2024 Annual Implementation Plan

for improving student outcomes

Wallarano Primary School (5055)

Submitted for review by Gail Doney (School Principal) on 18 December, 2023 at 09:49 AM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 17 January, 2024 at 03:15 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		

Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**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.
Target 1.1	Support for the priorities
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

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.	Yes	Support for the priorities	Learning:Teacher Judgements:By the end of 2024, 85% of students to be working at or above the expected level of achievement for:• reading• writing• mathematics.PAT2024 Reading - School Medium Scale Score Targets:Year 2: Target 101.1, Norm Referenced Score 101.1Year 3: Target 117, Norm Referenced Score 113Year 4: Target 121.5, Norm Referenced Score 120.9Year 5: Target 127, Norm Referenced Score 125.8Year 6: Target 129, Norm Referenced Score 128.82024 Mathematics - School Medium Scale Score Targets:Year 2: Target 108.3, Norm Referenced Score 108.3Year 3: Target 115, Norm Referenced Score 115.4Year 4: Target 119, Norm Referenced Score 121.1Year 5: Target 124, Norm Referenced Score 125.5Year 6: Target 130, Norm Referenced Score 128.9Reduce the number of students in stanines 1, 2 or 3 (PAT Mathematics) at the following year levels by the end of 2024:Year 3 2024: from 27 students to 18Year 4 2024: from 30 to 20Year 5 2024: from 27 to 18Year 6 2024: from 19 to 12School Staff Survey:Increase the 2023 percentages of positive endorsements for the following factors:• Promote student ownership

| | | | | of learning from 68% in 2023 to 75% in 2024• Understand formative assessment (teachers from 0-10 years' experience) from 83% in 2023 to 88% in 2024• Professional learning through peer observation from 63% to 68% (SSP target 75% in 2025); Please note, teachers with 0 - 10 years' experience for this factor is 56% in 2023Attitudes to School Survey:Increase the 2023 percentages of positive endorsements for the following factors:• I have a say in the things I learn from 64% in 2023 to 75% in 2024 (SSP target 80% in 2025)• At this school, I help decide things like class activities or rules from 55% in 2023 to 70% in 2024 (SSP target is 80% in 2025)• I am encouraged to share my ideas / my teacher thinks my ideas are good from 63% in 2023 to 70% in 2024 (SSP target is 80% in 2025)• Motivation and interest from 78% in 2023) to 85% in 2024 (SSP target 90% in 2025)Wellbeing:Student Attitudes to Schools SurveyBy 2024 increase the 2023 percentages of positive endorsements for the following factors: Effective classroom behaviour from 79% in 2023 to 82% in 2024 (SSP target 85% in 2025) Managing bullying from 71% in 2023 to 78% in 2024 (SSP target 86% in 2025) Respect for diversity from 75% in 2023 to 81% in 2024 (SSP target 86% in 2025) Sense of connectedness from 77% in 2023 to 82% in 2024. Perseverance 75% in 2023 to 81% in 2024 Sense of confidence 71% in 2023 to 82% in 2024Parent Opinion SurveyBy 2024 increase the 2023 percentages of positive parent endorsements for the following factors:• Non experience of bullying from 65% in 2023 to 73% in 2024 |

	(SSP target 80% in 2025).School Staff SurveyBy 2024 increase the percentages of positive endorsements for the following School Climate Module factors:• Collective efficacy from 80% in 2023 to 85% in 2024 (SSP target 85% in 2025)• Collective responsibility from 87% in 2023 to 90% in 2024.

