

# 2024 Annual Implementation Plan

## for improving student outcomes

Lyndhurst Primary School (5521)



Submitted for review by Nicole Walker (School Principal) on 19 December, 2023 at 05:06 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## 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	

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

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

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

<b>Future planning</b>	<p>Although we don't have comparable Naplan data it was pleasing to see more LPS students achieving in the exceeding band across most subject areas.</p> <p>It was evident that our narrowed focus on writing implementation and practice had the desired effect in increasing teachers ability to use and understand data and have more authentic conversations about teaching practices within PLT. Our year 3 writing results were especially significant and we believe that this upward trend will continue over the next few years.</p>
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	<p>Next year a focus on goal three: empower students to be engaged, connected and motivated learners. What will be the key actions we can implement to improve student outcomes?</p> <ul style="list-style-type: none"><li>- Defined wellbeing/Inclusion roles and leadership structure</li><li>-Revisiting of whole school well-being processes: restorative practices, LPS behaviour</li><li>-Action groups to examine ATOSS data</li><li>-Flying start program better differentiated for senior students.</li></ul>
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To target and accelerate student learning growth.	Yes	<p>NAPLAN Numeracy</p> <ul style="list-style-type: none"> <li>• Increase levels of above benchmark growth from 24% (2021) to 26% (2025)</li> <li>• Increase the percentage of students in the top 2 bands Year 3 from 39% (2021) to 41% (2025)</li> <li>• Increase the percentage of students in the top 2 bands Year 5 from 25% (2021) to 30% (2025).</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Increase levels of above benchmark growth from 21% (2021) to 28% (2025))</li> <li>• Increase the percentage of students in the top 2 bands Year 3 from 56% (2021) to 58% (2025)</li> <li>• Increase the percentage of students in the top 2 bands Year 5 from 30% (2021) to 38% (2025).</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Increase levels of above benchmark growth from 10% (2021) to 21% (2025)</li> </ul>	<p>Naplan Writing- Grade Three: Increase the percentage of students performing in strong and exceeding from 79% in 2023 to 81% in 2024. Grade Five: Increase the percentage of students performing in strong and exceeding from 70% 2023 to 73% in 2024. Naplan Mathematics- Grade Three: Increase the percentage of students performing in strong and exceeding from 68% 2023 to 72% in 2024. Grade Five: Increase the percentage of students performing in strong and exceeding from 65% 2023 to 68% in 2024.</p>

		<ul style="list-style-type: none"> <li>• Increase the percentage of students in the top 2 bands Year 3 from 49% (2021) to 55% (2025)</li> <li>• Increase the percentage of students in the top 2 bands Year 5 from 7% (2021) to 20% (2025).</li> </ul>	
		<p><b>TEACHER JUDGEMENT</b> Increase the percentage of students above age expected levels:</p> <ul style="list-style-type: none"> <li>• Reading from 40% (2021) to 42% (2025)</li> <li>• Writing from 24% (2021) to 28% (2025)</li> <li>• Statistics and probability from 20% (2020) to 25% (2025)</li> <li>• Measurement and geometry levels from 24% (2020) to 28% (2025).</li> </ul>	Maintain the percentage of students above age expected levels: teacher writing at 29%. Increase teacher percentage of students above age expected levels: Measurement and geometry levels from 23% to 25% Statistics and probability to 22% to 25%
		<p><b>AtoSS</b> Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> <li>• differentiated learning challenge from 86% (2021) to 88% (2025)</li> <li>• effective teaching time from 85% (2021) to 87% (2025).</li> </ul>	AtoSS: Maintain 2023 data differentiated learning challenge: 89% effective teaching time 87%.
		<p><b>School Staff Survey</b> Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• monitor effectiveness using data from 83% (2021) to 85% (2025)</li> <li>• use student feedback to improve practice from 70% (2021) to 75% (2025)</li> <li>• understand how to analyse data from 60% (2021) to 70% (2025).</li> </ul>	Increase the percentage of positive endorsement for the factors: monitor effectiveness using data from 82% to 84%. use student feedback to improve practice from 57% to 72%. understand how to analyse data from 60% to 65%.
Empower students to be engaged, connected and motivated learners.	No	<p><b>AtoSS</b> Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• stimulating learning from 84% (2021) to 86% (2025)</li> <li>• student voice and agency from 69% (2021) to 72% (2025)</li> <li>• self-regulation and goalsetting from 88% (2021) to 90% (2025).</li> </ul>	
		<p><b>School Staff Survey</b></p>	

