify and be able to differentiate adjustments and practice in order to cater for individual needs.	\$2,000.00
Develop and implement an Inclusive Classroom Checklist, (embedded within the Classroom Environment Checklist) supported by professional learning, termly learning walks and feedback.	\$2,000.00
Support and build teacher and education support capability, through Inclusion Outreach Coaching, Tier 1 coaching for Inclusive classroom practices.	\$5,000.00
Develop an adequate process to prepare for Disability Inclusion Profile Meetings.	\$2,000.00
Embed a systematic process to cater for the most vulnerable students via the Tutor Learning Initiative, including interventions such as: -Levelled Literacy Intervention -Sounds Write - Numeracy Intervention - Homework Club.	\$10,000.00
Further develop a systematic process in Enrichment, to cater for students operating above expected levels, including: -Writing Enrichment (Jim Kinniburgh) -Victorian High Ability Program (VHAP) -Virtual Schools Victoria -ARC Events (Online) -G.A.T.E.WAYS	\$5,000.00
Organise and engage Noah's Ark allied health services to provide OT support to staff and students: observations, debrief, coaching.	\$30,000.00

Introduce and implement Mental Health and Wellbeing Leader role including: -Leading the implementation of SEL curriculum -Peer observation model including observation debrief and feedback --MHWL professional learning facilitated by University of Melbourne -Implementation of SWPB team.	\$50,000.00
Implement revised individual goal setting 3 cycle process, based on the FISO 2.0 Improvement Cycle.	\$1,000.00
Continue to ensure individual goals are linked to the DPS GVC and upcoming learning.	\$1,000.00
Continue to collaborate with GTAC (Gene Technology Access Centre) in students co-designing and implementing Term 2 and 4 Grade 5/6 Concept Units with a focus on STEM.	\$1,000.00
Increase student voice and agency through behaviour reward system, lunch clubs, Story Hubs 100 Story Building project (Term 2 and 3).	\$1,000.00
Build and implement Social Emotional Learning curriculum, including a focus on Tier 1 supports and implement consistent curriculum, in the areas of: Unpacking school values and SWPB, Respectful Relationships, Zones of Regulation, Buddies system.	\$20,000.00
Introduce VIA Strengths as part of 'Who We Are' unit, with a process for both staff and students to complete the survey on a regular basis, in order to develop consistent language.	\$2,000.00
Coaching from MHWL for Tier 1 classroom supports with a focus on SWPB, RRRR & Zones of Regulation.	\$20,605.68
1:1 Counselling for identified Tier 3 students	\$20,000.00
Totals	\$318,526.68

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>TEACHING AND LEARNING GUARANTEED AND VIABLE CURRICULUM</p> <p>Further develop implementation and use of DPS GVC, including:</p> <ul style="list-style-type: none"> - Develop 'I Can' Statements for the Speaking and Listening GVC, and implement into planning, delivery and assessment. - Introduce and implement EAL Reading and Writing 'I Can' Statements into planning, delivery and assessment. -Implement revised changes to Mathematics Curriculum 2.0, in assessments, planning and delivery. -Develop and implement Essential Learnings and 'I Can' Statements for inter-disciplinary areas, including: LOTE Spanish, Science, Design and Technology, Humanities (History, Civics and Citizenship, Economics). -Develop and refine the Vocabulary section in all GVC documentation. -Create and implement DPS Social and Emotional Curriculum focusing on Tier 1 practice, in areas such as: SWPBS, Social Skills, Zones of Regulation, Respectful Relationships. -Build a Working party to revise changes to English 2.0 and begin 	<p>from: Term 1 to: Term 4</p>	<p>\$22,922.00</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

