

2023 Annual Implementation Plan

for improving student outcomes

Castlemaine Primary School (0119)



**Castlemaine
Primary School
N° 119**

Submitted for review by Peter McConnell (School Principal) on 05 June, 2023 at 01:25 PM
Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 09 June, 2023 at 07:46 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

Enter your reflective comments	Over the course of this year, we have seen covid restrictions progressively ease however this has been replaced with significant rolling waves of illness among the staff and student population. Replacement staff have been increasingly difficult to source resulting in intermittent disruptions to some programs such as the tutoring program. Student illness rose up to 35-40% at times Despite these new challenges, our staff continued the work to support student's academic and well-being development. Our leading teacher took up an acting position in another school requiring the sourcing of another teacher in the classroom and the selection of an acting leading teacher. Disruption was minimal as this person had a good understanding of the school context and the current work. This also provided new leadership opportunities for our staff.
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	<p>The MHIPs teacher has been an invaluable resource this year and has enabled the school to respond directly to a range of well-being issues arising among the student population. It has significantly eased the burden on teachers in managing student well-being issues.</p>
<p>Considerations for 2023</p>	<p>Although 2022 has seen the school move closer to pre-covid operations, the continued waves of illness among staff and students have caused significant disruption to the continuity of teaching and learning this year. I anticipate this issue will further ease in 2023 providing a more stable learning environment for teachers to achieve greater continuity with all aspects of our teaching and learning work.</p> <p>I anticipate 2023 will be a period with much greater stability and consistency. The school review in term 1 2023 is well timed to reflect on the past challenging years and use this knowledge to provide clear directions for our school's future. Although the school has generally performed well during the past few years, a focus on mathematics is required</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	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 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Enhance students' engagement and agency in learning.
Target 2.1	By 2026, increase the percentage positive endorsement on the AtoSS for: <ul style="list-style-type: none"> • Stimulated learning from 63% in 2021 to 80% • Student voice and agency from 51% in 2021 to 70% • Attitudes to attendance from 71% in 2021 to 86%
Target 2.2	By 2026, reduce the percentage of students with 20 or more days absent from 57% in 2022 to 20% or less.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	Empower children to identify and evaluate their next steps in learning.

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capacity to activate student voice and agency
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen leadership opportunities and pathways for all students
Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to improving student attendance
Goal 3	Learning growth for all students
Target 3.1	<p>By 2026, increase the percentage of students indicating positive endorsement on the student Attitudes to School Survey (AtoSS) for:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 77% in 2021 to 85% • Self-regulation and goal setting from 70% in 2021 to 85%

Target 3.2	Target to be developed based on NAPLAN results when revised approaches to analysis and presentation of data become available
Target 3.3	By 2026 increase the percentage of Year 1-6 students demonstrating at or above expected growth in learning on the Vic Curriculum as measured by Semester 2 Teacher Judgements for: <ul style="list-style-type: none"> • Reading and Viewing from 69% in 2022 to 85% • Writing from 68% in 2022 to 85% • Number and Algebra from 61% in 2022 to 80%
Target 3.4	By 2026, increase the percentage of staff indicating positive endorsement on the School Staff Survey for Academic emphasis from 74% in 2022 to 80%
Key Improvement Strategy 3.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance teacher capacity to use assessment data to plan, implement and monitor differentiated learning.
Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Promote collaboration through PLCs to modify teacher practice to improve student outcomes.

<p>Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop consistent, high quality instructional practice in mathematics.</p>
<p>Key Improvement Strategy 3.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Engage parents and carers as partners in learning</p>
<p>Goal 4</p>	<p>Develop competent, resilient students equipped to thrive in the contemporary world.</p>
<p>Target 4.1</p>	<p>By 2026 increase the percentage positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> • Perseverance, from 65% in 2021 to 77% • Resilience, from the percentage attained in 2022 (when data becomes available) to an aspirational percentage informed by available data from Castlemaine PS, similar schools, network and state • Sense of connectedness, from 64% in 2021 to 84% • Effective classroom behaviour from 66% in 2021 to 80%.
<p>Target 4.2</p>	<p>By 2026, increase the percentage positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Trust in students and parents from 79% in 2022 to 85%
<p>Key Improvement Strategy 4.a</p>	<p>Strengthen the wellbeing structures, processes and practices to support student wellbeing</p>

<p>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</p>	
<p>Key Improvement Strategy 4.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</p>	<p>Embed a consistent approach to behaviour management across the school that supports the needs of current and future students</p>
<p>Key Improvement Strategy 4.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Foster relationships within and beyond the school community to enhance students' world view and connectedness</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The percentage of Year 5 students achieving in the top two bands of NAPLAN will improve: Numeracy from 25% (2022) to 30% or greater (2023)The percentage of Year 5 students achieving in the bottom two bands of NAPLAN will decrease: Numeracy from 6% (2022) to 0% or lowerBy 2023 the percentage of students achieving meeting and above benchmark growth from Year 3 to 5 on NAPLAN will increase: - Reading from 74% (2021) to 80% (2023)- Writing from 85% (2021) to 88% (2023)- Numeracy from 79% (2021) to 84% (2023)By 2023 improve the percentage of positive responses for the Student Attitudes to School (ATOS) survey for (based on 2021 ATOS data):Stimulated learning from 76% to 85%Classroom behavior from 73% to 85%.Student voice and agency from 60% to 85%Learning confidence from 72% to 85%Motivation and interest from 78% to 85%Effort from 76% to 85%.</p>
Enhance students' engagement and agency in learning.	No	<p>By 2026, increase the percentage positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> • Stimulated learning from 63% in 2021 to 80% • Student voice and agency from 51% in 2021 to 70% • Attitudes to attendance from 71% in 2021 to 86% 	