		<p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>believe student engagement is key from 83% (2021) to 90% (2025)</li> <li>promote student ownership of learning from 87% (2021) to 89% (2025)</li> <li>focus learning on real life problems from 80% (2021) to 82% (2025).</li> </ul>	
		<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>student voice and agency from 85% (2020) to 87% (2025)</li> <li>student motivation and support from 74% (2020) to 80% (2025).</li> </ul>	
<p>Improve the resilience and social capabilities of each student.</p>	<p>Yes</p>	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>sense of connectedness from 83% (2021) to 86% (2025)</li> <li>teacher concern from 77% (2021) to 81% (2025)</li> <li>life satisfaction from 61% (2021) to 68% (2025)</li> <li>emotional awareness and regulation from 62% (2021) to 70% (2025)</li> <li>manage bullying from 77% (2021) to 81% (2025).</li> </ul>	<p>Teacher concerns from 75% to 79% Manage bullying from 67% especially focusing to 78% on the year 6 cohort for 2024.</p>
		<p>School Staff Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>parent and community involvement from 68% (2021) to 74% (2025)</li> <li>trust in students and parents from 68% (2021) to 72% (2025).</li> </ul>	<p>Increase the percentage of positive endorsement for the factors: parent and community involvement from 51% to 69%. trust in students and parents from 71% to 72%.</p>
		<p>Parent Opinion Survey</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>student connectedness from 89% (2020) to 91% (2025)</li> <li>confidence and resiliency skills from 86% (2020) to 88% (2025)</li> <li>teacher communication from 77% (2020) to 79% (2025).</li> </ul>	<p>Targets: Maintain student connectedness at 97%. Increase the percentage of positive endorsement for the factors: confidence and resiliency skills from 70 % to 80% teacher communication from 56% to 78%.</p>

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<b>Goal 2</b>	<b>To target and accelerate student learning growth.</b>
<b>12-month target 2.1-month target</b>	<p>Naplan Writing-</p> <p>Grade Three: Increase the percentage of students performing in strong and exceeding from 79% in 2023 to 81% in 2024. Grade Five: Increase the percentage of students performing in strong and exceeding from 70% 2023 to 73% in 2024.</p> <p>Naplan Mathematics-</p> <p>Grade Three: Increase the percentage of students performing in strong and exceeding from 68% 2023 to 72% in 2024. Grade Five: Increase the percentage of students performing in strong and exceeding from 65% 2023 to 68% in 2024.</p>
<b>12-month target 2.2-month target</b>	<p>Maintain the percentage of students above age expected levels: teacher writing at 29%.</p> <p>Increase teacher percentage of students above age expected levels:</p> <p>Measurement and geometry levels from to 23% to 25%</p> <p>Statistics and probability to 22% to 25%</p>
<b>12-month target 2.3-month target</b>	<p>AtoSS: Maintain 2023 data differentiated learning challenge: 89% effective teaching time 87%.</p>
<b>12-month target 2.4-month target</b>	<p>Increase the percentage of positive endorsement for the factors:</p> <p>monitor effectiveness using data from 82% to 84%.</p> <p>use student feedback to improve practice from 57% to 72%.</p> <p>understand how to analyse data from 60% to 65%.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Build capability of staff to capture, analyse and utilise evidence to evaluate the impact of instructional strategies for differentiated student learning	Yes
<b>KIS 2.b</b> Excellence in teaching and learning	Embed a whole-school approach to the delivery of differentiated learning.	No
<b>KIS 2.c</b> Professional leadership	Build capabilities of middle leaders to support high impact practice.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have decided to focus on the KIS 2a to further develop staff in their capacity to build the capability of staff to capture, analyse their teacher impact. We intend to do this through targeted PL focusing on purposeful formative assessment and allowing teachers to use their assessment to co construct differentiated goals with their students, especially in the area of writing. In 2024 we have a team of new PLT leaders and we will be engaging in the PLC training to strengthen their understanding of how to lead high-impact practice.	
<b>Goal 4</b>	<b>Improve the resilience and social capabilities of each student.</b>	
<b>12-month target 4.1-month target</b>	Teacher concerns from 75% to 79% Manage bullying from 67% especially focusing to 78% on the year 6 cohort for 2024.	
<b>12-month target 4.2-month target</b>	Increase the percentage of positive endorsement for the factors: parent and community involvement from 51% to 69%. trust in students and parents from 71% to 72%.	
<b>12-month target 4.3-month target</b>	Targets: Maintain student connectedness at 97%. Increase the percentage of positive endorsement for the factors confidence and resiliency skills from 70 % to 80% teacher communication from 56% to 78%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Positive climate for learning	Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers.	Yes
<b>KIS 4.b</b> Community engagement in learning	Strengthen the partnership between staff, students, carers and families to create a shared responsibility for student wellbeing.	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.	Our ATOSS data demonstrated some confronting trends with our 5-6 cohort, especially in regard to teacher concerns. in 2024 we will have a new inclusion team with more inclusion staff that will be able to design and target responses. We also endeavor to strengthen the partnership between staff, students, carers and families to create a shared responsibility for student wellbeing.	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To target and accelerate student learning growth.
<b>12-month target 2.1 target</b>	<p>Naplan Writing-</p> <p>Grade Three: Increase the percentage of students performing in strong and exceeding from 79% in 2023 to 81% in 2024. Grade Five: Increase the percentage of students performing in strong and exceeding from 70% 2023 to 73% in 2024.</p> <p>Naplan Mathematics-</p> <p>Grade Three: Increase the percentage of students performing in strong and exceeding from 68% 2023 to 72% in 2024. Grade Five: Increase the percentage of students performing in strong and exceeding from 65% 2023 to 68% in 2024.</p>
<b>12-month target 2.2 target</b>	<p>Maintain the percentage of students above age expected levels: teacher writing at 29%.</p> <p>Increase teacher percentage of students above age expected levels:</p> <p>Measurement and geometry levels from to 23% to 25%</p> <p>Statistics and probability to 22% to 25%</p>
<b>12-month target 2.3 target</b>	<p>AtoSS: Maintain 2023 data differentiated learning challenge: 89% effective teaching time 87%.</p>
<b>12-month target 2.4 target</b>	<p>Increase the percentage of positive endorsement for the factors:</p> <p>monitor effectiveness using data from 82% to 84%.</p> <p>use student feedback to improve practice from 57% to 72%.</p> <p>understand how to analyse data from 60% to 65%.</p>

