

2025 Annual Implementation Plan

for improving student outcomes

Tallangatta Primary School (1365)



Submitted for review by Alisha Watson (School Principal) on 04 December, 2024 at 02:34 PM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 09 January, 2025 at 03:28 PM

Self-evaluation summary

	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.	Evolving
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	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.	Embedding
	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	Evolving
	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	Evolving

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
--	---	--

Future planning	The school has had a significant culture change and there has been positive growth. There has been continuity of staff. Staff have made real efforts to get to know their students and build relationships. There was a whole school data source that was consistently monitored, reviewed and discussed. The connection to the community has increased ten fold e.g. attendance at assemblies, positive parent opinion survey, informal chats at school gate. There are parents wanting to come to the school. The whole school community are speaking positively about the school. There has been a positive presence online e.g. Compass and Facebook.
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				
Optimise student learning growth.	No	By 2024, increase the three-year mean percentage of students achieving at and above benchmark growth NAPLAN in: <ul style="list-style-type: none"> • Reading from 57% (2017–19) to 65% (2022-24) • Writing from 57% (2017–19) to 65% (2022-24) • Numeracy from 82% (2017–19) to 88% (2022-24) 	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.				
		By 2024, increase the three-year mean percentage of students achieving in the top two bands NAPLAN in: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Year</td> <td style="width: 50%; text-align: right;">Year</td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>5</td> <td></td> </tr> </table> <ul style="list-style-type: none"> • Reading from 32% (2017–19) to 40% (2022-24) Reading from 42% (2017–19) to 45% (2022-24) • Writing from 23% (2017–19) to 28% (2022-24) Writing from 3% (2017–19) to 15% (2022-24) • Numeracy from 17% (2017–19) to 27% (2022-24) Numeracy from 17% (2017–19) to 27% (2022-24) 	Year	Year	3		5
Year	Year						
3							
5							

		<p>By 2024, decrease the variation between NAPLAN results and Teacher judgements for percentage of students in top 2 bands for the relevant year level:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading and viewing from 7% (2017–19) to a three-year average 5% (2022–24). • Writing from 22% (2017–19) to a three-year average of 12% (2022–24) • Number and algebra from 20% (2017–19) to a three year average of 10% (2022–24) <p>Year 5</p> <ul style="list-style-type: none"> • Reading and viewing from 12% (2017–19) to a three year average of 5% (2022–24) • Writing from 16% (2017–19) to a three year average of 10% (2022–24) • Number and algebra from 28% (2017–19) to a three year average of 12% (2022–24) 	
		<p>By 2024, increase the three-year mean percentage positive response in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Collective Efficacy from 69% (2017-19) to 79% (2022–24) • Collaboration from 70% (2017-19) to 80% (2022–24) <p>Teaching and learning module: Evaluation</p> <ul style="list-style-type: none"> • Monitor effectiveness using data from 42% (2017–19) to 72% (2022–24) • Understand how to analyse data from 28% (2017–19) to 68% (2022–24) • Use evidence to inform practice from 69% (2017–19) to 80% (2022–24) <p>Teaching and learning module: Practice improvement</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 6% (2017–19) to 50% (2022–24) 	

		<ul style="list-style-type: none"> • Seek feedback to improve practice from 57% (2017-2019) to 70% (2022-24) 	
Optimise a positive climate for learning and wellbeing	Yes	<p>By 2024, increase the three-year mean percentage positive response for Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 82% (2017-19) to 88% (2022-24) • Respect for diversity from 82% (2017-19) to 88% (2022-24) • Managing bullying from 80% (2017-19) to 85% (2022-24) • Teacher concern from 75% (2017-19) to 85% (2022-24) 	<p>By the end of 2025, reduce the number of NAS students in Year 3 for Reading from 22 to 15% and for Numeracy maintain at 0%By the end of 2025, increase the positive responses in the Attitudes to School Survey factors:Sense of connectedness from 48% (2024) to 77% (2025)Respect for diversity from 53% (2024) to 88% (2025)Managing bullying from 45% (2024) to 77% (2025)Teacher concern from 39% (2024) to 85% (2025)Stimulated learning from 38% (2024) to 80% (2025)Student voice and agency 49% (2024) to 80% (2025)Emotional awareness and regulation 63% (2024) to 83% (2025)</p>
		<p>By 2024, increase the three-year mean percentage positive response in Parent Opinion Survey in factors:</p> <ul style="list-style-type: none"> • Module: Ethos and environment –School pride and confidence from 87% (2017-19) to 92% (2022-24) • Module: Safety–Managing bullying from 80% (2017-19) to 90% (2022-24) • Module: Parent and community engagement – School Communication from 67% (2017-19) to 80% (2022-24) • Parent participation and involvement from 33% in2017-19) to 50% (2022-24) 	<p>By 2025, increase or maintain the positive responses in the Parent Opinion Survey in factors:Module: Ethos and environment – School pride and confidence from 71% (2024) to 87% (2025)Module: Safety–Managing bullying from 75% (2024) to 85% (2025)Module: Parent and community engagement – School Communication from 94% (2024) to 95% (2025) Parent</p>

