

2024 Annual Implementation Plan

for improving student outcomes

Pakenham Hills Primary School (5370)



Pakenham Hills
Primary School

Life is for learning

Submitted for review by Dale Hendrick (School Principal) on 12 March, 2024 at 02:46 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 18 March, 2024 at 10:21 AM
Endorsed by Kira Saroni (School Council President) on 19 March, 2024 at 02:53 PM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	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	
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	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<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	<p>SSSCollective efficacy from 87% (2023) maintainAcademic emphasis from 66% (2023) to 75% (2024)Moderate assessment tasks together from 72% (2023) to 82% (2024)Professional learning through peer observations from 48% (2023) to 60% (2024)Believes evaluating impact improves practice from 84% (2023) to 88% (2024)AToSSSchool transition year 7 and new students from 75% to 80% in 2024.Staff Opinion SurveyIncrease Professional learning through peer observatons from 48% to 57% in 2024.Increase seeking feedback to improve practise from 64% to 72% in 2024.AttendanceBetween 20–29.5 days absence from 19% (203) to 15% (2024)Between 10–19.5 days absence from 30% (2023) to 23% (2024)</p>
<p>To improve student learning outcomes in literacy and numeracy.</p>	Yes	<p>NAPLAN</p> <p>Decrease the percentage of Year 5 students in the bottom two bands:</p> <ul style="list-style-type: none"> • Reading from 18% (2021) to 14% (2025) • Writing from 41% (2021) to 31% (2025) • Numeracy from 31% (2021) to 25% (2025) <p>Increase the percentage of Year 5 students in the top two bands:</p> <ul style="list-style-type: none"> • Reading from 27% (2021) to 34% (2025) 	<p>Reading - increase the percentage of students in the exceeding proficiency to 15 % (13%2023) Writing - increase the percentage of students in the exceeding proficience to 10% (6% 2023) Numeracy - increase the percentage of students in the exceeding proficience to 9% (3% 2023)</p>

		<ul style="list-style-type: none"> • Writing from 4% (2021) to 11% (2025) • Numeracy from 12% (2021) to 20% (2025) <p>Increase the percentage of year 5 students achieving above level benchmark growth:</p> <ul style="list-style-type: none"> • Reading from 20% (2021) to 25% (2025) • Writing from 9% (2021) to 25% (2025) • Numeracy from 20% (2021) to 25% (2025) 	
		<p>SSS</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Collective efficacy from 78% (2020) to 86% (2025) • Academic emphasis from 71% (2020) to 80% (2025) • Moderate assessment tasks together from 83% (2020) to 90% (2025) • Professional learning through peer observations from 54% (2020) to 75% (2025) • Believes evaluating impact improves practice from 75% (2020) to 85% (2025) 	<p>Moderate assessment tasks together from 72% (2023) to 80% Professional learning through peer observations from 48% (2023) to 60% (2024) Believes evaluating impact improves practice from 84% (2023) to 85% (2024)</p>
To improve student engagement in learning.	Yes	<p>Attendance</p> <p>Reduce percentage of student absence (Prep–Year 6):</p> <ul style="list-style-type: none"> • Between 20–29.5 days absence from 12% (2020) to 8% (2025) • Between 10–19.5 days absence from 26% (2020) to 18% (2025) 	<p>Between 20–29.5 days absence from 19% (2023) to 15% (2024) Between 10–19.5 days absence from 30% (2023) to 23% (2024)</p>
		<p>SSS</p> <p>Increase percentage positive endorsement:</p> <ul style="list-style-type: none"> • Plan differentiated learning activities from 88% (2020) to 94% (2025) • Use student feedback to improve practice from 71% (2020) to 85% (2025) 	<p>Plan differentiated learning activities from 96% (2023) maintain.</p>
		<p>AToSS</p> <p>Increase Years 4–6 percentage positive endorsement:</p>	<p>School transition year 7 and new students from 75% to 80% in 2024. Student voice and</p>