<b>KIS 2.a</b> Evaluating impact on learning	Build capability of staff to capture, analyse and utilise evidence to evaluate the impact of instructional strategies for differentiated student learning			
<b>Actions</b>	For the school to undertake the DEET PLC training so that we have a deeper understanding of data-informed planning and collaboration.			
<b>Outcomes</b>	<p>There is a commitment to, and trust in, the value of a wide range of collaborative activities. Resources and time are allocated for continual 'deep' learning for improvement. Improved staff data literacy.</p> <p>Teachers have weekly scheduled time to meet and work together as PLCs to improve teaching and learning. Over the year, additional resources are allocated for observation and feedback, collaborative reviews of student work, planning and moderation of common assessment tasks. PD is provided to build the capacity of PLC leaders.</p> <p>Instructional leaders communicate high expectations and lead teams in a range of reflective activities focused on securing continual improvements.</p> <p>Teachers will plan for differentiation based on student learning data. Data is used in PLC meetings to support curriculum planning.</p> <p>Teachers will understand their students' needs and develop appropriate interventions.</p> <p>Improved formative assessment practices- especially in the area of writing.</p> <p>Students will have a deeper understanding of their next steps to progress their learning in writing.</p>			
<b>Success Indicators</b>	<p>Late indicators: Semester two teacher judgment scores and increase in students performing at and above the expected standard in Writing and Mathematics.</p> <p>Students will have a deeper understanding of their own learning goals and their learning growth.</p> <p>ATTOS data to reflect an improvement in students' goal setting, agency and engagement in learning.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
PLT leaders and APs to collaboratively build capacity through the DEET PLC training.	☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
Leadership Learning Walks: writing and formative assessment.	☑ Leadership team	☑ PLP Priority	from: Term 1	\$0.00