Goal 1	**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.**
12-month target 1.1-month target	Learning: Teacher Judgements: By the end of 2024, 85% of students to be working at or above the expected level of achievement for: • reading • writing • mathematics. PAT 2024 Reading - School Medium Scale Score Targets: Year 2: Target 101.1, Norm Referenced Score 101.1 Year 3: Target 117, Norm Referenced Score 113 Year 4: Target 121.5, Norm Referenced Score 120.9 Year 5: Target 127, Norm Referenced Score 125.8 Year 6: Target 129, Norm Referenced Score 128.8 2024 Mathematics - School Medium Scale Score Targets: Year 2: Target 108.3, Norm Referenced Score 108.3 Year 3: Target 115, Norm Referenced Score 115.4 Year 4: Target 119, Norm Referenced Score 121.1 Year 5: Target 124, Norm Referenced Score 125.5 Year 6: Target 130, Norm Referenced Score 128.9

Reduce the number of students in stanines 1, 2 or 3 (PAT Mathematics) at the following year levels by the end of 2024:
Year 3 2024: from 27 students to 18
Year 4 2024: from 30 to 20
Year 5 2024: from 27 to 18
Year 6 2024: from 19 to 12

School Staff Survey:
Increase the 2023 percentages of positive endorsements for the following factors:
•   Promote student ownership of learning from 68% in 2023 to 75% in 2024
•   Understand formative assessment (teachers from 0-10 years' experience) from 83% in 2023 to 88% in 2024
•   Professional learning through peer observation from 63% to 68% (SSP target 75% in 2025); Please note, teachers with 0 - 10 years' experience for this factor is 56% in 2023

Attitudes to School Survey:
Increase the 2023 percentages of positive endorsements for the following factors:
•   I have a say in the things I learn from 64% in 2023 to 75% in 2024 (SSP target 80% in 2025)
•   At this school, I help decide things like class activities or rules from 55% in 2023 to 70% in 2024 (SSP target is 80% in 2025)
•   I am encouraged to share my ideas / my teacher thinks my ideas are good from 63% in 2023 to 70% in 2024 (SSP target is 80% in 2025)
•   Motivation and interest from 78% in 2023) to 85% in 2024 (SSP target 90% in 2025)

Wellbeing:

Student Attitudes to Schools Survey
By 2024 increase the 2023 percentages of positive endorsements for the following factors:

Effective classroom behaviour from 79% in 2023 to 82% in 2024 (SSP target 85% in 2025)
Managing bullying from 71% in 2023 to 78% in 2024 (SSP target 86% in 2025)
Respect for diversity from 75% in 2023 to 81% in 2024 (SSP target 86% in 2025)
Sense of connectedness from 77% in 2023 to 82% in 2024.
Perseverance 75% in 2023 to 81% in 2024
Sense of confidence 71% in 2023 to 82% in 2024

Parent Opinion Survey

By 2024 increase the 2023 percentages of positive parent endorsements for the following factors:

- Non experience of bullying from 65% in 2023 to 73% in 2024 (SSP target 80% in 2025).

School Staff Survey

By 2024 increase the percentages of positive endorsements for the following School Climate Module factors:

- Collective efficacy from 80% in 2023 to 85% in 2024 (SSP target 85% in 2025)
- Collective responsibility from 87% in 2023 to 90% in 2024.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.		

Define actions, outcomes, success indicators and activities

Goal 1	**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.
12-month target 1.1 target	Learning: Teacher Judgements: By the end of 2024, 85% of students to be working at or above the expected level of achievement for: • reading • writing • mathematics. PAT 2024 Reading - School Medium Scale Score Targets: Year 2: Target 101.1, Norm Referenced Score 101.1 Year 3: Target 117, Norm Referenced Score 113 Year 4: Target 121.5, Norm Referenced Score 120.9 Year 5: Target 127, Norm Referenced Score 125.8 Year 6: Target 129, Norm Referenced Score 128.8 2024 Mathematics - School Medium Scale Score Targets: Year 2: Target 108.3, Norm Referenced Score 108.3 Year 3: Target 115, Norm Referenced Score 115.4 Year 4: Target 119, Norm Referenced Score 121.1 Year 5: Target 124, Norm Referenced Score 125.5 Year 6: Target 130, Norm Referenced Score 128.9 Reduce the number of students in stanines 1, 2 or 3 (PAT Mathematics) at the following year levels by the end of 2024: Year 3 2024: from 27 students to 18 Year 4 2024: from 30 to 20 Year 5 2024: from 27 to 18 Year 6 2024: from 19 to 12 School Staff Survey:

