

2024 Annual Implementation Plan

for improving student outcomes

St Albans Primary School (2969)

St. Albans Primary School
S.A.P.S

Submitted for review by Tracie Quigley (School Principal) on 18 April, 2024 at 03:07 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 24 April, 2024 at 07:54 AM
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

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

Future planning	
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
<p>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.</p>	Yes	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:-Differentiated learning challenge from 85% in 2023 to 86% in 2024- Trust in parents and students from 60% in 2023 to 61% in 2024- Parent and community involvement from 71% in 2023 to 72% in 2024
Improve student learning outcomes in literacy and numeracy.	Yes	<p>By 2027 increase the percentage of Year 3 students achieving NAPLAN proficiency levels of exceeding or strong in:</p> <ul style="list-style-type: none"> • reading from 65% in 2023 to 67% • numeracy from 70% in 2023 to 72%. <p>(To be confirmed)</p>	Maintain the percentage of Year 3 students achieving NAPLAN proficiency levels of exceeding or strong in Reading at 65% and Numeracy at 70%.
		<p>By 2027 increase the percentage of Year 5 students achieving NAPLAN proficiency levels of exceeding or strong in:</p> <ul style="list-style-type: none"> • reading from 63% in 2023 to 67% • writing from 59% in 2023 to 63% • numeracy from 59% in 2023 to 63% <p>(To be confirmed)</p>	Maintain the percentage of Year 5 students achieving NAPLAN proficiency levels of exceeding or strong in Reading at 63%, Writing at 59% and Numeracy at 59%.
		<p>By 2027 increase the percentages of students performing above the age expected level according to teacher judgements against the Victorian Curriculum in:</p>	To increase the percentages of students performing above the age expected level according to teacher judgements against the

		<ul style="list-style-type: none"> • reading and viewing from 43% in 2022 to 48% • writing from 13% in 2022 to 20% • number and algebra from 26% in 2022 to 29%. 	Victorian Curriculum in:-Reading and viewing from 44% in 2022 to 45% in 2024-Writing from 13% in 2022 to 15% in 2024 -Number and algebra from 26% in 2022 to 27% in 2024.
		<p>By 2027 increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> • differentiated learning challenge from 85% (2023) to 88% • student voice and agency from 65% (2023) to 68% • self-regulation and goal setting 85% (2023) to 88%. 	Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:-Differentiated learning challenge from 85% in 2023 to 86% in 2024-Student voice and agency from 65% in 2023 to 66% in 2024-Self-regulation and goal setting 85% in 2023 to 86% in 2024.
Strengthen student health and wellbeing.	Yes	<p>By 2027 increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:</p> <ul style="list-style-type: none"> • peer relationships from 78% (2023) to 83% • emotional awareness and regulation from 68% (2023) to 73% • sense of connectedness from 82% (2023) to 85%. 	Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors:- Peer relationships from 78% in 2023 to 79% in 2024- Emotional awareness and regulation from 68% in 2023 to 69% in 2024- Sense of connectedness from 82% in 2023 to 83% in 2024.
		<p>By 2027 maintain the percentage of positive endorsement in the Parent School Survey for the following factors:</p> <ul style="list-style-type: none"> • promoting positive behaviour at 90% or above • respect for diversity at 91% or above. 	Maintain the percentage of positive endorsement in the Parent School Survey for the following factors:- Promoting positive behaviour at 90% or above- Respect for diversity at 91% or above.
		<p>By 2027 increase the percentage of positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Trust in parents and students from 60% (2023) to 65% • Parent and community involvement from 71% (2023) to 75%. 	Increase the percentage of positive endorsement in the School Staff Survey for the following factors:- Trust in parents and students from 60% in 2023 to 61% in 2024- Parent and community involvement from 71% in 2023 to 72% 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	Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: -Differentiated learning challenge from 85% in 2023 to 86% in 2024 - Trust in parents and students from 60% in 2023 to 61% in 2024 - Parent and community involvement from 71% in 2023 to 72% 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.		
Goal 2	Improve student learning outcomes in literacy and numeracy.	
12-month target 2.1-month target	Maintain the percentage of Year 3 students achieving NAPLAN proficiency levels of exceeding or strong in Reading at 65% and Numeracy at 70%.	
12-month target 2.2-month target	Maintain the percentage of Year 5 students achieving NAPLAN proficiency levels of exceeding or strong in Reading at 63%, Writing at 59% and Numeracy at 59%.	

