2024 Annual Implementation Plan

for improving student outcomes

Docklands Primary School (5573)

Submitted for review by Adam Bright (School Principal) on 13 December, 2023 at 12:08 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 09 February, 2024 at 01:33 PM
Endorsed by Susan Blayney (School Council President) on 16 July, 2024 at 01:02 PM

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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 | Embedding |
| | Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | |

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

| Future planning | We now move into a new SSP with new goals, targets and KIS. |
| 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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
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	
Maximise student learning growth for every student in literacy and numeracy	Yes	By 2027 students in the Exceeding or Strong Proficiency Level will be: 73% in Grade 3 Reading 85% in Grade 3 Writing 79% in Grade 3 Spelling 85% in Grade 3 Numeracy 67% in Grade 3 Grammar and Punctuation 82% in Grade 5 Reading 80% in Grade 5 Writing 75% in Grade 5 Spelling 84% in Grade 5 Numeracy 77% in Grade 5 Grammar and Punctuation	67% in Grade 3 Reading79% in Grade 3 Writing73% in Grade 3 Spelling82% in Grade 3 Numeracy61% in Grade 3 Grammar and Punctuation79% in Grade 5 Reading75% in Grade 5 Writing83% in Grade 5 Spelling81% in Grade 5 Numeracy71% in Grade 5 Grammar and Punctuation
		NAPLAN target for student learning growth by 2027 to be confirmed *To be finalised	To be finalised.

		By 2027, increase the percentage of Year 1-6 students assessed as above expected growth on Victorian Curriculum Levels F-10 as follows: (baseline Semester 2 2021 -Semester 2 2022) English: • Reading and viewing from 42% (2022) to 46% • Writing from 36% (2022) 40% • Speaking and listening from 17% (2022) 25% Mathematics: • Number and Algebra from 30% (2022) to 35% • Measurement and Geometry 26% (2022) to 31% • Statistics and Probability 26% (2022) to 31%	English:Reading and viewing from 42% (2022) to 44%Writing from 36% (2022) 38%Speaking and listening from 17% (2022) 19%Mathematics:Number and Algebra from 30% (2022) to 32%Measurement and Geometry 26% (2022) to 28%Statistics and Probability 26% (2022) to 28%
		By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for factors of: • Plan differentiated learning activities from 50% (2022) to 60% • Use data for curriculum planning from 85% (2022) to 90%	Plan differentiated learning activities from 50% (2022) to 53%Use data for curriculum planning from 85% (2022) to 87%
To enhance student agency in wellbeing and learning	Yes	By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of: • Promote student ownership of learning from 58% (2022) to 64% • Use student feedback to improve practice from 69% (2022) to 75%	Promote student ownership of learning from 58% (2022) to 6-%Use student feedback to improve practice from 69% (2022) to 71%
		By 2027, increase the percentage of positive endorsement on the Attitudes to School Survey for the factors of: • Student voice and agency from 51% (2023) to 60% • Motivation and interest from 70% (2023) to 75% • Perseverance from 69% (2023) to 75% • Stimulated Learning from 72% (2023) to 80% • Learning Confidence from 71% (2023) to 80% • Managing Bullying from 69% (2023) to 75%	Student voice and agency from 51% (2023) to 54%Motivation and interest from 70% (2023) to 72%Perseverance from 69% (2023) to 71%Stimulated Learning from 72% (2023) to 74%Learning Confidence from 71% (2023) to 74%Managing Bullying from 69% (2023) to 71%

		By 2027, increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factor Teacher Communication from 82% (2022) to 85%.	Increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factor Teacher Communication from 82% (2022) to 85%.
		By 2027, reduce the percentage of Year F–6 students with 20 or more absent days from 37% (2022) to 30%. By 2027, reduce unapproved absences from 5.1 (2022) to <2 days per student.	Reduce the percentage of Year F–6 students with 20 or more absent days from 37% (2022) to 35%.Reduce unapproved absences from 5.1 (2022) to 3 per student.