		<ul style="list-style-type: none"> • Student voice and agency from 58% (2019) to 70% (2025) • Motivation and Interest from 75% (2019) to 85% (2025) • Sense of connectedness from 66% (2019) to 78% (2025) • Effort from 74% (2019) to 83% (2025) 	agency from 74% (2023) maintain Motivation and Interest from 79% (2023) to 85% (2024) Sense of connectedness from 80% (2023) maintain Effort from 83% (2023) maintain
To improve the personal and social capabilities of all students.	No	AToSS Increase Years 4–6 percentage positive endorsement: <ul style="list-style-type: none"> • Self–regulation & goal setting from 87% (2021) to 93% (2025) • Perseverance from 70% (2021) to 80% (2025) • Sense of confidence 78% (2021) to 86% (2025) 	
		Parent Opinion Survey (POS) Increase percentage positive endorsement: <ul style="list-style-type: none"> • Student motivation and support from 71% (2019) to 80% (2025) • Student agency and voice from 81% (2019) to 86% (2025) • Not experiencing bullying from 43% (2019) to 54% (2025) 	

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	SSS Collective efficacy from 87% (2023) maintain Academic emphasis from 66% (2023) to 75% (2024) Moderate assessment tasks together from 72% (2023) to 82% (2024) Professional learning through peer observations from 48% (2023) to 60% (2024) Believes evaluating impact improves practice from 84% (2023) to 88% (2024) AToSS School transition year 7 and new students from 75% to 80% in 2024. Staff Opinion Survey

	<p>Increase Professional learning through peer observations from 48% to 57% in 2024. Increase seeking feedback to improve practise from 64% to 72% in 2024.</p> <p>Attendance Between 20–29.5 days absence from 19% (2023) to 15% (2024) Between 10–19.5 days absence from 30% (2023) to 23% (2024)</p>	
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 2	To improve student learning outcomes in literacy and numeracy.	
12-month target 2.1-month target	Reading - increase the percentage of students in the exceeding proficiency to 15 % (13%2023) Writing - increase the percentage of students in the exceeding proficience to 10% (6% 2023) Numeracy - increase the percentage of students in the exceeding proficience to 9% (3% 2023)	
12-month target 2.2-month target	Moderate assessment tasks together from 72% (2023) to 80% Professional learning through peer observations from 48% (2023) to 60% (2024) Believes evaluating impact improves practice from 84% (2023) to 85% (2024)	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Professional leadership	Strengthen leadership capacity and organisational structures and processes to drive improvement in student outcomes.	Yes
KIS 2.b Excellence in teaching and learning	Implement consistent agreed whole school curriculum and instructional practice in Reading, Writing and Numeracy.	No
KIS 2.c Excellence in teaching and learning	Strengthen the rigour and consistency of the PLC practice to build collaboration and facilitate effective use of data and assessment to support high-quality teaching.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	To continue embedding current practice around phonics and numeracy instruction.	
Goal 3	To improve student engagement in learning.	
12-month target 3.1-month target	Between 20–29.5 days absence from 19% (203) to 15% (2024) Between 10–19.5 days absence from 30% (2023) to 23% (2024)	
12-month target 3.2-month target	Plan differentiated learning activities from 96% (2023) maintain.	
12-month target 3.3-month target	School transition year 7 and new students from 75% to 80% in 2024. Student voice and agency from 74% (2023) maintain Motivation and Interest from 79% (2023) to 85% (2024) Sense of connectedness from 80% (2023) maintain Effort from 83% (2023) maintain	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Build teacher knowledge of, and capacity to, activate student voice and student agency.	No
KIS 3.b Positive climate for learning	Build student capacity to take active responsibility for their learning.	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.	The school will introduce Zones of Regulation as well as a student induction program in 2024	

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	SSS Collective efficacy from 87% (2023) maintain Academic emphasis from 66% (2023) to 75% (2024) Moderate assessment tasks together from 72% (2023) to 82% (2024) Professional learning through peer observations from 48% (2023) to 60% (2024) Believes evaluating impact improves practice from 84% (2023) to 88% (2024) AToSS School transition year 7 and new students from 75% to 80% in 2024. Staff Opinion Survey Increase Professional learning through peer observations from 48% to 57% in 2024. Increase seeking feedback to improve practise from 64% to 72% in 2024. Attendance Between 20–29.5 days absence from 19% (203) to 15% (2024) Between 10–19.5 days absence from 30% (2023) to 23% (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	2024 will focus on Pedagogy for the school, as it continues to implement its AIP. See KIS 1b for welfare information. Build staff capacity to use 'Explicit Direct Instruction' strategies during the 'I do' part of the school's instructional model across all areas of the curriculum.