12-month target 2.3-month target	To increase the percentages of students performing above the age expected level according to teacher judgements against the Victorian Curriculum in: -Reading and viewing from 44% in 2022 to 45% in 2024 -Writing from 13% in 2022 to 15% in 2024 -Number and algebra from 26% in 2022 to 27% in 2024.	
12-month target 2.4-month target	Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: -Differentiated learning challenge from 85% in 2023 to 86% in 2024 -Student voice and agency from 65% in 2023 to 66% in 2024 -Self-regulation and goal setting 85% in 2023 to 86% in 2024.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Teaching and learning	Build teacher capabilities to refine and implement the sequence of learning in literacy and numeracy.	Yes
KIS 2.b Engagement	Develop and implement a whole school approach to build greater autonomy and agency in student learning.	Yes
KIS 2.c Teaching and learning	Further strengthen teacher capabilities to teach a differentiated curriculum that targets each 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.	St Albans Primary School's learning achievement and growth outcomes over the previous strategic planning period showed that the school was in the Department of Education categorisation of stretch. Review panel observations and focus group discussions found that the school was steadfast in their approach to teaching and learning. This was reflected in the co teaching model used within teams, the collaborative planning in PLCs and the resourcing of staff for intervention programs and support for classrooms. The panel recognised that a whole school approach to build greater autonomy and agency in student learning and strengthening teacher capabilities to teach a differentiated curriculum that targets students who are above the expected level had yet to be embedded with consistency. The panel agreed that a focus to improve student learning outcomes in literacy and numeracy be a priority in the next school strategic plan.	
Goal 3	Strengthen student health and wellbeing.	
12-month target 3.1-month target	Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: - Peer relationships from 78% in 2023 to 79% in 2024	

	<ul style="list-style-type: none"> - Emotional awareness and regulation from 68% in 2023 to 69% in 2024 - Sense of connectedness from 82% in 2023 to 83% in 2024. 	
12-month target 3.2-month target	Maintain the percentage of positive endorsement in the Parent School Survey for the following factors: <ul style="list-style-type: none"> - Promoting positive behaviour at 90% or above - Respect for diversity at 91% or above. 	
12-month target 3.3-month target	Increase the percentage of positive endorsement in the School Staff Survey for the following factors: <ul style="list-style-type: none"> - Trust in parents and students from 60% in 2023 to 61% in 2024 - Parent and community involvement from 71% in 2023 to 72% in 2024. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Strengthen the whole school approach to wellbeing to provide a safe and supportive learning environment.	Yes
KIS 3.b Engagement	Implement strategies to support students to further develop personal and social capabilities.	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.	St Albans Primary School provided a safe, trusting and inclusive learning environment for all students. The review process found that the school had strong relationships and active partnerships between other schools, outside agencies, the families, and the St Albans community. Panel observations found that the school had a range of wellbeing practices across the school, although a further strengthening of the whole school approach to wellbeing would help develop the personal and social capabilities of every student. The panel agreed that a focus to strengthen student health and wellbeing be a priority in the next school strategic plan.	