			participation and involvement from 80% in (2024) to 85% (2025)
		<p>By 2024, increase the three-year mean percentage positive response in School Staff Survey factors:</p> <ul style="list-style-type: none"> • Parent and community involvement from 64% (2017–19) to 75% (2022–24) • Trust in students and parents from 64% (2017–19) to 75% (2022–24) • Module: School leadership - Parent and community involvement, engagement and outreach from 74% (2017–19) to 84% (2022–24) 	<p>By 2025, increase the three-year mean percentage positive response in School Staff Survey factors: Parent and community involvement from 64% (2017–19) to 75% (2022–24) Trust in students and parents from 64% (2017–19) to 75% (2022–24) Module: School leadership - Parent and community involvement, engagement and outreach from 74% (2017–19) to 84% (2022–24)</p>
Empower students to be independent, engaged and motivated learners.	No	<p>By 2024, increase the three-year mean percentage positive in the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Teacher communication from 50% in 2020 to 75% (2022–24) • Student agency and voice from 83% (2017–9) to 88% (2022–24) • Student motivation and support from 82% (2017–9) to 88% (2022–24) • Stimulating learning environment from 79% (2017 -9) to 85% (2022–24) 	
		<p>By 2024, increase the three-year mean percentage positive response in the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 82% (2017–9) to 88% (2022 – 2024) • Stimulated learning from 82% (2017–9) to 88% (2022 – 2024) • Differentiated learning challenge from 88% to 93% (2022 – 2024) 	

		<p>By 2024, increase the three-year mean percentage positive response in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 66% (2017–9) to 76% (2022 – 2024) • Use student feedback to improve practice from 45% (2017–9) to 65% (2022 – 2024) • Promote student ownership of learning goals from 66% (2017 –9) to 76% (2022 – 2024) 	

Goal 2	Optimise a positive climate for learning and wellbeing
12-month target 2.1	<p>By the end of 2025, reduce the number of NAS students in Year 3 for Reading from 22 to 15% and for Numeracy maintain at 0%</p> <p>By the end of 2025, increase the positive responses in the Attitudes to School Survey factors:</p> <p>Sense of connectedness from 48% (2024) to 77% (2025) Respect for diversity from 53% (2024) to 88% (2025) Managing bullying from 45% (2024) to 77% (2025) Teacher concern from 39% (2024) to 85% (2025) Stimulated learning from 38% (2024) to 80% (2025) Student voice and agency 49% (2024) to 80% (2025) Emotional awareness and regulation 63% (2024) to 83% (2025)</p>
12-month target 2.2	<p>By 2025, increase or maintain the positive responses in the Parent Opinion Survey in factors:</p> <p>Module: Ethos and environment – School pride and confidence from 71% (2024) to 87% (2025) Module: Safety–Managing bullying from 75% (2024) to 85% (2025) Module: Parent and community engagement – School Communication from 94% (2024) to 95% (2025) Parent participation and involvement from 80% in {2024) to 85% (2025)</p>

12-month target 2.3	By 2025, increase the three-year mean percentage positive response in School Staff Survey factors: Parent and community involvement from 64% (2017–19) to 75% (2022–24) Trust in students and parents from 64% (2017–19) to 75% (2022–24) Module: School leadership - Parent and community involvement, engagement and outreach from 74% (2017–19) to 84% (2022–24)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Positive climate for learning	Enhance the whole school approach to develop a positive learning environment	Yes
KIS 2.b Community engagement in learning	Strengthen strategies and programs that build partnerships between staff, students and parents that supports students learning and wellbeing	Yes
KIS 2.c Positive climate for learning	Enhance inclusion and diversity practices within the school	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 work has been commenced to improve the Key Improvement Strategy data but needs some specific targets to achieve these goals. As the school will be having a review in Term 2, this work will be part of what we are planning to do moving forward.	