		By 2026, reduce the percentage of students with 20 or more days absent from 57% in 2022 to 20% or less.	
Learning growth for all students	No	By 2026, increase the percentage of students indicating positive endorsement on the student Attitudes to School Survey (AtoSS) for: <ul style="list-style-type: none"> • Differentiated learning challenge from 77% in 2021 to 85% • Self-regulation and goal setting from 70% in 2021 to 85% 	
		Target to be developed based on NAPLAN results when revised approaches to analysis and presentation of data become available	
		By 2026 increase the percentage of Year 1-6 students demonstrating at or above expected growth in learning on the Vic Curriculum as measured by Semester 2 Teacher Judgements for: <ul style="list-style-type: none"> • Reading and Viewing from 69% in 2022 to 85% • Writing from 68% in 2022 to 85% • Number and Algebra from 61% in 2022 to 80% 	
		By 2026, increase the percentage of staff indicating positive endorsement on the School Staff Survey for Academic emphasis from 74% in 2022 to 80%	
Develop competent, resilient students equipped to thrive in the contemporary world.	No	By 2026 increase the percentage positive endorsement on the AtoSS for: <ul style="list-style-type: none"> • Perseverance, from 65% in 2021 to 77% • Resilience, from the percentage attained in 2022 (when data becomes available) to an aspirational percentage informed by available data from Castlemaine PS, similar schools, network and state • Sense of connectedness, from 64% in 2021 to 84% • Effective classroom behaviour from 66% in 2021 to 80%. 	

		By 2026, increase the percentage positive endorsement on the SSS for: <ul style="list-style-type: none"> Trust in students and parents from 79% in 2022 to 85% 	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.		
12 Month Target 1.1	<p>The percentage of Year 5 students achieving in the top two bands of NAPLAN will improve: Numeracy from 25% (2022) to 30% or greater (2023)</p> <p>The percentage of Year 5 students achieving in the bottom two bands of NAPLAN will decrease: Numeracy from 6% (2022) to 0% or lower</p> <p>By 2023 the percentage of students achieving meeting and above benchmark growth from Year 3 to 5 on NAPLAN will increase:</p> <ul style="list-style-type: none"> - Reading from 74% (2021) to 80% (2023) - Writing from 85% (2021) to 88% (2023) - Numeracy from 79% (2021) to 84% (2023) <p>By 2023 improve the percentage of positive responses for the Student Attitudes to School (ATOS) survey for (based on 2021 ATOS data):</p> <ul style="list-style-type: none"> Stimulated learning from 76% to 85% Classroom behavior from 73% to 85%. Student voice and agency from 60% to 85% Learning confidence from 72% to 85% Motivation and interest from 78% to 85% Effort from 76% to 85%. 		
Key Improvement Strategies			Is this KIS selected for focus this year?

KIS 1.a Priority 2023 Dimension	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 Priority 2023 Dimension	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 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>The percentage of Year 5 students achieving in the top two bands of NAPLAN will improve: Numeracy from 25% (2022) to 30% or greater (2023)</p> <p>The percentage of Year 5 students achieving in the bottom two bands of NAPLAN will decrease: Numeracy from 6% (2022) to 0% or lower</p> <p>By 2023 the percentage of students achieving meeting and above benchmark growth from Year 3 to 5 on NAPLAN will increase:</p> <ul style="list-style-type: none"> - Reading from 74% (2021) to 80% (2023) - Writing from 85% (2021) to 88% (2023) - Numeracy from 79% (2021) to 84% (2023) <p>By 2023 improve the percentage of positive responses for the Student Attitudes to School (ATOS) survey for (based on 2021 ATOS data):</p> <ul style="list-style-type: none"> Stimulated learning from 76% to 85% Classroom behavior from 73% to 85%. Student voice and agency from 60% to 85% Learning confidence from 72% to 85% Motivation and interest from 78% to 85% Effort from 76% to 85%.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Develop a whole school approach to Mathematics teaching and assessment - Appoint a DI co-ordinator - Establish School Improvement Teams to oversee the implementation of the Strategic Plan