Increase the 2023 percentages of positive endorsements for the following factors:
• Promote student ownership of learning from 68% in 2023 to 75% in 2024
• Understand formative assessment (teachers from 0-10 years' experience) from 83% in 2023 to 88% in 2024
• Professional learning through peer observation from 63% to 68% (SSP target 75% in 2025); Please note, teachers with 0 - 10 years' experience for this factor is 56% in 2023

Attitudes to School Survey:
Increase the 2023 percentages of positive endorsements for the following factors:
• I have a say in the things I learn from 64% in 2023 to 75% in 2024 (SSP target 80% in 2025)
• At this school, I help decide things like class activities or rules from 55% in 2023 to 70% in 2024 (SSP target is 80% in 2025)
• I am encouraged to share my ideas / my teacher thinks my ideas are good from 63% in 2023 to 70% in 2024 (SSP target is 80% in 2025)
• Motivation and interest from 78% in 2023) to 85% in 2024 (SSP target 90% in 2025)

Wellbeing:

Student Attitudes to Schools Survey
By 2024 increase the 2023 percentages of positive endorsements for the following factors:

Effective classroom behaviour from 79% in 2023 to 82% in 2024 (SSP target 85% in 2025)
Managing bullying from 71% in 2023 to 78% in 2024 (SSP target 86% in 2025)
Respect for diversity from 75% in 2023 to 81% in 2024 (SSP target 86% in 2025)
Sense of connectedness from 77% in 2023 to 82% in 2024.
Perseverance 75% in 2023 to 81% in 2024
Sense of confidence 71% in 2023 to 82% in 2024

Parent Opinion Survey

By 2024 increase the 2023 percentages of positive parent endorsements for the following factors:

• Non experience of bullying from 65% in 2023 to 73% in 2024 (SSP target 80% in 2025).

School Staff Survey

By 2024 increase the percentages of positive endorsements for the following School Climate Module factors:

	• Collective efficacy from 80% in 2023 to 85% in 2024 (SSP target 85% in 2025) • Collective responsibility from 87% in 2023 to 90% in 2024.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop and implement common language, understanding and practices for student voice and agency. Develop staff capacity to activate student agency in classroom learning experiences (with a particular focus on Mathematics).
Outcomes	Leaders will: - Resource and deliver professional to staff on the key elements of Student Voice and Agency and how they relate to the establishment of student learning goals - Document the Wallarano Student Voice and Agency agreed approach and vision Teachers will: - Provide differentiated curriculum through the co-construction of relevant personal learning goals with students - Undertake professional learning to enhance their skills and knowledge in facilitating student having voice and agency in the development of their learning goals - Articulate their understanding of student voice an agency (school vision) and what it looks like in their classroom Students will: - Work with teachers in the co-construction of their learning goals - Articulate personal learning goals and where they are recorded - Achieve identified personal learning goals.