Define actions, outcomes, success indicators and activities

Goal 2	Optimise a positive climate for learning and wellbeing
12-month target 2.1	<p>By the end of 2025, reduce the number of NAS students in Year 3 for Reading from 22 to 15% and for Numeracy maintain at 0%</p> <p>By the end of 2025, increase the positive responses in the Attitudes to School Survey factors: Sense of connectedness from 48% (2024) to 77% (2025) Respect for diversity from 53% (2024) to 88% (2025) Managing bullying from 45% (2024) to 77% (2025) Teacher concern from 39% (2024) to 85% (2025) Stimulated learning from 38% (2024) to 80% (2025) Student voice and agency 49% (2024) to 80% (2025) Emotional awareness and regulation 63% (2024) to 83% (2025)</p>
12-month target 2.2	<p>By 2025, increase or maintain the positive responses in the Parent Opinion Survey in factors: Module: Ethos and environment – School pride and confidence from 71% (2024) to 87% (2025) Module: Safety–Managing bullying from 75% (2024) to 85% (2025) Module: Parent and community engagement – School Communication from 94% (2024) to 95% (2025) Parent participation and involvement from 80% in {2024) to 85% (2025)</p>
12-month target 2.3	<p>By 2025, increase the three-year mean percentage positive response in School Staff Survey factors: Parent and community involvement from 64% (2017–19) to 75% (2022–24) Trust in students and parents from 64% (2017–19) to 75% (2022–24) Module: School leadership - Parent and community involvement, engagement and outreach from 74% (2017–19) to 84% (2022–24)</p>
KIS 2.a Setting expectations and promoting inclusion	Enhance the whole school approach to develop a positive learning environment
Actions	<ul style="list-style-type: none"> - Build leadership capabilities to implement whole school practices - Build staff knowledge, understanding and practise around the SWPBS strategies

Outcomes	<p>Leaders will be:</p> <ul style="list-style-type: none"> - Developing their capability to coach and mentor staff in regard to consistent practice that aligns with SWPBS - Leading regular participation in LWTs that provide feedback to staff about their implementation of the wellbeing strategies - Using data from case management meetings to inform next steps for students flagged with additional wellbeing needs <p>Staff will be:</p> <ul style="list-style-type: none"> - Using the effectiveness from coaching and mentoring sessions to further improve their practise and understanding of positive behaviour responses - Openly using their feedback from LWTs to make positive changes in their teaching and learning programs <p>Students will be:</p> <ul style="list-style-type: none"> - Able to discuss the Attitudes to School Survey and how this aligns to our school values and use this data to set goals - Use the common language of our school values - Able to explain what emotions they are experiencing and what strategies they are using to help them 			
Success Indicators	<ul style="list-style-type: none"> - Improved positive response on the identified factors on the Attitudes to School Student Survey > key targets. - All teaching staff familiar and confident in their implementation of PBS processes, and the incorporation of high impact well-being strategies. - Meeting/PL schedule shows record of learning associated with PBS and wellbeing strategies. - Leaders committed to Learning Walk Process and norms and feedback from learning walks and specific LWT data collection presented at SIT. - Students tracked by SAEBR tool and wellbeing data wall with levels of intervention. - Notes and actions from cases study. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Do a modified ATOSS survey twice a term focussing on areas of identified improvement	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				Funding will be used
Implement High Impact Wellbeing Strategies	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Actively participate in Professional Learning sessions on SWPBS and how it incorporates wellbeing.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in regular Learning Walks and Talks and provide feedback on the implementation of a positive learning environment	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,656.77 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 2.b Parents and carers as partners	Strengthen strategies and programs that build partnerships between staff, students and parents that supports students learning and wellbeing			
Actions	- Develop and refine SWPBS visuals for values, expectations and consequences which are known and owned by students and staff.			

	- Implement school wide ongoing routines for dedicated wellbeing work and promotion of values through explicit teaching.			
Outcomes	<p>Leaders will be:</p> <ul style="list-style-type: none"> - Developing and refining our school values - Refining the school's SEL scope and sequence - Leading LWTs and provide feedback to colleagues on Wellbeing practices <p>Staff will be:</p> <ul style="list-style-type: none"> - Using our current school values to develop visuals in their classrooms that explain expectations - Provided with feedback from colleagues on their Wellbeing practices - Providing wellbeing updates to parents and community about Wellbeing through Newsletter, Facebook and Compass posts <p>Students will be:</p> <ul style="list-style-type: none"> - Following the classroom matrixes by using our school values - Able to articulate our school values 			
Success Indicators	<ul style="list-style-type: none"> - Teachers use common language and visuals, that are aligned with the school PBS framework. - Explicit teaching for wellbeing observed in learning walks and classroom observation. - Teachers collaboratively plan for social and emotional learning and deliver lessons through a dedicated program. - Teachers confidently implement social/emotional learning evidenced in LWTs. - Application of learning from PLC cycle to observable classroom practice. - Teachers undertake learning walks routinely, across multiple classrooms, to build collective practice and give and receive feedback in relation to the use of the PBS framework. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and refine school values	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET

				funded or free items
Teachers collaboratively plan together	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in regular LWTs and provide feedback	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,362.75 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC cycles focus on wellbeing	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Monitoring and analysis of SAEBR data with staff to develop strategies to address identified need	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c	Enhance inclusion and diversity practices within the school			