<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Lead Mathematics School Improvement Team - Participate in Leading Mathematics - Facilitate professional learning in relation to formative assessment and feedback - Prioritise and attend weekly PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> - Lead and participate in School Improvement Teams for English and Mathetics - participate in whole-school professional learning that supports the design and implementation of an instructional model for Mathematics - participate in observations relevant to their School Improvement Team ie learning walks, lesson observation, onsite and at other schools - participate in professional learning in relation to formative assessment and feedback - PLC focus on mathematics <p>Students will:</p> <ul style="list-style-type: none"> - be identified and supported within the classroom and through the tutor learning initiative if they have not made the expected growth - be given targeted teaching through the tutor learning initiative - (disability students will) be provided with the necessary adjustments that respond to their specific learning needs - be provided with feedback about their learning in English and Mathematics
<p>Success Indicators</p>	<p>Leaders:</p> <ul style="list-style-type: none"> - will facilitate the organsiation of School Improvement Teams in operation, with adjustments made to the meeting schedule and budgets - successfully complete Leading Mathematics and lead the development of an instructional model for Mathematics <p>Teachers:</p> <ul style="list-style-type: none"> - participate/ lead in School Improvement Teams, with improvements focused on Mathematics, Inquiry, and Spelling - conduct two PLC inquiry cycles with a focus on Mathematics <p>Students will:</p> <ul style="list-style-type: none"> - achieve a minimum of six months of growth (teacher judgments) in English and Mathematics - set learning goals based on feedback from the teacher

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Formation of a School Improvement Team to participate in Leading Mathematics through the academy and develop an evidence-based instructional model for Mathematics.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate a DI coordinator to work with Leading Teacher to formulate a clear role statement for DI coordinator.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Formation of an English School Improvement Team, with a focus on the re-development of the whole school spelling approach for 2023.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of additional ES staff to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with learning.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,665.18 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of additional teachers to enable small groups in literacy and numeracy.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,716.17 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Establish School Improvement Teams to oversee Wellbeing - Implementation of Berry St non-negotiables 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support the Wellbeing Co-ordinator and participate in professional learning associated with the MHIPS pilot - establish School Improvement Teams to oversee Wellbeing, with a focus on developing a whole school approach to reducing student absences - employment of a Social Worker 0.1 to support the reduction of student absences - facilitate the consistent implementation of Berry St non-negotiables across the school - work with students to unpack and set goals to improve AToSS results <p>Teachers will:</p> <ul style="list-style-type: none"> - have support from the Wellbeing Co-ordinator to increase their capacity to promote positive mental health and wellbeing through professional learning and the MHIPS program - will work together to implement consistent trauma-informed teaching practices based on Berry St professional learning completed in 2021/ 23 - increase their understanding of the AToSS and how this data can improve practice <p>Students will:</p> <ul style="list-style-type: none"> - have access to a teacher trained to assist with mental health and wellbeing - benefit from daily activities aimed at improving their mental health and wellbeing - have a better understanding of the AToSS - work with teachers and school leaders to formulate goals to improve AToSS data 			
Success Indicators	<ul style="list-style-type: none"> - Attendance data will improve for semester two as a result of strategies developed by the Wellbeing School Improvement Team - Teachers implement Berry St non-negotiables with the evidence available through planning documents - Students and teachers to set goals informed by a review of the AToSS data 			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
MHIPs coordinator completes all scheduled training requirements	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of a social worker	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$16,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Allocation of a staff member to oversee the coordination of wellbeing across the school (0.1 EFT)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$14,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Train remaining staff in Berry St approach, including MHIPs refresher course	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$25,716.70	\$25,716.17	\$0.53
Disability Inclusion Tier 2 Funding	\$95,665.18	\$95,665.18	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.00	\$0.38
Total	\$152,029.26	\$152,028.35	\$0.91

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Allocate a DI coordinator to work with Leading Teacher to formulate a clear role statement for DI coordinator.	\$15,000.00
Employment of additional ES staff to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with learning.	\$80,665.18
Employment of additional teachers to enable small groups in literacy and numeracy.	\$25,716.17
Employment of a social worker	\$16,000.00
Allocation of a staff member to oversee the coordination of wellbeing across the school (0.1 EFT)	\$14,000.00
Train remaining staff in Berry St approach, including MHIPs refresher course	\$2,000.00
Totals	\$153,381.35

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of additional teachers to enable small groups in literacy and numeracy.	from: Term 1 to: Term 4	\$25,716.17	<input checked="" type="checkbox"/> School-based staffing
Totals		\$25,716.17	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Allocate a DI coordinator to work with Leading Teacher to formulate a clear role statement for DI coordinator.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Employment of additional ES staff to deliver adjustments and inclusive practices for students with disability and students identified as requiring additional support with learning.	from: Term 1 to: Term 4	\$80,665.18	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$95,665.18	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Employment of a social worker	from: Term 4 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Allocation of a staff member to oversee the coordination of wellbeing across the school (0.1 EFT)	from: Term 1 to: Term 4	\$14,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Train remaining staff in Berry St approach, including MHIPs refresher course	from: Term 2 to: Term 4	\$647.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Totals		\$30,647.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Formation of a School Improvement Team to participate in Leading Mathematics through the academy and develop an evidence-based instructional model for Mathematics.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Online
MHIPs coordinator completes all scheduled training requirements	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> Off-site Online and face-to-face CoP
Train remaining staff in Berry St approach, including MHIPs refresher course	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Berry St Education Model	<input checked="" type="checkbox"/> Off-site Face-to-face, online professional learning sessions