Outcomes	<p>Staff will demonstrate a strong understanding of 'Explicit Direct Instruction' strategies. Staff will use a variety of 'Explicit Direct Instruction' strategies to ensure consistency in the implementation of the instructional model. Students will report higher levels of motivation and interest in their learning. Students are able to demonstrate taught concepts with a high level of proficiency during the 'You Do It Together' and 'You Do It Alone'.</p>			
Success Indicators	<p>Peer and leadership classroom and observations and learning walks demonstrate the use of explicit direct instruction strategies in instruction practises. Staff Opinion Survey AToSS targets Literacy - Numeracy -</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Purchase and use 'Explicit Direct Instruction' by Hollingsworth & Ybarra and provide copies to team leaders. This book will be used as the framework for professional learning sessions throughout the year. Strategies from the book will be used to achieve our outcomes. Provide further professional learning for staff in EDI.</p>	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$11,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used
<p>Undertake leadership observations and learning walks to observe the use of 'Explicit Direct Instruction' strategies in classrooms. Implement a schedule of peer observations focused on the use of 'Explicit Direct Instruction' strategies in classrooms.</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <input checked="" type="checkbox"/> Other funding will be used
<p>Develop strategies for utilizing student-led goals in Foundation classrooms in order to improve student metacognition, motivation, and interest through student voice.</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 4</p>	<p>\$2,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used

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	*Monitor, evaluate and refine the implementation of the whole school approach to Respectful Relationships *Facilitate an approach to student voice across the whole school by implementing the Zones of Regulation program *Improve staff understanding of executive functions. particularly working memory and cognitive load theory *Implement new student induction program for all new students			
Outcomes	*Staff use PHPS social and emotional curriculum documents to guide planning and teaching around social/ emotional learning *Staff and student feedback shows evidence of RRR education being embedded and improved across the whole school *Staff and students understand where they can seek help and support on any issue relation to family violence *Teachers, leaders and students will have and use a consistent whole school language to discuss and support students mental health and wellbeing *Students report positive feedback around transition to a new school as evident in student surveys			
Success Indicators	*AToSS *Staff Opinion Survey *Zones of regulation Action Plan *Whole school social and emotional curriculum *Classroom and peer observations for Respectful Relationships and Circle Time *Documentations of frameworks for implementing whole school approach to student voice *Collection of data from student surveys and focus groups			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement the student induction program.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used

<p>Undertake leadership observations and learning walks to observe the use of 'Zones of Regulation' strategies in classrooms. Implement a schedule of peer observations focused on the use of 'Zones of Regulation' strategies in classrooms.</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Implement staff and student surveys and student focus groups around RRRR, within the topics of emotional literacy and help seeking.</p>	<input checked="" type="checkbox"/> Assistant principal <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 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 2	To improve student learning outcomes in literacy and numeracy.			
12-month target 2.1 target	Reading - increase the percentage of students in the exceeding proficiency to 15 % (13%2023) Writing - increase the percentage of students in the exceeding proficience to 10% (6% 2023) Numeracy - increase the percentage of students in the exceeding proficience to 9% (3% 2023)			
12-month target 2.2 target	Moderate assessment tasks together from 72% (2023) to 80% Professional learning through peer observations from 48% (2023) to 60% (2024) Believes evaluating impact improves practice from 84% (2023) to 85% (2024)			
KIS 2.a Instructional and shared leadership	Strengthen leadership capacity and organisational structures and processes to drive improvement in student outcomes.			
Actions	*Build staff capacity to use 'Explicit Direct Instruction' strategies during the 'I do' part of the school's instructional model across all areas of the curriculum. *Improve staff understanding of executive functions. particularly working memory and cognitive load theory, with particular application to Literacy and Numeracy.			

Outcomes	<p>Staff will demonstrate a strong understanding of 'Explicit Direct Instruction' strategies. Staff will use a variety of 'Explicit Direct Instruction' strategies to ensure consistency in the implementation of the instructional model. Students will report higher levels of motivation and interest in their learning. Students are able to demonstrate taught concepts with a high level of proficiency during the 'You Do It Together' and 'You Do It Alone'.</p>			
Success Indicators	<p>Peer and leadership classroom and observations and learning walks demonstrate the use of explicit direct instruction strategies in instruction practices. Staff Opinion Survey AToSS targets Literacy - Numeracy -</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Purchase and use 'Explicit Direct Instruction' by Hollingsworth & Ybarra and provide copies to team leaders. This book will be used as the framework for professional learning sessions throughout the year. Strategies from the book will be used to achieve our outcomes. Provide further professional learning for staff in EDI.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Undertake leadership observations and learning walks to observe the use of 'Explicit Direct Instruction' strategies in classrooms. Implement a schedule of peer observations focused on the use of 'Explicit Direct Instruction' strategies in classrooms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	To improve student engagement in learning.			
12-month target 3.1 target	Between 20–29.5 days absence from 19% (2023) to 15% (2024) Between 10–19.5 days absence from 30% (2023) to 23% (2024)			
12-month target 3.2 target	Plan differentiated learning activities from 96% (2023) maintain.			
12-month target 3.3 target	School transition year 7 and new students from 75% to 80% in 2024.			