Setting expectations and promoting inclusion				
Actions	<ul style="list-style-type: none"> - Develop ongoing whole school systems and practice to use data to identify student needs and plan for supports/strategies. - Build teacher capability to Implement adjustments informed by IEPs. 			
Outcomes	<p>Leaders will be:</p> <ul style="list-style-type: none"> - Leading discussions about the school's Wellbeing data wall termly - Leading discussions in ES case management meetings for adjustments for students - Supporting all stakeholders to include different cultures - Continuing engagement with KESOs and visually showing inclusion of culture in school <p>Staff will be:</p> <ul style="list-style-type: none"> - Implementing the targetted adjustments from IEPs in the classroom - Acknowledging different cultures and days that are celebrated by groups within our community - acknowledgement of country daily in their classrooms <p>Students will be:</p> <ul style="list-style-type: none"> - Feeling included - Feeling like they are able to do similar work to their classmates - Working on their goals developed by themselves and their teacher - Open to learning about new cultures, participate in daily acknowledgement of country 			
Success Indicators	<ul style="list-style-type: none"> - Improved wellbeing of students tracked through school based data (SAEBR). - Documented process and planning documents for adjustments and observable inclusive accommodations evident in LWT observations. - Achievement of IEP goals. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Update the SABER tool each term	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$18,399.86

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Engage in LWTs and provide acknowledgements to colleagues	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement the adjustments identified in IEPs	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Inclusion of a variety of cultures through classroom activities	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Participate in a whole school PD with Dan Petro about inclusive practice	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,500.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				Funding will be used
Engagement with the PBS coach	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Work with the EIL Diverse Learners	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Termly administration of student feedback to address issues in ATOSS data	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$33,899.86	\$33,899.86	\$0.00
Disability Inclusion Tier 2 Funding	\$69,656.77	\$69,656.77	\$0.00
Schools Mental Health Fund and Menu	\$30,362.75	\$30,362.75	\$0.00
Total	\$133,919.38	\$133,919.38	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Do a modified ATOSS survey twice a term focussing on areas of identified improvement	\$20,000.00
Implement High Impact Wellbeing Strategies	\$15,000.00
Actively participate in Professional Learning sessions on SWPBS and how it incorporates wellbeing.	\$15,000.00
Participate in regular Learning Walks and Talks and provide feedback on the implementation of a positive learning environment	\$19,656.77
Develop and refine school values	\$10,000.00
Teachers collaboratively plan together	\$5,000.00
Participate in regular LWTs and provide feedback	\$5,362.75
PLC cycles focus on wellbeing	\$15,500.00

Update the SABER tool each term	\$18,399.86
Engage in LWTs and provide acknowledgements to colleagues	\$12,500.00
Participate in a whole school PD with Dan Petro about inclusive practice	\$2,500.00
Totals	\$138,919.38

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
PLC cycles focus on wellbeing	from: Term 1 to: Term 2	\$15,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Update the SABER tool each term	from: Term 1 to: Term 4	\$8,399.86	<input checked="" type="checkbox"/> School-based staffing
Engage in LWTs and provide acknowledgements to colleagues	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$33,899.86	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Do a modified ATOSS survey twice a term focussing on areas of identified improvement	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Implement High Impact Wellbeing Strategies	from: Term 1 to: Term 2	\$15,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability •
Participate in regular Learning Walks and Talks and provide feedback on the implementation of a positive learning environment	from: Term 1 to: Term 4	\$19,656.77	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Update the SABER tool each term	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Engage in LWTs and provide acknowledgements to colleagues	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Participate in a whole school PD with Dan Petro about inclusive practice	from: Term 3 to: Term 3	\$2,500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Totals		\$69,656.77	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Actively participate in Professional Learning sessions on SWPBS and how it incorporates wellbeing.	from: Term 3 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Develop and refine school values	from: Term 3 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Teachers collaboratively plan together	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Safe Schools (free)
Participate in regular LWTs and provide feedback	from: Term 1 to: Term 4	\$5,362.75	<input checked="" type="checkbox"/> Be You Initiative for Educators (free)
Totals		\$30,362.75	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Actively participate in Professional Learning sessions on SWPBS and how it incorporates wellbeing.	☑ All staff	from: Term 3 to: Term 4	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Teaching partners ☑ Internal staff	☑ On-site
Participate in regular Learning Walks and Talks and provide feedback on the implementation of a positive learning environment	☑ All staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ SEIL ☑ Literacy leaders ☑ Numeracy leader	☑ On-site
Participate in regular LWTs and provide feedback	☑ All staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
PLC cycles focus on wellbeing	☑ All staff	from: Term 1 to: Term 2	☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ SEIL ☑ Internal staff	☑ On-site
Participate in a whole school PD with Dan Petro about inclusive practice	☑ All staff	from: Term 3 to: Term 3	☑ Student voice, including input and feedback	☑ Whole school pupil free day	☑ Internal staff	☑ On-site