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	Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: -Differentiated learning challenge from 85% in 2023 to 86% in 2024 - Trust in parents and students from 60% in 2023 to 61% in 2024 - Parent and community involvement from 71% in 2023 to 72% in 2024
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity to make appropriate adjustments in the classroom to support students to meet their specific learning goals.
Outcomes	Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning. Leaders will facilitate professional learning around disability inclusion and developing student profiles. Teachers will use data to accurately identify and plan for the learning needs of all students. Teachers will regularly monitor, review and update IEPs to make sure they are responsive to student need. Students in need of targeted academic intervention will be identified and supported through the TLI program. Students will become independent learners. Families and students will have increased involvement in the development and monitoring of student IEP goals.
Success Indicators	Student Individual Plan (IEP) template reflecting the disability inclusion model to better support student learning. Classroom observation and learning walks notes reflecting an increase in on task behaviour and student independence. IEPs including student strengths, teaching strategies, adjustments and supports.

	<p>SSG minutes will reflecting family and student contributions during SSG meetings. Attitudes to school survey data reflecting growth in the factors of student voice and agency. Staff survey response data reflecting growth in the factors of parent and community involvement. PLT schedule reflecting professional learning focussed on catering for diverse needs in the classroom. Classroom observations and learning walks demonstrating the use of strategies gained from professional learning.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit, revise and refine individual education plans and documentation to reflect disability inclusion model and better support the learning needs of students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule professional learning to assist staff to develop strategies to support specific learning requirements including - ACT group - Inclusion coach - Behavioural specialist - Speech pathologist - Occupational therapist	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continue to identify and schedule TLI groups to support students who have not made appropriate growth.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$111,511.00 <input checked="" type="checkbox"/> Other funding will be used
All staff to complete relevant ARC and E-learning modules related to disability inclusion.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Conduct learning walks to observe differentiation and student adjustments.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 4	\$0.00

			to: Term 4	
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Build staff capacity to identify and respond to signs of student distress and emerging mental illness through professional development.			
Outcomes	Staff will be confident to identify and support students with mental health needs. At risk students will be identified and receive targeted support.			
Success Indicators	Attitudes to school survey data reflecting growth in the factors of sense of connectedness and emotional awareness and regulation. Parent survey data reflecting growth in the factor of promoting positive behaviour. Planning documents reflecting inclusive practices to support student mental health. Classroom observation and learning walk notes reflecting a calm and orderly classroom environment. PLT schedule reflecting professional learning around supporting students with mental health needs. Classroom observations and learning walks demonstrating the use of strategies gained from professional learning. Use of the mental health planning tool.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to engage the services of psychologist from the ACT Group to deliver 1 on 1 counselling for students with mental health issues.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Facilitate professional learning around the identification and support of students with mental health needs. - Alannah and Madeline foundation - ACT group -MHWL	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Conduct classroom walks to observe learning environments.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Goal 2	Improve student learning outcomes in literacy and numeracy.			
12-month target 2.1 target	Maintain the percentage of Year 3 students achieving NAPLAN proficiency levels of exceeding or strong in Reading at 65% and Numeracy at 70%.			
12-month target 2.2 target	Maintain the percentage of Year 5 students achieving NAPLAN proficiency levels of exceeding or strong in Reading at 63%, Writing at 59% and Numeracy at 59%.			
12-month target 2.3 target	To increase the percentages of students performing above the age expected level according to teacher judgements against the Victorian Curriculum in: -Reading and viewing from 44% in 2022 to 45% in 2024 -Writing from 13% in 2022 to 15% in 2024 -Number and algebra from 26% in 2022 to 27% in 2024.			
12-month target 2.4 target	Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: -Differentiated learning challenge from 85% in 2023 to 86% in 2024 -Student voice and agency from 65% in 2023 to 66% in 2024 -Self-regulation and goal setting 85% in 2023 to 86% in 2024.			
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Build teacher capabilities to refine and implement the sequence of learning in literacy and numeracy.			

incorporating extra-curricula programs				
Actions	To further develop the sequence of learning in Mathematics.			
Outcomes	Leaders will drive the development of sequence of learning documentation. Teachers will gain a better understanding of the curriculum and sequence of learning in Mathematics. Students will understand the next steps in their learning.			
Success Indicators	Curriculum documentation including a detailed sequence of learning for counting and addition and subtraction. Planning documents reflecting next steps in learning. Students will articulate their next steps in learning.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a sequence of learning for counting.	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Develop a sequence of learning for addition and subtraction.	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school approach to build greater autonomy and agency in student learning.			