Goal 2	**Maximise student learning growth for every student in literacy and numeracy**
12-month target 2.1-month target	67% in Grade 3 Reading 79% in Grade 3 Writing 73% in Grade 3 Spelling 82% in Grade 3 Numeracy 61% in Grade 3 Grammar and Punctuation 79% in Grade 5 Reading 75% in Grade 5 Writing 83% in Grade 5 Spelling 81% in Grade 5 Numeracy 71% in Grade 5 Grammar and Punctuation
12-month target 2.2-month target	To be finalised.

12-month target 2.3-month target	English: Reading and viewing from 42% (2022) to 44% Writing from 36% (2022) 38% Speaking and listening from 17% (2022) 19% Mathematics: Number and Algebra from 30% (2022) to 32% Measurement and Geometry 26% (2022) to 28% Statistics and Probability 26% (2022) to 28%	
12-month target 2.4-month target	Plan differentiated learning activities from 50% (2022) to 53% Use data for curriculum planning from 85% (2022) to 87%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Continue to build the capacity of staff to refine and embed curriculum, pedagogical understandings and the instructional models.	Yes
KIS 2.b Assessment	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need.	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.	Improving literacy and numeracy achievement and learning growth for every student is a fundamental focus of our school. In 2024 our school will undertake PLC Training. This will be a great opportunity for us to refine our practice in Professional Learning Teams. We are also introducing the data platform Xuno to streamline our data management processes. In 2024 we will be inducting 8 new staff on top of the 20 new staff that began in 2023. Being a new school with so many new staff it is vital that we continue to refine and embed our instructional models.	
Goal 2	**To enhance student agency in wellbeing and learning**	
12-month target 2.1-month target	Promote student ownership of learning from 58% (2022) to 6-% Use student feedback to improve practice from 69% (2022) to 71%	

12-month target 2.2-month target	Student voice and agency from 51% (2023) to 54% Motivation and interest from 70% (2023) to 72% Perseverance from 69% (2023) to 71% Stimulated Learning from 72% (2023) to 74% Learning Confidence from 71% (2023) to 74% Managing Bullying from 69% (2023) to 71%	
12-month target 2.3-month target	Increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factor Teacher Communication from 82% (2022) to 85%.	
12-month target 2.4-month target	Reduce the percentage of Year F–6 students with 20 or more absent days from 37% (2022) to 35%. Reduce unapproved absences from 5.1 (2022) to 3 per student.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	2.a. Strengthen and embed a whole school understanding of student voice and agency in learning	No
KIS 2.b Support and resources	2.b. Continue to refine and enhance the processes for supporting inclusion, health and wellbeing	Yes
KIS 2.c Support and resources	2.c. Continue to strengthen partnerships and engagement with parents, carers and families	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In 2024 we will be part of the MHiPs reform. This will provide a great opportunity for our school to refine our processes for our inclusion, health and wellbeing team. Not only will we have an increased number of staff working in this team we will also be provided with best practice PL to upskill our leaders and then our staff.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise student learning growth for every student in literacy and numeracy
12-month target 2.1 target	67% in Grade 3 Reading 79% in Grade 3 Writing 73% in Grade 3 Spelling 82% in Grade 3 Numeracy 61% in Grade 3 Grammar and Punctuation 79% in Grade 5 Reading 75% in Grade 5 Writing 83% in Grade 5 Spelling 81% in Grade 5 Numeracy 71% in Grade 5 Grammar and Punctuation
12-month target 2.2 target	To be finalised.
12-month target 2.3 target	English: Reading and viewing from 42% (2022) to 44% Writing from 36% (2022) 38% Speaking and listening from 17% (2022) 19% Mathematics: Number and Algebra from 30% (2022) to 32% Measurement and Geometry 26% (2022) to 28% Statistics and Probability 26% (2022) to 28%