	Student voice and agency from 74% (2023) maintain Motivation and Interest from 79% (2023) to 85% (2024) Sense of connectedness from 80% (2023) maintain Effort from 83% (2023) maintain			
KIS 3.b Intellectual engagement and self-awareness	Build student capacity to take active responsibility for their learning.			
Actions	<ul style="list-style-type: none"> *Facilitate an approach to student voice across the whole school by implementing the Zones of Regulation program *Improve staff understanding of executive functions. particularly working memory and cognitive load theory *Students setting individual goals for improvement *Developing opportunities for student voice when constructing individual learning plans and setting student goals 			
Outcomes	<ul style="list-style-type: none"> *Staff use PHPS social and emotional curriculum to facilitate opportunities around student voice *Staff feedback shows increased understanding of executive function *Students understand the student voice processes at PHPS *Teachers, leaders and students will have and use a consistent whole school process for goal setting 			
Success Indicators	<ul style="list-style-type: none"> *AToSS *Staff Opinion Survey *Zones of regulation Action Plan *Whole school social and emotional curriculum *Whole school goal setting processes implemented *Documentations of frameworks for implementing whole school approach to student voice *Collection of data from student surveys and focus groups 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Undertake leadership observations and learning walks to observe the use of 'Zones of Regulation' strategies in classrooms. Implement a schedule of peer observations focused on the use of 'Zones of Regulation' strategies in classrooms.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Train staff to implement school based professional learning to improve staff understanding of executive functions, working memory and cognitive load theory</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$7,500.00</p> <ul style="list-style-type: none"> <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
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$493,793.35	\$464,182.18	\$29,611.17
Disability Inclusion Tier 2 Funding	\$254,794.83	\$284,406.00	-\$29,611.17
Schools Mental Health Fund and Menu	\$50,520.32	\$50,520.32	\$0.00
Total	\$799,108.50	\$799,108.50	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Purchase and use 'Explicit Direct Instruction' by Hollingsworth & Ybarra and provide copies to team leaders. This book will be used as the framework for professional learning sessions throughout the year. Strategies from the book will be used to achieve our outcomes. Provide further professional learning for staff in EDI.	\$11,000.00
Develop strategies for utilizing student-led goals in Foundation classrooms in order to improve student metacognition, motivation, and interest through student voice.	\$2,000.00
Undertake leadership observations and learning walks to observe the use of 'Zones of Regulation' strategies in classrooms. Implement a schedule of peer observations focused on the use of 'Zones of Regulation' strategies in classrooms.	\$3,000.00

Train staff to implement school based professional learning to improve staff understanding of executive functions, working memory and cognitive load theory	\$7,500.00
Totals	\$23,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Purchase and use 'Explicit Direct Instruction' by Hollingsworth & Ybarra and provide copies to team leaders. This book will be used as the framework for professional learning sessions throughout the year. Strategies from the book will be used to achieve our outcomes. Provide further professional learning for staff in EDI.	from: Term 1 to: Term 4	\$14,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop strategies for utilizing student-led goals in Foundation classrooms in order to improve student metacognition, motivation, and interest through student voice.	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Undertake leadership observations and learning walks to observe the use of 'Zones of Regulation' strategies in classrooms. Implement a schedule of peer observations focused on the use of 'Zones of Regulation' strategies in classrooms.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Train staff to implement school based professional learning to	from: Term 1		

improve staff understanding of executive functions, working memory and cognitive load theory	to: Term 4		
Totals		\$22,000.00	

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
Train staff to implement school based professional learning to improve staff understanding of executive functions, working memory and cognitive load theory	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
School based psychologist to support student inclusion processes	\$134,097.00