			to: Term 3	
Learning Specialists instructional coaching and feedback for all sub-school teachers.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.c</b> Building leadership teams	Build capabilities of middle leaders to support high impact practice.			
<b>Actions</b>	Building an instructional coaching culture which will include a high level of instructional coaching, mentoring, growth coaching, peer observation and feedback.			
<b>Outcomes</b>	<p>Teachers will have regular conversations with an LS to identify gaps in student outcomes. They will develop a clear and concise plan which will involve improving their practice to improve student outcomes in a particular subject area.</p> <p>All teachers will have a goal around improving their formative assessment practices in writing and improving practice in mathematics. Teachers will be involved in mentoring, peer observations, and professional readings to improve their practice. They will follow Lyndhurst PDP processes.</p> <p>Measurable outcomes will be written in operational language to avoid ambiguity.</p> <p>Teachers will understand their professional responsibility to engage in regular coaching and will document their learning using their Engagement Logs.</p> <p>Leaders will support all middle leaders to engage in professional learning to improve their instructional coaching practices leaning on the work of Jim Kight and Growth Coaching.</p> <p>All Middle leaders will participate in the DEET PLC training.</p> <p>Teaching practice will be elevated in all classrooms.</p> <p>Students will have measurably improved outcomes.</p>			
<b>Success Indicators</b>	<p>AP LS weekly meetings will have time allocated to review each teacher's individual goals and progress.</p> <p>Improved teaching practices as evidenced by coaching notes and observations.</p> <p>Mid indicators: Walkthrough data in formative assessment practices in writing and well-being practices will demonstrate growth from semester one to two.</p> <p>Teachers will be more confident at narrowing their focus in improving teacher practice and reflecting on measurable growth.</p> <p>PDP conversations will reflect a deeper level of awareness in formative assessment and mathematic practices.</p> <p>PLCs will use their time to reflect, plan, and engage in deep professional dialogue with a reduction of administration-based tasks.</p>			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Principal providing professional learning coaching for middle leaders around instructional coaching.	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
Build the capacity of middle leaders in regularly scheduled meetings.	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 4</b>	Improve the resilience and social capabilities of each student.			
<b>12-month target 4.1 target</b>	Teacher concerns from 75% to 79% Manage bullying from 67% especially focusing to 78% on the year 6 cohort for 2024.			
<b>12-month target 4.2 target</b>	Increase the percentage of positive endorsement for the factors: parent and community involvement from 51% to 69%. trust in students and parents from 71% to 72%.			
<b>12-month target 4.3 target</b>	Targets: Maintain student connectedness at 97%. Increase the percentage of positive endorsement for the factors confidence and resiliency skills from 70 % to 80% teacher communication from 56% to 78%.			
<b>KIS 4.a</b> Health and wellbeing	Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers.			
<b>Actions</b>	To embed a whole school approach to improving student resilience, social skills and build positive relationships.			

<b>Outcomes</b>	<p>Students will report improved emotional awareness and resilience</p> <p>Students will be able to explain what positive mental health means and where they can seek support at school.</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas</p>			
<b>Success Indicators</b>	<p>Improved ATOSS results in targeted areas for bullying and teacher concern.</p> <p>Feedback from well-being forums.</p> <p>Positive endorsement factors in Parent Opinion survey</p> <p>Student pre and post-surveys after introducing the Berry Street Model.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Berry Street Whole school PL	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$34,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Seek student feedback through regular forums to inform wellbeing and classroom work	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Define roles and update processes for collaboration between the well-being team, to ensure all concerns about student mental health are recorded and addressed.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule student peer support training for student leaders.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 4.b</b> Parents and carers as partners	Strengthen the partnership between staff, students, carers and families to create a shared responsibility for student wellbeing.			
<b>Actions</b>	To build a positive senior school culture where students are more actively involved in designing a SEL program tailored to their cohort needs. Embedding more wellbeing data conversations in the senior school PLCs. Upskilling staff in trauma informed practices following the Berry Street Model. Create and refine Disability Inclusion Processes.			
<b>Outcomes</b>	Leaders: To design an assessment schedule that embeds well-being data-driven conversations where groups of vulnerable students can be identified across PLCs. Leaders being more present in team building culture activities, especially focusing on the year six cohort. Students identified for DI profile meetings, families invited to the meetings and have input in co constructing reasonable adjustments for school. Teachers: Design SEL programs that respond to student needs and AtoSS data Vulnerable students to be identified and provided targeted support by the mental health and wellbeing teachers in specific areas to address bullying, self-esteem, resilience and dealing with change. Refining our WLA expo process to be more meaningful linked with impacts in the wider community leaning on the work of the High ability students. Students: Senior students to be given more opportunities of voice and agency in inputting ideas into the development of their SEL program, and running whole school initiatives such as SRC, student leaders and assembly. Community: An increase in community involvement through special days such as Career day, Harmony day, Market day and expos.			
<b>Success Indicators</b>	Early: PLT assessment schedules to reflect wellbeing discussions including targeted vulnerable students and attendance issues. Students are actively involved in all areas of the school community. Mid: Targeted wellbeing groups to support vulnerable students. Improved tracking system for DI/PSD students. Students on DI (google spreadsheet). Staff are including adjustments into their planning documents. Late: Improved results on ATOSS and parent opinion surveys.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
ATOSS data conversations to drive SEL planning and focus groups.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Wellbeing data conversations built into PLT assessment schedules facilitated by LS or AP.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All APs to be trained and facilitating DI meetings in conjunction with mental health and wellbeing teachers.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Building staff capacity to identify and record adjustments in their planning documentation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$344,164.53	\$344,164.53	\$0.00
Disability Inclusion Tier 2 Funding	\$428,517.93	\$428,517.93	\$0.00
Schools Mental Health Fund and Menu	\$100,870.66	\$100,870.66	\$0.00
<b>Total</b>	<b>\$873,553.12</b>	<b>\$873,553.12</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Berry Street Whole school PL	\$34,000.00
<b>Totals</b>	<b>\$34,000.00</b>