12-month target 2.4 target	Plan differentiated learning activities from 50% (2022) to 53% Use data for curriculum planning from 85% (2022) to 87%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue to build the capacity of staff to refine and embed curriculum, pedagogical understandings and the instructional models.
Actions	Review and refine Instructional Playbook Review and refine English and Mathematics Instructional Models Continue to build culture of peer observations, feedback and reflection
Outcomes	Instructional Playbook: Students will have familiarity with techniques to check for error (and associated instructional routines) Students will know how lessons are structured and how this supports their learning Leaders will incorporate techniques for a culture of error in curriculum planning Teachers will implement techniques for developing a culture of error Teachers will use slides as a scaffold for lesson delivery Teachers will be able to explain why we take certain approaches to instruction Leaders will refine the instructional models in Science/Humanities English and Mathematics Instructional Models: Teachers will use consistent template for unit planning across English and Mathematics Teachers will plan for gradual release / scaffolding / chunking of learning across the instructional sequence (e.g.concept and skill development in guided practice, independent practice in Mathematics, AIR in English) Leaders will provide professional learning and coaching opportunities to build teacher capacity in leading whole class fluency routines in Reading and Mathematics Students will engage in regular activities to build fluency in Reading and Mathematics Teacher will use strategies to responsively build students' fluency in Reading and Mathematics Classroom Observations: Teacher will undertake regular classroom observations Teacher will receive feedback on their and their teams delivery of our Instructional Models.

	Leaders will develop a structure, policy and guidelines for routine timetabled peer observations Leaders will refine the Learning Walk process and articulate this to all staff
Success Indicators	Instructional Playbook: Early Indicator: Through Learning Walks/Instructional Coaching, we will observe teachers responding to error High participation rates (including those who are making errors) Teachers will use slides as a scaffold for teaching, deviating from slides to provide additional supports/rehearsal as required Late Indicator: NAPLAN – decreasing number of students in Developing/Needs Attention SSS Factors – Teaching & Learning – Promote Student Ownership of Learning ATSS – Effective Teaching Time Increase in results (aligned to Victorian Curriculum) across Science and Humanities English and Mathematics Instructional Models: Early Indicator: Curriculum Coaching supports teachers to effectively develop, reflect on and use unit planners to create a shared understanding of unit goals and learning strategies Curriculum documentation shows consistent time allocation for fluency practices across English and Maths Curriculum documentation reflects stages of practice and appropriate chunking for gradual release in English and Maths Late Indicator: Team Leaders run PLT discussions to unpack and reflect on unit goals and learning strategies through utilising Unit Planners Learning Walks show consistent routines and practices for fluency and planned gradual release % of students below benchmark on English and Mathematics fluency measures decreases (DIBELS & Acadience) Classroom Observations: Early Indicator: Renewed and extended documentation of peer observation and learning walk processes Schedule for peer observations Number of peer observations undertaken across the school Late Indicator: SSS Factors – Professional learning through peer observation Improved consistency of Core 4 techniques (Instructional Playbook) observed in Learning Walks/Instructional coaching

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Develop stronger theoretical underpinning of our approaches to instruction (emphasising and detailing the why behind the techniques in the playbook) Owner: Bron	☑ School improvement team	☑ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Other funding will be used
Develop staff capacity to respond to error across the curriculum (cross-curricula techniques) Owner: Curriculum Coaches	☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Equity funding will be used
Develop the purpose of slides in curriculum instruction. Owner: Bron, Emina, Brydon, Brad	☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☑ Other funding will be used
Revise instructional model for Humanities/Science Owner: Emina, Brad, Lauren H	☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Other funding will be used
Refine Mathematics instructional model, focusing on: - Guided Practice (e.g. Visual Instruction Plans, selection and delivery of instructional methods, Self-Explanation - embed)- - teacher capacity - Independent Practice (e.g. chunking, differentiating, checking) - Skill/Concept Development (e.g. increasing opportunities to respond with strategic and targeted CFU)- - teacher capacity - Daily Review (e.g. introducing paired fluency practice) * routines Owner: Brad and Brydon	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Develop teacher capacity to scaffold student skill and understanding to solve worded problems (e.g. strategies,	☑ School improvement team	☐ PLP Priority	from: Term 2	$5,000.00

				to: Term 4	
vocabulary routines as measured by Acadience Concepts and Applications) Owner: Brad and Brydon					☑ Equity funding will be used
Implement consistent unit planners based on exemplars - Owner: All SIT	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
Develop a structure, policy and guidelines for routine timetabled peer observations Owner: Louise and Bron	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☑ Other funding will be used
Refine the Learning Walk process Owner: Louise and Bron	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☑ Other funding will be used

KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need.
Actions	Develop consistent process for Professional Learning Teams Build teacher capacity to differentiate instruction to cater for all learners in their classroom

Outcomes	Consistent process for Professional Learning Teams: Students will be supported to learn at point of need Teachers will have competence using a whole school data platform to analyse data Teachers will work in PLTs in line with established protocols, procedures and policies PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Leaders will complete the PLC training Leaders will articulate and support teachers in the Docklands Primary School approach to professional learning communities Differentiate Instruction: Students will receive targeted instructional supports based on ongoing formative data Students will be able to explain how their teacher scaffolds/extends their thinking in the classroom Teachers will provide classroom level interventions, as a response to data SIT Leaders will support Team Leaders to analyse and use data with their individual teams Team Leaders will leader data discussions and protocols within PLT Meetings
Success Indicators	Consistent process for Professional Learning Teams: Early Indicator: Feedback from PLT Leaders Relevant documents (articulations of DPS policies and procedures) Level of use of the whole school data platform (engagement) Late Indicator: Staff Opinion Survey results: T&L – Plan Differentiated Learning Activities Staff Opinion Survey results: T&L – Use data for curriculum planning Staff Opinion Survey results: T&L – Collaborate to scaffold student learning Differentiate Instruction: Early Indicator: Teachers are providing classroom level interventions as a response to student assessment data across Reading, Writing and Mathematics Teachers identify specific strategies to support students requiring additional supports Late: The percentage of students the Stong and Exceeding Proficiency Level for NAPLAN will increase ATSS

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Attend PLC Initiative Professional Learning. Owner: Adam, Louise, Brad, Jac, Brydon, Lauren G, Beth	☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☑ Other funding will be used
Develop a structure, policy and guidelines for Professional Learning Teams Owner: Adam, Louise, Brad, Jac, Brydon, Lauren G, Beth	☑ School improvement team	☐ PLP Priority	from: Term 2 to: Term 4	$2,810.60 ☑ Equity funding will be used
Build teacher capacity to input into and analyse data using a whole school data platform Owner: Curriculum Coaches	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$10,036.40 ☑ Disability Inclusion Tier 2 Funding will be used
Build teacher capacity to plan, deliver and record differentiated teaching practices Owner: Curriculum Coaches	☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Develop teacher capacity to respond to formative assessment data in order to adapt Daily Review content Owner: Brad and Brydon	☑ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00
Develop teacher capacity to respond to formative assessment data in writing Owner: Emina & Jac	☑ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00

Goal 2	To enhance student agency in wellbeing and learning
12-month target 2.1 target	Promote student ownership of learning from 58% (2022) to 6-% Use student feedback to improve practice from 69% (2022) to 71%
12-month target 2.2 target	Student voice and agency from 51% (2023) to 54% Motivation and interest from 70% (2023) to 72% Perseverance from 69% (2023) to 71% Stimulated Learning from 72% (2023) to 74% Learning Confidence from 71% (2023) to 74% Managing Bullying from 69% (2023) to 71%
12-month target 2.3 target	Increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factor Teacher Communication from 82% (2022) to 85%.
12-month target 2.4 target	Reduce the percentage of Year F–6 students with 20 or more absent days from 37% (2022) to 35%. Reduce unapproved absences from 5.1 (2022) to 3 per student.
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	2.b. Continue to refine and enhance the processes for supporting inclusion, health and wellbeing
Actions	Build capacity of inclusive practices within a MTSS framework. Develop an aligned Tier 3 curriculum and associated instructional practices. Audit and review current SEL curriculum at Tiers 1 & 2.
Outcomes	MTSS framework: Teachers will build their knowledge of MTSS; Behaviour Support; Disability/neurodiversity; Inclusion; Inclusive practices; Individualised adjustments/strategies and interventions Leaders will provide professional learning and coaching opportunities to build teacher knowledge of disability and inclusion, and related practices, within a MTSS framework. Students will increase active participation in class despite educational barriers

| | At-risk students will be identified and receive targeted support in a timely manner