Mental Health Leader	\$50,520.32
Primary Welfare Officer to support student inclusion.	\$47,309.00
Tutor Learning initiative staffing	\$200,593.00
Whole school numeracy leadership and numeracy intervention.	\$99,465.00
Disability DIT meeting support.	\$13,000.00
Therapy Dog	\$20,000.00
Special Educator 0.6 to support teachers to make curriculum adjustments for Tier 2-3 students.	\$70,000.00
Implement whole school Art Therapy program.	\$100,000.00
Additional resources to support implementation of Zones of Regulation.	\$8,000.00
School purchase of all classroom requirements for all students.	\$34,124.18
Totals	\$777,108.50

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
School based psychologist to support student inclusion processes	from: Term 1 to: Term 4	\$0.00	
Mental Health Leader	from: Term 1 to: Term 4	\$0.00	

Primary Welfare Officer to support student inclusion.	from: Term 1 to: Term 4	\$0.00	
Tutor Learning initiative staffing	from: Term 1 to: Term 4	\$200,593.00	<input checked="" type="checkbox"/> School-based staffing
Whole school numeracy leadership and numeracy intervention.	from: Term 1 to: Term 4	\$99,465.00	<input checked="" type="checkbox"/> School-based staffing
Disability DIT meeting support.	from: Term 1 to: Term 4	\$0.00	
Therapy Dog	from: Term 3 to: Term 4	\$0.00	
Special Educator 0.6 to support teachers to make curriculum adjustments for Tier 2-3 students.	from: Term 2 to: Term 4	\$0.00	
Implement whole school Art Therapy program.	from: Term 2 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional resources to support implementation of Zones of Regulation.	from: Term 1	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
School purchase of all classroom requirements for all students.	from: Term 1 to: Term 4	\$34,124.18	<input checked="" type="checkbox"/> Other School purchase of all booklist requirements for all students.
Totals		\$442,182.18	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
School based psychologist to support student inclusion processes	from: Term 1 to: Term 4	\$134,097.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Mental Health Leader	from: Term 1 to: Term 4	\$0.00	
Primary Welfare Officer to support student inclusion.	from: Term 1 to: Term 4	\$47,309.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Tutor Learning initiative staffing	from: Term 1 to: Term 4	\$0.00	
Whole school numeracy leadership and numeracy intervention.	from: Term 1	\$0.00	

	to: Term 4		
Disability DIT meeting support.	from: Term 1 to: Term 4	\$13,000.00	<input checked="" type="checkbox"/> CRT •
Therapy Dog	from: Term 3 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Other •
Special Educator 0.6 to support teachers to make curriculum adjustments for Tier 2-3 students.	from: Term 2 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties • Special education teacher
Implement whole school Art Therapy program.	from: Term 2 to: Term 4	\$0.00	
Additional resources to support implementation of Zones of Regulation.	from: Term 1 to: Term 4	\$0.00	
School purchase of all classroom requirements for all students.	from: Term 1 to: Term 4	\$0.00	
Totals		\$284,406.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
School based psychologist to support student inclusion processes	from: Term 1 to: Term 4	\$0.00	
Mental Health Leader	from: Term 1 to: Term 4	\$50,520.32	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Primary Welfare Officer to support student inclusion.	from: Term 1 to: Term 4	\$0.00	
Tutor Learning initiative staffing	from: Term 1 to: Term 4	\$0.00	
Whole school numeracy leadership and numeracy intervention.	from: Term 1 to: Term 4	\$0.00	
Disability DIT meeting support.	from: Term 1 to: Term 4	\$0.00	
Therapy Dog	from: Term 3 to: Term 4	\$0.00	

Special Educator 0.6 to support teachers to make curriculum adjustments for Tier 2-3 students.	from: Term 2 to: Term 4	\$0.00	
Implement whole school Art Therapy program.	from: Term 2 to: Term 4	\$0.00	
Additional resources to support implementation of Zones of Regulation.	from: Term 1 to: Term 4	\$0.00	
School purchase of all classroom requirements for all students.	from: Term 1 to: Term 4	\$0.00	
Totals		\$50,520.32	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Purchase and use 'Explicit Direct Instruction' by Hollingsworth & Ybarra and provide copies to team leaders. This book will be used as the framework for professional learning sessions throughout the year. Strategies from the book will be used to achieve our outcomes. Provide further professional learning for staff in EDI.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Lookout centre/designated teacher	<input checked="" type="checkbox"/> On-site
Implement the student induction program.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Train staff to implement school based professional learning to improve staff understanding of executive functions, working memory and cognitive load theory</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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