Success Indicators	Early indicators: - Updated Literacy and Numeracy Teaching & Learning documentation with the Student Voice & Agency pedagogy and vison. - Documented action plan to support implementation. - Teachers undertaking professional learning to enhance their skills and knowledge in engaging students meaningfully in the development of their learning goals in Literacy and Numeracy Late indicators: - Learning walks demonstrate personal learning goals are recorded and can be articulated by students. - Improved student outcomes in English and Mathematics (teacher judgements). - Improved positive endorsement for relative AtoSS factors: Student voice and agency (63% in 2023), motivation and interest (78% in 2023), sense of connectedness (71% in 2023), perseverance (75% in 2023) and confidence [71% in 2023 - Improved positive endorsement for relative SSS factors: Promote student ownership of learning (68% in 2023), Understand formative assessment (86% in 2023) - Improved positive endorsement for relative POS factors: Student agency and voice (88% in 2023), student motivation and support (88% in 2023)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Revisit Amplify and explore definitions for Student Voice, Student Agency and Student Leadership with staff, students and parents.	☑ All staff ☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop the capacity of staff to express / articulate their understanding of student voice and agency.	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$125,282.00 ☑ Equity funding will be used
Develop Wallarano vision of Student Voice, Agency and Leadership, and display it clearly in the school.	☑ All staff ☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Update the Mathematics Teaching and Learning program documentation with the inclusion of Personalised Learning Goals.	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$190,584.00 ☑ Equity funding will be used
Implement Peer Observation and Feedback cycles with a focus on Personal Learning Goals (This will be linked to PDP's or Statement of Expectations)	☑ Assistant principal ☑ Learning specialist(s) ☑ PLC leaders	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Create Staff PL Plan to develop staff capacity in creating relevant personal learning goals in English and Mathematics with students. This will include specifically: - stages of developing personal learning goals - how curriculum road maps can be used to identify learning goals in English and Maths - explore formative assessment methods that support the identification of learning goals - identify where personal learning goals are recorded or documented as part of the learning process (for example, within different learning areas)	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$45,000.00 ☑ Equity funding will be used
Provide regular coaching and support to the teaching staff through Learning Specialists - (For example, modelling in teacher focus groups on how to work with students in the identification and implementation of their personal learning goals)	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$145,584.00 ☑ Equity funding will be used
Schedule regular PLC Leader meetings throughout the year, with a focus on building leader capacity in reviewing and assessing progress on targeted work and adjust the work if required.	☑ Assistant principal ☑ PLC leaders	☐ PLP Priority	from: Term 1 to: Term 4	$36,320.00 ☑ Equity funding will be used

PLC Leaders to participate in standup leadership sprints to reflect on progress within teams.	☑ PLC leaders	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Conduct regular learning walks and peer observations to investigate if students can articulate their personal learning goals and where their goals are recorded.	☑ All staff ☑ Learning specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Involve students in the goal setting process as part of Student Support Groups (SSG's) where appropriate	☑ Disability inclusion coordinator ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$36,396.00 ☑ Equity funding will be used
The school improvement Team to meet on 5 weekly cycles to review and assess progress on targeted work and adjust the work if required.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

KIS 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Develop a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy Build staff knowledge and understanding to effectively deliver the school's agreed processes for School Wide Positive Behaviours (SWPBS) that includes a shared approach to behaviour education.

Outcomes	Leaders will: - ensure that the whole school community has been consulted to develop the SWPBS mission statement and shared vision. - frequently monitor SWPBS behaviour data using the learning management system. - provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS. - collect and collaboratively analyse student behaviour data using the learning management system. PLCs leaders will: - collect and collaboratively analyse student behaviour data using the learning management system. Teachers will: - understand the SWPBS philosophy and articulate the desired behaviours.(through the behaviour matrix), - be able to differentiate between major and minor behaviours. - use consistent language to discuss positive behaviours, and major and minor behaviours. - collaboratively develop social skills lessons to teach SWPBS expected behaviours. Students will: - identify and articulate the positive behaviour expectations in class and yard settings. - Be able to articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework Parents/carers/kin will: - understand the desired school behaviour expectations.
Success Indicators	Early Indicators: - Expected behaviours are displayed prominently throughout the school - Behaviour records in learning management system Late Indicators: - Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours - Use of SWPBS common language evident in peer observations and restorative practice - Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory -Teachers articulating their practice during PDPs or Statement of Expectations documentation and in meetings with relevant leaders. - Improved percentage of positive endorsement measures in the relevant factors within the Attitudes to School Survey, School Staff Survey and Parent Opinion Survey (see targets)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a SWPBS team consisting of relevant leaders, wellbeing staff, teachers and parent representation - Principal Class, Wellbeing Coordinator, teaching staff (Junior, Middle and Senior), parent/school council representative	☑ Assistant principal ☑ Learning specialist(s) ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 1	$127,884.00 ☑ Equity funding will be used
Schedule and run whole school consultation involving parents, students and staff to establish consensus on the school's values and design of the Expectations Matrix and expected behaviours within the school setting.	☑ Learning specialist(s) ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
School leadership team and SWPBS team to complete 'the Universal Prevention Part A' blended learning course - develop common beliefs and understandings about achievement and behaviour - professional learning for all staff to apply behaviour support practices	☑ Learning specialist(s) ☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 2	$2,080.00 ☑ Equity funding will be used
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS - Underlying Knowledge through Staff PD Meetings (1hr) - Understanding behaviour - Teaching expectations (Tell, Show, Practice/Re-teach) - Encouraging Expected behaviours - Discouraging Inappropriate behaviours - Ongoing monitoring: record keeping, decision making process	☑ Learning specialist(s) ☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Further refine and establish processes and procedures for recording SWPBS data in the Learning Management System (LMS) (Sentral). - Minor behaviours (behaviours that the adult present at the time is	☑ Assistant principal ☑ Learning specialist(s) ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 2	$2,500.00