Tier 3 Curriculum:
Students will actively participate in Tier 1 classroom practices using an aligned curriculum despite significant educational barriers
Teachers will provide differentiated instruction to all students despite significant educational barriers using an aligned Tier 3 curriculum
School leaders will develop a broad library of adaptable Tier 3 curriculum resources and associated instructional supports
School leaders will provide curriculum coaching in developing Tier 3 curriculum aligned to Tier 1 curriculum
School leaders will provide instructional coaching in implementing Tier 3 curriculum during Tier 1 instruction

SEL Curriculum:
Leaders will review all current practices in SEL across the school
Leaders will determine the comparative efficacy of current practices against best practice
Leaders will research practices in schools with high SEL achievement |
|---|---|
| **Success Indicators** | MTSS framework:
Professional learning in MTSS is scheduled and delivered
Teachers planning Maths are provided with feedback and support by a leader
A high success rate is achieved in lessons
School based diagnostic data will be used to inform Tier 3 instruction

Tier 3 Curriculum:
Students receive targeted support at their point of need
Students requiring Tier 3 differentiated curriculum demonstrate academic gains on individualised assessment tasks.
Teachers develop differentiated Tier 3 curriculum aligned toTier 1 curriculum
Teachers implement differentiated Tier 3 curriculum during Tier 1 instruction
School leaders develop differentiated Tier 3 curriculum aligned to Tier 1 curriculum

SEL Curriculum:
A current whole-school SEL curriculum map will be documented
Current gaps and opportunities for de-implementation in SEL curriculum will be identified and documented
Additional SEL curriculum opportunities will be identified
An implementation plan for updated SEL curriculum will be developed |

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Build a consistent whole staff understanding, language and knowledge base around: MTSS; Behaviour Support; Disability/neurodiversity; Inclusion; Inclusive practices; Individualised adjustments/strategies and interventions Owners: Karina and Annie	☑ Disability inclusion coordinator ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Establish and implement clear, consistent and codified practices around Tier 3 working systems including an alternative differentiated curricullum Owners: Karina and Annie	☑ Disability inclusion coordinator ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Refine intervention model and systems for Tier 2 intervention Owner: Brydon	☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Build ES capacity to support students' academic, social and wellbeing needs Owner: Annie, Karina and Beth	☑ Disability inclusion coordinator ☑ Leading teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Audit, develop and implement a coherent SEL curriculum at Tiers 1&2 Owners: Karina & Annie	☑ Disability inclusion coordinator ☑ Leading teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☑ Other funding will be used
Employ Classroom Teacher to work alongside MHiPS Leader	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$66,683.11 ☑ Schools Mental Health Menu items

					will be used which may include DET funded or free items
Employ Disability Inclusion Leader	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$66,261.00 ☑ Disability Inclusion Tier 2 Funding will be used	
Employ Student Counsellor to deliver Tier 2 Social and Emotional Learning Intervention	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$66,486.87 ☑ 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	$14,818.60	$14,818.60	$0.00
Disability Inclusion Tier 2 Funding	$174,784.27	$174,784.27	$0.00
Schools Mental Health Fund and Menu	$66,683.11	$66,683.11	$0.00
Total	$256,285.98	$256,285.98	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Develop staff capacity to respond to error across the curriculum (cross-curricula techniques) Owner: Curriculum Coaches	$2,000.00
Refine Mathematics instructional model, focusing on: - Guided Practice (e.g. Visual Instruction Plans, selection and delivery of instructional methods, Self-Explanation - embed)- - teacher capacity - Independent Practice (e.g. chunking, differentiating, checking) - Skill/Concept Development (e.g. increasing opportunities to respond with strategic and targetted CFU)- - teacher capacity - Daily Review (e.g. introducing paired fluency practice) * routines Owner: Brad and Brydon	$5,000.00