to revise DPS English GVC documentation.			
Research, design and implement a process / system for Conferences, aligned to Individual Goals Process.	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Link the Termly Learning Walks process with Work Program Expectations, providing feedback and coaching aligned to planning and practice.	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop agreed upon practices for Work Program Expectations.	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Continue the DPS Coaching Model, with targeted coaching support from assistant principal, intervention leader and consultants in Literacy (Jim Kinniburgh) and Numeracy (Chris Botheras), and the MHWL.	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Plan and introduce a process for Spelling Investigations, including the instructional approach and the use and modelling through mentor texts.	from: Term 1 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Redevelop and implement process of assessing and practising of Personal Words, including high frequency words, split into sub categories such as sight words, onset and rime.	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Develop teacher capability to analyse data formatively, and develop the ability to differentiate in planning using GVC, Rubrics, Proficiency Scale (Mathematics).	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Further develop systematic process for moderation of student assessment in Collaborative Teams.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Refine Collaborative Team practices in using a systematic process for capturing and analysing student data/assessment analysis, informed by the Inquiry Cycle, in order to obtain and provide feedback on student learning growth, attainment and to determine future learning.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement revised individual goal setting 3 cycle process, based on the FISO 2.0 Improvement Cycle.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing
Continue to ensure individual goals are linked to the DPS GVC and upcoming learning.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Continue to collaborate with GTAC (Gene Technology Access Centre) in students co-designing and implementing Term 2 and 4 Grade 5/6 Concept Units with a focus on STEM.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Increase student voice and agency through behaviour reward system,	from: Term 1	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

lunch clubs, Story Hubs 100 Story Building project (Term 2 and 3).	to: Term 4		
Totals		\$140,922.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement the revised Classroom environment Checklist, including revised Inclusion section.	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers
Fine tune Inclusive best practices, including refining of IEP template, SSG meetings, consistent work program and implementation of Inclusive Tier 1 practices.	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff Classroom teacher <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers Education support
Identify and be able to differentiate adjustments and practice in order to cater for individual needs.	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers <input checked="" type="checkbox"/> CRT

			<ul style="list-style-type: none"> CRT (to attend staff PL)
Develop and implement an Inclusive Classroom Checklist, (embedded within the Classroom Environment Checklist) supported by professional learning, termly learning walks and feedback.	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers Education support
Support and build teacher and education support capability, through Inclusion Outreach Coaching, Tier 1 coaching for Inclusive classroom practices.	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers Education support
Develop an adequate process to prepare for Disability Inclusion Profile Meetings.	from: Term 1 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers Principal class
Embed a systematic process to cater for the most vulnerable students via the Tutor Learning Initiative, including interventions such as: -Levelled Literacy Intervention -Sounds Write - Numeracy Intervention - Homework Club.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers Education support <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff
Further develop a systematic process in Enrichment, to cater for students operating above expected levels, including:	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Leading teacher

-Writing Enrichment (Jim Kinniburgh) -Victorian High Ability Program (VHAP) -Virtual Schools Victoria -ARC Events (Online) -G.A.T.E.WAYS	to: Term 4		
Organise and engage Noah's Ark allied health services to provide OT support to staff and students: observations, debrief, coaching.	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Other Allied Health - OT
Totals		\$58,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Introduce and implement Mental Health and Wellbeing Leader role including: -Leading the implementation of SEL curriculum -Peer observation model including observation debrief and feedback -- MHWL professional learning facilitated by University of Melbourne -Implementation of SWPB team.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ CRT to release staff member ○ Assign existing staff member to initiative (eduPay) ○ Build staff capacity (conference, course, seminar)
Build and implement Social Emotional Learning curriculum, including a focus on Tier 1 supports and implement consistent	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)

curriculum, in the areas of: Unpacking school values and SWPB, Respectful Relationships, Zones of Regulation, Buddies system.			
Introduce VIA Strengths as part of 'Who We Are' unit, with a process for both staff and students to complete the survey on a regular basis, in order to develop consistent language.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free)
Coaching from MHWL for Tier 1 classroom supports with a focus on SWPB, RRRR & Zones of Regulation.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
1:1 Counselling for identified Tier 3 students	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Totals		\$112,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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
Research, design and implement a process / system for Conferences, aligned to Individual Goals Process.	<input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Implement the revised Classroom environment Checklist, including revised Inclusion section.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Develop agreed upon practices for Work Program Expectations.	<input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)					
Plan and introduce a process for Spelling Investigations, including the instructional approach and the use and modelling through mentor texts.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Redevelop and implement process of assessing and practising of Personal Words, including high frequency words, split into sub categories such as sight words, onset and rime.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> External consultants Jim Kinniburgh	<input checked="" type="checkbox"/> On-site
Continue the professional learning model for each trait, including using professional learning from Nerissa Leung, teacher practice, reflection and feedback.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Nerissa Leung	<input checked="" type="checkbox"/> On-site