Actions	To increase opportunities for students to have voice and agency in their learning.			
Outcomes	<p>Leaders will facilitate professional learning around promoting student voice and agency.</p> <p>Leaders will support the ongoing development, documentation and promotion of student voice and agency in teaching and learning programs.</p> <p>Teachers will plan for and promote opportunities for student voice and agency in the classroom.</p> <p>Students to articulate the next steps in their learning.</p> <p>Students will co-construct their learning goals.</p>			
Success Indicators	<p>Student survey data reflecting growth in the factors of student voice and agency and self regulation and goal setting.</p> <p>PLT schedule reflecting a focus on increasing student voice and agency.</p> <p>Classroom observations and learning walks demonstrating the use of strategies gained from professional learning.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning provided around student voice and agency using the Amplify resources.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
PLTs plan for opportunities to promote student voice and agency in classrooms.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Conduct learning walks and talks to observe teaching practices and collect data focussing on student voice and agency.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
KIS 2.c	Further strengthen teacher capabilities to teach a differentiated curriculum that targets each student's point of need.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
Actions	Build staff capacity to differentiate and meet the learning needs of all students, particularly those working above expected levels in Literacy and Numeracy.			
Outcomes	<p>Leaders will facilitate PLTs to analyse data to plan for a differentiated curriculum.</p> <p>Leaders will run professional learning to build staff capacity and knowledge around differentiation.</p> <p>Teachers will understand how to differentiate the curriculum based on student's point of need.</p> <p>Teachers will work in PLTs to analyse data in order to plan for differentiation with a focus on extension.</p> <p>Students will know what the next steps are in their learning.</p> <p>Students will coconstruct their learning goals with their teacher.</p>			
Success Indicators	<p>NAPLAN Data reflecting an increase/maintenance of students achieving proficiency levels of exceeding or strong.</p> <p>Attitudes to school survey data reflecting growth in the factors of differentiated learning challenge and student voice and agency.</p> <p>Teacher judgement data reflecting an increase in the percentage of students performing above age expected level.</p> <p>Curriculum documentation reflecting the planning for differentiated learning.</p> <p>Data - School data base, Reading trackers, pre and post testing.</p> <p>PLT minutes reflecting conversations around differentiation, mini goals and CMM.</p> <p>Learning walks notes reflecting an increase in differentiation.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
To implement and use bump it up walls to support students in understanding the next steps in their learning.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

Teachers and students will work together to co-construct personal learning goals.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional learning focussed on differentiation at a curriculum and task level.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
PLT schedule to include CMM focussed on students who are not making expected growth.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue the work of PLTs to analyse data and plan for differentiation.	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Conduct learning walks to observe differentiation practices in the classroom.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
Goal 3	Strengthen student health and wellbeing.			
12-month target 3.1 target	Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: - Peer relationships from 78% in 2023 to 79% in 2024 - Emotional awareness and regulation from 68% in 2023 to 69% in 2024 - Sense of connectedness from 82% in 2023 to 83% in 2024.			

12-month target 3.2 target	Maintain the percentage of positive endorsement in the Parent School Survey for the following factors: - Promoting positive behaviour at 90% or above - Respect for diversity at 91% or above.
12-month target 3.3 target	Increase the percentage of positive endorsement in the School Staff Survey for the following factors: - Trust in parents and students from 60% in 2023 to 61% in 2024 - Parent and community involvement from 71% in 2023 to 72% in 2024.
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the whole school approach to wellbeing to provide a safe and supportive learning environment.
Actions	Build teacher capacity to plan for, teach and assess the social and emotional learning of students. Create classroom environments that promote positive health and wellbeing. Continue to identify students and families who require support from external agencies and allied health services.
Outcomes	Teachers will implement trauma informed practices in classrooms and planning. Leaders will facilitate Professional Learning through the support of external agencies. Families with students at risk will be linked to outside agencies and allied health services as required. Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers. School leaders will resource individual counselling services and social skills groups through services including the ACT group and Alannah and Madeline Foundation. Multi tiered approach to supporting the development of emotional and social needs in students. All students with mental health needs will have an Individual Education Plan and a SSG.
Success Indicators	AtoSS data reflecting growth in the factors of sense of connectedness, emotional awareness and regulation , psychological distress Curriculum documentation includes planning for social and emotional learning and the implementation of the Respectful Relationships program. Resources and strategies used to support social and personal development in the classroom. Progress against IEP goals. SSGs and Care Team Meeting minutes.