confident to manage) - Major behaviours (behaviours for which more support is required for teachers to eliminate)				☑ Equity funding will be used
Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas so they can be referred to by teachers and students.	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Organise Learning Walks and Peer Observation to assess staff use of the behaviour matrix in their classroom practice and collect data on student experiences of SWPBS.	☑ Learning specialist(s) ☑ PLC leaders ☑ Principal ☑ SWPBS leader/team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Curriculum days - Whole School Curriculum Day – Restorative Practices Term 1 - Whole school Curriculum Day - SWPBS Term 2	☑ Student wellbeing co-ordinator ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used
Develop teacher program planning documents that allow for teachers to incorporate the inclusion of the elements linked to the school's positive behaviour matrix in their learning program development.	☑ All staff ☑ Leadership team ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
School leadership to develop and schedule a series of whole school events that promote and positively reinforce the school's positive behaviour approach.	☑ Leadership team ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
The school improvement Team to meet on 5 weekly cycles to review and assess progress on targeted work and adjust the work if required.	☑ School improvement team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$1,006,871.96	$1,006,871.96	$0.00
Disability Inclusion Tier 2 Funding	$368,093.77	$368,093.77	$0.00
Schools Mental Health Fund and Menu	$71,884.32	$71,884.32	$0.00
Total	$1,446,850.05	$1,446,850.05	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Develop the capacity of staff to express / articulate their understanding of student voice and agency.	$125,282.00
Update the Mathematics Teaching and Learning program documentation with the inclusion of Personalised Learning Goals.	$190,584.00
Create Staff PL Plan to develop staff capacity in creating relevant personal learning goals in English and Mathematics with students. This will include specifically: - stages of developing personal learning goals - how curriculum road maps can be used to identify learning goals in English and Maths - explore formative assessment methods that support the identification of learning goals - identify where personal learning goals are recorded or documented as part of the learning process (for example, within different learning areas)	$45,000.00

Provide regular coaching and support to the teaching staff through Learning Specialists - (For example, modelling in teacher focus groups on how to work with students in the identification and implementation of their personal learning goals)	$145,584.00
Schedule regular PLC Leader meetings throughout the year, with a focus on building leader capacity in reviewing and assessing progress on targeted work and adjust the work if required.	$36,320.00
Involve students in the goal setting process as part of Student Support Groups (SSG's) where appropriate	$36,396.00
Establish a SWPBS team consisting of relevant leaders, wellbeing staff, teachers and parent representation - Principal Class, Wellbeing Coordinator, teaching staff (Junior, Middle and Senior), parent/school council representative	$127,884.00
School leadership team and SWPBS team to complete 'the Universal Prevention Part A' blended learning course - develop common beliefs and understandings about achievement and behaviour - professional learning for all staff to apply behaviour support practices	$2,080.00
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS - Underlying Knowledge through Staff PD Meetings (1hr) - Understanding behaviour - Teaching expectations (Tell, Show, Practice/Re-teach) - Encouraging Expected behaviours - Discouraging Inappropriate behaviours - Ongoing monitoring: record keeping, decision making process	$0.00