Further develop systematic process for moderation of student assessment in Collaborative Teams.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Refine Collaborative Team practices in using a systematic process for capturing and analysing student data/assessment analysis, informed by the Inquiry Cycle, in order to obtain and provide feedback on student learning growth, attainment and to determine future learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	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"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Fine tune Inclusive best practices, including refining of IEP template, SSG meetings, consistent work program and implementation of Inclusive Tier 1 practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources Inclusion Outreach Coaching	<input checked="" type="checkbox"/> On-site

Identify and be able to differentiate adjustments and practice in order to cater for individual needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources Inclusion Outreach Coaching	<input checked="" type="checkbox"/> On-site
Develop and implement an Inclusive Classroom Checklist, (embedded within the Classroom Environment Checklist) supported by professional learning, termly learning walks and feedback.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources Inclusion Outreach Coaching	<input checked="" type="checkbox"/> On-site
Support and build teacher and education support capability, through Inclusion Outreach Coaching, Tier 1 coaching for Inclusive classroom practices.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Inclusion Outreach Coaching	<input checked="" type="checkbox"/> On-site

Develop an adequate process to prepare for Disability Inclusion Profile Meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Organise and engage Noah's Ark allied health services to provide OT support to staff and students: observations, debrief, coaching.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants OT from Noah's Ark Allied Health Services	<input checked="" type="checkbox"/> On-site
Collaboratively create a 'Roles and Responsibilities' system and accompanying document, aligned to FISO 2.0 Illustrations of Practice that provides precise role clarity, aligned to AITSL Standards, Teacher and Education Support Ranges and Dimensions of Work and Individual PDP process.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Develop leadership capability in middle leaders through professional learning from: -Collaborative Teams That Work (Du Four) -The Academy, and -Weekly Core meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Academy
Introduce and implement Mental Health and Wellbeing Leader role including: -Leading the implementation of SEL curriculum -Peer observation model including observation debrief and feedback --MHWL professional learning facilitated by University of Melbourne -Implementation of SWPB team.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Use Compass to: -provide regular updates on student learning -encourage Parent	<input checked="" type="checkbox"/> Administration team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Reflections in Individual Goals Cycles.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)					
Implement revised individual goal setting 3 cycle process, based on the FISO 2.0 Improvement Cycle.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to ensure individual goals are linked to the DPS GVC and upcoming learning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Research best practice for student led conferences, as a way for students to showcase their learning.	<input checked="" type="checkbox"/> PLT leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> PLC/PLT meeting		
Continue to develop staff understanding of the PERMAH framework in order to enhance wellness of both staff and students. This includes staff understanding an unpacking of the survey twice per year, and analysing self, team and organisational data, and building a wellbeing plan.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Chris Egan	<input checked="" type="checkbox"/> On-site
Increase student voice and agency through behaviour reward system, lunch clubs, Story Hubs 100 Story Building project (Term 2 and 3).	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Story Hubs - 100 Story Building	<input checked="" type="checkbox"/> Off-site 100 Story Building
Build and implement Social Emotional Learning curriculum, including a focus	<input checked="" type="checkbox"/> Mental health and	from: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

on Tier 1 supports and implement consistent curriculum, in the areas of: Unpacking school values and SWPB, Respectful Relationships, Zones of Regulation, Buddies system.	wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Introduce VIA Strengths as part of 'Who We Are' unit, with a process for both staff and students to complete the survey on a regular basis, in order to develop consistent language.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Chris Egan	<input checked="" type="checkbox"/> On-site
Design and implement a Mental Health Referral process.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team					
Develop and implement a Wellbeing tracker, based on the Mental Health Continuum, to be used by Collaborative Teams to track mental health and wellbeing of all students.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Coaching from MHWL for Tier 1 classroom supports with a focus on SWPB, RRRR & Zones of Regulation.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Unpack behaviours in SWPB Matrix and further develop consistent language and understanding around positive behaviours.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Wellbeing team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Monitor consistent implementation of Class Dojo to award points.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site