	Individual and whole school case management documentation. Ripple data reflecting student engagement and mental health data. Data of individual counselling and social skills groups.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning from DET and external agencies focussing on trauma informed practices and inclusion including: - ACT group - Alanna and Madeline Foundation - Inclusion Coach - Bluearth Foundation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Document a two year curriculum cycle for the teaching and learning of the Respectful Relationships program across the school.	<input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Individual Case Management meetings for students who are not making expected progress and have not shown success with mini goals.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of the Ripple app in classrooms to collect, track and monitor wellbeing data of students on a daily and ongoing basis.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Conduct regular care team meetings and/or SSG meetings for all students at risk.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Conduct whole school Case Management Meetings with appropriate allied health and Student Support Services staff (SSS) to allocate appropriate services to families and students at risk.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement strategies to support students to further develop personal and social capabilities.			
Actions	- Improve teacher understanding of the teaching, learning and assessment of personal and social capabilities. - To build the social and emotional capabilities of students.			
Outcomes	Teachers will identify and meet the needs of student's social, personal and emotional needs. Teachers will implement a range of strategies in their classroom to support social, personal and emotional outcomes. Students will build their resilience and ability to self regulate their emotions. Students will receive social and emotional support targeted to their social and emotional point of need. Students are able to identify and regulate their emotions using the Zones of Regulations.			
Success Indicators	Increase the percentage of positive endorsement in the Attitude to School Survey for the following factors: - Peer relationships from, Emotional awareness and regulation, Sense of connectedness. Maintain the percentage of positive endorsement in the Parent School Survey for the following factors Promoting positive behaviour and Respect for diversity. Curriculum documentation includes planning for social and emotional learning linked to Victorian Curriculum Personal and Social Capabilities.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole school moderation of personal and social capabilities.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

<p>Modify 2 year Inquiry cycle to incorporate the teaching, learning and assessment of capabilities:</p> <ul style="list-style-type: none"> - Critical and Creative Thinking - Ethical - Intercultural - Personal and Social 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
<p>Continue to employ external counsellor and agencies to facilitate small group social skills program.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School leadership team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$98,931.72 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implementation of Zones of Regulation to support students in identifying and regulating their emotions.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 3 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	\$645,337.80	\$645,337.80	\$0.00
Disability Inclusion Tier 2 Funding	\$202,101.76	\$202,101.76	\$0.00
Schools Mental Health Fund and Menu	\$38,262.63	\$38,262.63	\$0.00
Total	\$885,702.19	\$885,702.19	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Schedule professional learning to assist staff to develop strategies to support specific learning requirements including - ACT group - Inclusion coach - Behavioural specialist - Speech pathologist - Occupational therapist	\$70,000.00
Professional learning from DET and external agencies focussing on trauma informed practices and inclusion including: - ACT group - Alanna and Madeline Foundation - Inclusion Coach - Bluearth Foundation	\$30,000.00
Implementation of the Ripple app in classrooms to collect, track and monitor wellbeing data of students on a daily and ongoing basis.	\$2,000.00

Continue to employ external counsellor and agencies to facilitate small group social skills program.	\$98,931.72
Totals	\$200,931.72