Further refine and establish processes and procedures for recording SWPBS data in the Learning Management System (LMS) (Sentral). - Minor behaviours (behaviours that the adult present at the time is confident to manage) - Major behaviours (behaviours for which more support is required for teachers to eliminate)	$2,500.00
Curriculum days - Whole School Curriculum Day – Restorative Practices Term 1 - Whole school Curriculum Day - SWPBS Term 2	$5,000.00
Totals	$716,630.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Develop the capacity of staff to express / articulate their understanding of student voice and agency.	from: Term 1 to: Term 1	$125,282.00	☑ School-based staffing
Update the Mathematics Teaching and Learning program documentation with the inclusion of Personalised Learning Goals.	from: Term 1 to: Term 4	$190,584.00	☑ School-based staffing ☑ Other Education Consultant
Create Staff PL Plan to develop staff capacity in creating relevant personal learning goals in English and Mathematics with students. This will include specifically:	from: Term 2 to: Term 4	$45,000.00	☑ Other Education Consultant

- stages of developing personal learning goals - how curriculum road maps can be used to identify learning goals in English and Maths - explore formative assessment methods that support the identification of learning goals - identify where personal learning goals are recorded or documented as part of the learning process (for example, within different learning areas)			
Provide regular coaching and support to the teaching staff through Learning Specialists - (For example, modelling in teacher focus groups on how to work with students in the identification and implementation of their personal learning goals)	from: Term 1 to: Term 4	$145,584.00	☑ School-based staffing
Schedule regular PLC Leader meetings throughout the year, with a focus on building leader capacity in reviewing and assessing progress on targeted work and adjust the work if required.	from: Term 1 to: Term 4	$36,320.00	☑ School-based staffing
Involve students in the goal setting process as part of Student Support Groups (SSG's) where appropriate	from: Term 1 to: Term 4	$36,396.00	☑ School-based staffing
Establish a SWPBS team consisting of relevant leaders, wellbeing staff, teachers and parent representation	from: Term 1	$127,884.00	☑ School-based staffing

- Principal Class, Wellbeing Coordinator, teaching staff (Junior, Middle and Senior), parent/school council representative	to: Term 1		
School leadership team and SWPBS team to complete 'the Universal Prevention Part A' blended learning course - develop common beliefs and understandings about achievement and behaviour - professional learning for all staff to apply behaviour support practices	from: Term 1 to: Term 2	$2,080.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Further refine and establish processes and procedures for recording SWPBS data in the Learning Management System (LMS) (Sentral). - Minor behaviours (behaviours that the adult present at the time is confident to manage) - Major behaviours (behaviours for which more support is required for teachers to eliminate)	from: Term 1 to: Term 2	$2,500.00	☑ Teaching and learning programs and resources
Curriculum days - Whole School Curriculum Day – Restorative Practices Term 1 - Whole school Curriculum Day - SWPBS Term 2	from: Term 1 to: Term 2	$5,000.00	☑ Professional development (excluding CRT costs and new FTE)
Totals		$716,630.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS - Underlying Knowledge through Staff PD Meetings (1hr) - Understanding behaviour - Teaching expectations (Tell, Show, Practice/Re-teach) - Encouraging Expected behaviours - Discouraging Inappropriate behaviours - Ongoing monitoring: record keeping, decision making process	from: Term 1 to: Term 2		
Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
State of the art ICT is required to support the 21st Century focus on the education of our children. we ensure we provide every opportunity for our students to be exposed to technologies that enhance their learning and that they would otherwise never experience due to their low socio economic status	$125,602.96
Subsidy incursions/excursions To support the Wallarano inclusive environment, the school will provide $20 per student subsidy on all incursions and excursions to ensure all children are exposed to all opportunities in their education	$15,000.00
STEM employment AP & Brian 50%	$149,639.00
Employment Psychologist -	$125,977.11
Additional ES Integration staff employment target tier 2	$314,000.98
Totals	$730,220.05