Develop teacher capacity to scaffold student skill and understanding to solve worded problems (e.g. strategies, vocabulary routines as measured by Acadience Concepts and Applications) Owner: Brad and Brydon	$5,000.00
Build a consistent whole staff understanding, language and knowledge base around: MTSS; Behaviour Support; Disability/neurodiversity; Inclusion; Inclusive practices; Individualised adjustments/strategies and interventions Owners: Karina and Annie	$2,000.00
Develop a structure, policy and guidelines for Professional Learning Teams Owner: Adam, Louise, Brad, Jac, Brydon, Lauren G, Beth	$2,810.60
Establish and implement clear, consistent and codified practices around Tier 3 working systems including an alternative differentiated curricullum Owners: Karina and Annie	$10,000.00
Build teacher capacity to input into and analyse data using a whole school data platform Owner: Curriculum Coaches	$10,036.40
Build teacher capacity to plan, deliver and record differentiated teaching practices Owner: Curriculum Coaches	$10,000.00
Build ES capacity to support students' academic, social and wellbeing needs Owner: Annie, Karina and Beth	$10,000.00
Employ Classroom Teacher to work alongside MHiPS Leader	$66,683.11
Employ Disability Inclusion Leader	$66,261.00

Employ Student Counsellor to deliver Tier 2 Social and Emotional Learning Intervention	$66,486.87
Totals	**$256,277.98**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Develop staff capacity to respond to error across the curriculum (cross-curricula techniques) Owner: Curriculum Coaches	from: Term 2 to: Term 4	$2,000.00	☑ School-based staffing
Refine Mathematics instructional model, focusing on: - Guided Practice (e.g. Visual Instruction Plans, selection and delivery of instructional methods, Self-Explanation - embed)- - teacher capacity - Independent Practice (e.g. chunking, differentiating, checking) - Skill/Concept Development (e.g. increasing opportunities to respond with strategic and targeted CFU)- - teacher capacity - Daily Review (e.g. introducing paired fluency practice) * routines Owner: Brad and Brydon	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing
Develop teacher capacity to scaffold student skill and understanding to solve worded problems (e.g. strategies,	from: Term 2 to: Term 4	$5,000.00	☑ School-based staffing

vocabulary routines as measured by Acadience Concepts and Applications) Owner: Brad and Brydon			
Develop a structure, policy and guidelines for Professional Learning Teams Owner: Adam, Louise, Brad, Jac, Brydon, Lauren G, Beth	from: Term 2 to: Term 4	$2,818.60	☑ School-based staffing
Totals		$14,818.60	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Build a consistent whole staff understanding, language and knowledge base around: MTSS; Behaviour Support; Disability/neurodiversity; Inclusion; Inclusive practices; Individualised adjustments/strategies and interventions Owners: Karina and Annie	from: Term 1 to: Term 4	$2,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Establish and implement clear, consistent and codified practices around Tier 3 working systems including an alternative differentiated curricullum Owners: Karina and Annie	from: Term 1 to: Term 4	$10,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Build teacher capacity to input into and analyse data using a whole	from: Term 1	$10,036.40	☑ Teaching and learning programs and resources

school data platform Owner: Curriculum Coaches	to: Term 4		•
Build teacher capacity to plan, deliver and record differentiated teaching practices Owner: Curriculum Coaches	from: Term 1 to: Term 4	$10,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Build ES capacity to support students' academic, social and wellbeing needs Owner: Annie, Karina and Beth	from: Term 2 to: Term 4	$10,000.00	☑ Professional learning for school-based staff •
Employ Disability Inclusion Leader	from: Term 1 to: Term 1	$66,261.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Employ Student Counsellor to deliver Tier 2 Social and Emotional Learning Intervention	from: Term 1 to: Term 1	$66,486.87	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		**$174,784.27**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Employ Classroom Teacher to work alongside MHiPS Leader	from: Term 1 to: Term 1	$66,683.11	☑ Employ staff to support Tier 1 activities

Totals		$66,683.11	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop stronger theoretical underpinning of our approaches to instruction (emphasising and detailing the why behind the techniques in the playbook) Owner: Bron	☑ School improvement team	from: Term 2 to: Term 4	☑ Preparation ☑ Curriculum development ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Attend PLC Initiative Professional Learning. Owner: Adam, Louise, Brad, Jac, Brydon, Lauren G, Beth	☑ School improvement team	from: Term 1 to: Term 2	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ PLC Initiative	☑ Off-site Participating in PLC Training
Build a consistent whole staff understanding, language and knowledge base around: MTSS; Behaviour Support; Disability/neurodiversity; Inclusion; Inclusive practices; Individualised adjustments/strategies and interventions Owners: Karina and Annie	☑ Disability inclusion coordinator ☑ Leading teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site