### Activities and milestones - Equity Funding

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

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Berry Street Whole school PL	from: Term 2 to: Term 4	\$34,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
<b>Totals</b>		\$34,000.00	

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

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

### Additional funding planner – Total Budget

Activities and milestones	Budget
Wellbeing teacher - proactive programs	\$80,000.00
CRT for Berry Street 8 teams	\$8,000.00
MHWBL	\$100,870.66
Well-being resources	\$20,000.00
ES Classroom support disability x 4	\$230,000.00
Reading intervention team	\$174,000.00
Leading teacher - inclusion	\$58,517.93

ES support equity	\$168,164.53
<b>Totals</b>	<b>\$839,553.12</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Wellbeing teacher - proactive programs	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing
CRT for Berry Street 8 teams	from: Term 2 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> CRT
MHWBL	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> School-based staffing
Well-being resources	from: Term 1 to: Term 4		
ES Classroom support disability x 4	from: Term 1 to: Term 4		
Reading intervention team	from: Term 1 to: Term 4	\$88,000.00	<input checked="" type="checkbox"/> School-based staffing

Leading teacher - inclusion	from: Term 2 to: Term 4		
ES support equity	from: Term 1 to: Term 4	\$168,164.53	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$344,164.53	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Wellbeing teacher - proactive programs	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Inclusion leader</li> </ul> <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li>• Other <ul style="list-style-type: none"> <li>Sensory room</li> </ul> </li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources

			<ul style="list-style-type: none"> <li>Other Kitchen garden</li> </ul> <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li></li> </ul>
CRT for Berry Street 8 teams	from: Term 2 to: Term 4		
MHWBL	from: Term 1 to: Term 4		
Well-being resources	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li></li> </ul>
ES Classroom support disability x 4	from: Term 1 to: Term 4	\$230,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Education support staff</li> </ul>
Reading intervention team	from: Term 1 to: Term 4	\$86,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Classroom teacher</li> </ul>
Leading teacher - inclusion	from: Term 2	\$58,517.93	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

	to: Term 4		<ul style="list-style-type: none"> <li>Leading teacher</li> </ul>
ES support equity	from: Term 1 to: Term 4		
<b>Totals</b>		\$394,517.93	

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

Activities and milestones	When	Funding allocated (\$)	Category
Wellbeing teacher - proactive programs	from: Term 1 to: Term 4		
CRT for Berry Street 8 teams	from: Term 2 to: Term 4		<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
MHWBL	from: Term 1 to: Term 4	\$100,870.66	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free)
Well-being resources	from: Term 1 to: Term 4		
ES Classroom support disability x 4	from: Term 1		

	to: Term 4		
Reading intervention team	from: Term 1 to: Term 4		
Leading teacher - inclusion	from: Term 2 to: Term 4		
ES support equity	from: Term 1 to: Term 4		
<b>Totals</b>		\$100,870.66	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
PLT leaders and APs to collaboratively build capacity through the DEET PLC training.	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Leadership Learning Walks: writing and formative assessment.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Learning Specialists instructional coaching and feedback for all sub-school teachers.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Principal providing professional learning coaching for middle leaders around instructional coaching.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build the capacity of middle leaders in regularly scheduled meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Berry Street Whole school PL	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Define roles and update processes for collaboration between the well-being team, to ensure all concerns about student mental health are recorded and addressed.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Schedule student peer support training for student leaders.	<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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<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
ATOSS data conversations to drive SEL planning and focus groups.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<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"/> Learning specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLC leaders					
Wellbeing data conversations built into PLT assessment schedules facilitated by LS or AP.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
All APs to be trained and facilitating DI meetings in conjunction with mental health and wellbeing teachers.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> Departmental resources Disability inclusion modules provided by DEET	<input checked="" type="checkbox"/> On-site
Building staff capacity to identify and record adjustments in their planning documentation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site