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning from DET and external agencies focussing on trauma informed practices and inclusion including: - ACT group - Alanna and Madeline Foundation - Inclusion Coach - Bluearth Foundation	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Support services
Implementation of the Ripple app in classrooms to collect, track and monitor wellbeing data of students on a daily and ongoing basis.	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Assets
Continue to employ external counsellor and agencies to facilitate small group social skills program.	from: Term 1 to: Term 4	\$60,669.09	<input checked="" type="checkbox"/> Support services
Totals		\$92,669.09	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Schedule professional learning to assist staff to develop strategies to support specific learning requirements including - ACT group - Inclusion coach - Behavioural specialist - Speech pathologist - Occupational therapist	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT • <input checked="" type="checkbox"/> Teaching and learning programs and resources •
Totals		\$70,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Continue to employ external counsellor and agencies to facilitate small group social skills program.	from: Term 1 to: Term 4	\$38,262.63	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Totals		\$38,262.63	

Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of ES staff to support intervention programs	\$170,000.00

Employment of Speech Pathologist & Occupational Therapist services	\$100,000.00
School based staff to support coaching, mentoring and school based programs	\$200,000.00
Resources for intervention programs	\$32,101.76
Purchase of new technology for 1:1 program and educational/disability support apps	\$182,668.71
Totals	\$684,770.47

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of ES staff to support intervention programs	from: Term 1 to: Term 4	\$170,000.00	<input checked="" type="checkbox"/> School-based staffing
Employment of Speech Pathologist & Occupational Therapist services	from: Term 1 to: Term 4		
School based staff to support coaching, mentoring and school based programs	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing
Resources for intervention programs	from: Term 1 to: Term 4		

Purchase of new technology for 1:1 program and educational/disability support apps	from: Term 2 to: Term 4	\$182,668.71	<input checked="" type="checkbox"/> Assets
Totals		\$552,668.71	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of ES staff to support intervention programs	from: Term 1 to: Term 4		
Employment of Speech Pathologist & Occupational Therapist services	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
School based staff to support coaching, mentoring and school based programs	from: Term 1 to: Term 4		
Resources for intervention programs	from: Term 1 to: Term 4	\$32,101.76	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning •
Purchase of new technology for 1:1 program and educational/disability support apps	from: Term 2 to: Term 4		

Totals		\$132,101.76	
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Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of ES staff to support intervention programs	from: Term 1 to: Term 4		
Employment of Speech Pathologist & Occupational Therapist services	from: Term 1 to: Term 4		
School based staff to support coaching, mentoring and school based programs	from: Term 1 to: Term 4		
Resources for intervention programs	from: Term 1 to: Term 4		
Purchase of new technology for 1:1 program and educational/disability support apps	from: Term 2 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Schedule professional learning to assist staff to develop strategies to support specific learning requirements including - ACT group - Inclusion coach - Behavioural specialist - Speech pathologist - Occupational therapist	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team	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"/> External consultants - ACT group - Speech pathologist - Occupational Therapist <input checked="" type="checkbox"/> Departmental resources - Behavioural specialist - Inclusion coach	<input checked="" type="checkbox"/> On-site
All staff to complete relevant ARC and E-learning modules related to disability inclusion.	<input checked="" type="checkbox"/> All staff	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"/> Departmental resources ARC E-learning	<input checked="" type="checkbox"/> On-site
Facilitate professional learning around the identification and support of students with mental health needs. - Alannah and Madeline foundation - ACT group -MHWL	<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"/> Internal staff <input checked="" type="checkbox"/> External consultants - Alannah and Madeline foundation - ACT group	<input checked="" type="checkbox"/> On-site
Professional learning provided around student voice and agency using the Amplify resources.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Professional learning from DET and external agencies focussing on trauma informed practices and inclusion including: - ACT group - Alanna and Madeline Foundation - Inclusion Coach - Bluearth Foundation	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants - ACT group - Alanna and Madeline Foundation - Bluearth Foundation <input checked="" type="checkbox"/> Departmental resources - Inclusion Coach	<input checked="" type="checkbox"/> On-site