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
State of the art ICT is required to support the 21st Century focus on the education of our children. we ensure we provide every opportunity for our students to be exposed to technologies that enhance their learning and that they would otherwise never experience due to their low socio	from: Term 1 to: Term 4	$125,602.96	☑ Teaching and learning programs and resources

economic status			
Subsidy incursions/excursions To support the Wallarano inclusive environment, the school will provide $20 per student subsidy on all incursions and excursions to ensure all children are exposed to all opportunities in their education	from: Term 1 to: Term 4	$15,000.00	☑ Teaching and learning programs and resources
STEM employment AP & Brian 50%	from: Term 1 to: Term 4	$149,639.00	☑ School-based staffing
Employment Psychologist -	from: Term 1 to: Term 4	$0.00	
Additional ES Integration staff employment target tier 2	from: Term 1 to: Term 4	$0.00	
Totals		$290,241.96	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
State of the art ICT is required to support the 21st Century focus on the education of our children. we ensure we provide every opportunity for our students to be	from: Term 1 to: Term 4	$0.00	

Activities and milestones	When	Funding allocated ($)	Category
exposed to technologies that enhance their learning and that they would otherwise never experience due to their low socio economic status			
Subsidy incursions/excursions To support the Wallarano inclusive environment, the school will provide $20 per student subsidy on all incursions and excursions to ensure all children are exposed to all opportunities in their education	from: Term 1 to: Term 4	$0.00	
STEM employment AP & Brian 50%	from: Term 1 to: Term 4	$0.00	
Employment Psychologist -	from: Term 1 to: Term 4	$54,092.79	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Additional ES Integration staff employment target tier 2	from: Term 1 to: Term 4	$314,000.98	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		$368,093.77	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

State of the art ICT is required to support the 21st Century focus on the education of our children. we ensure we provide every opportunity for our students to be exposed to technologies that enhance their learning and that they would otherwise never experience due to their low socio economic status	from: Term 1 to: Term 4	$0.00	
Subsidy incursions/excursions To support the Wallarano inclusive environment, the school will provide $20 per student subsidy on all incursions and excursions to ensure all children are exposed to all opportunities in their education	from: Term 1 to: Term 4	$0.00	
STEM employment AP & Brian 50%	from: Term 1 to: Term 4	$0.00	

Employment Psychologist -	from: Term 1 to: Term 4	$71,884.32	☑ Employ Mental Health Staff to provide Tier 3 support for students
			
			This activity will use Foundation Resources (DET Funded initiatives or other free resources)
			  ○ Employ Mental Health Staff in school (eduPay or non-teaching staff)
			    Psychologist

Additional ES Integration staff employment target tier 2	from: Term 1 to: Term 4	$0.00	

Totals		$71,884.32	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Revisit Amplify and explore definitions for Student Voice, Student Agency and Student Leadership with staff, students and parents.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources Amplify	☑ On-site
Develop Wallarano vision of Student Voice, Agency and Leadership, and display it clearly in the school.	☑ All staff ☑ Assistant principal ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources Amplify	☑ On-site
Schedule and run whole school consultation involving parents, students and staff to establish consensus on the school's values and design of the Expectations Matrix and expected behaviours within the school setting.	☑ Learning specialist(s) ☑ SWPBS leader/team	from: Term 1 to: Term 1	☑ Preparation ☑ Collaborative inquiry/action research team ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
School leadership team and SWPBS team to complete 'the Universal Prevention Part A' blended learning course - develop common beliefs and understandings about achievement and behaviour - professional learning for all	☑ Learning specialist(s) ☑ School improvement team ☑ SWPBS leader/team	from: Term 1 to: Term 2	☑ Planning ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site

staff to apply behaviour support practices						
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS - Underlying Knowledge through Staff PD Meetings (1hr) - Understanding behaviour - Teaching expectations (Tell, Show, Practice/Re-teach) - Encouraging Expected behaviours - Discouraging Inappropriate behaviours - Ongoing monitoring: record keeping, decision making process	☑ Learning specialist(s) ☑ School improvement team ☑ SWPBS leader/team	from: Term 1 to: Term 2	☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Curriculum days - Whole School Curriculum Day – Restorative Practices Term 1 - Whole school Curriculum Day - SWPBS Term 2	☑ Student wellbeing co-ordinator ☑ SWPBS leader/team	from: Term 1 to: Term 2	☑ Curriculum development	☑ Whole school pupil free day	☑ Internal staff ☑ Learning specialist	☑ On-site