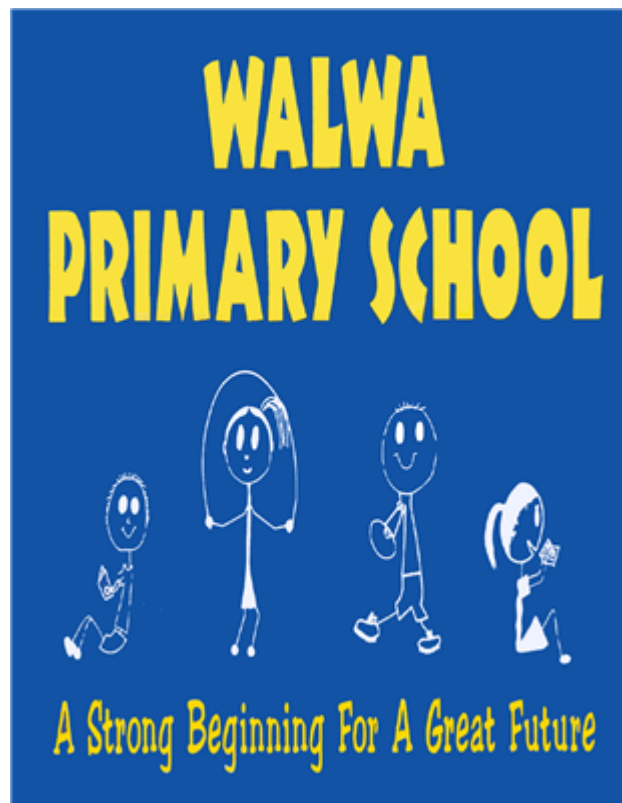


2023 Annual Implementation Plan

for improving student outcomes

Walwa Primary School (2806)



Submitted for review by Tina Keyzer-mcintosh (School Principal) on 05 April, 2023 at 07:22 AM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 05 April, 2023 at 10:38 PM
Endorsed by Kristie Taprell (School Council President) on 06 April, 2023 at 10:03 AM

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	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.	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	Evolving
	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	Evolving
	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	Walwa Primary School completed our School Review along with other schools in our Cluster in 2022. The above judgements are on recommendation of the panel given the evidence sourced on Field days, through feedback sessions, data collection and curriculum document analysis. A priority has been on creating a workable, clean space consistent with Cognitive Overload Theory where staff and students can work effectively in multiple spaces. A focus has also been placed on stability in staffing and increasing staff morale.
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Considerations for 2023	The Principal will be completing MSL Training and Heggerty's Training. She will upskill other staff. Principal will be completing TLI tutoring using these skills. The use of ES, Librarian and Chaplain will support a minimum of 3 adults in all Literacy and Numeracy Lessons to support learning. In addition, we will use the SAEBR Data to inform which students we will focus on to measure the impact of the wellbeing group and individual programs. Using that information, we will be using mental health funding to support extra staffing and the implementation of the SWPBS framework.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<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>
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	Maximise student learning growth and engagement.
Target 2.1	<p>Victorian Curriculum teacher judgement</p> <p>By 2026, increase the percentage of Foundation to Year 6 students achieving at and above VCTj expected growth:</p> <ul style="list-style-type: none"> • In reading from 33 per cent in 2021 to 55 per cent • In writing from 45 per cent in 2021 to 65 per cent.
Target 2.2	<p>TSSC Student Survey</p> <p>By 2026, the proportion of positive response scores on the TSSC Student Survey for the factors of:</p> <ul style="list-style-type: none"> • My teacher matches the work I do to my learning goals will be 85 per cent

	<ul style="list-style-type: none"> • I know the next steps in my learning will be 85 per cent.
Target 2.3	<p>TSSC Staff Survey</p> <p>By 2026, achieve 75 per cent (target set as a mean over 2023, 2024, 2025) positive response scores to the following TSSC SS measures:</p> <ul style="list-style-type: none"> • Professional learning to improve practice • Skills to measure impact.
<p>Key Improvement Strategy 2.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>	Develop and implement a Towong Small School Cluster Improvement Team (CIT) that oversees and evaluates the effectiveness and impact of improvement initiatives.
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Build staff capacity to use evidence at every stage of the PLC inquiry cycle to diagnose and address student learning needs and monitor the impact of interventions.
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Improve staff curriculum knowledge and capability to consistently implement each element of an agreed instructional model.

<p>Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen understanding and capacity to implement opportunities for students to exercise authentic student voice and agency.</p>
<p>Goal 3</p>	<p>Maximise the wellbeing outcomes for every student.</p>
<p>Target 3.1</p>	<p>By 2026, decrease the percentage of Foundation to Year 6 students who are absent for: 10 to 19.5 days from 39 per cent (benchmark set as a mean over 2019, 2020, 2021) to 30 per cent.</p>
<p>Target 3.2</p>	<p>TSSC Staff Survey</p> <p>By 2026, achieve 75 per cent (target set as a mean over 2023, 2024, 2025) positive response scores to the following TSSC SS measures:</p> <ul style="list-style-type: none"> • Build resilience and a resilient, supportive environment • Support growth and learning of whole child.
<p>Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen staff understanding and capacity to implement appropriate and timely interventions and adjustments to meet all students' needs.</p>
<p>Key Improvement Strategy 3.b Systematic use of assessment strategies and measurement practices to obtain and</p>	<p>Build capacity to analyse wellbeing data to inform differentiated and personalised learning.</p>

<p>provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Implement and embed processes and practices that ensure students have social and emotional readiness to learn.</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>TEACHER JUDGMENT Increase the percentage of students achieving at and above expected growth based on teacher judgement: In Reading, from 33% in 2021 to 39% by 2023. In Writing, from 45% in 2021 to 48% by 2023. STAFF OPINION SURVEY We will reach 65% positive response scores on the School Staff Survey for the factor of: * Professional learning to improve practice. * Skills to measure impact* Build resilience and a resilient, supportive environment.* Support growth and learning of whole child ATTENDANCE Decrease the percentage of Foundation to Year 6 students who are absent to: 10 to 19.5 days from 39% (benchmark set as a mean over three years prior to start of review in 2021) to 33% by the end of 2023. CLUSTER STUDENT SURVEY We will reach 70% positive response scores on the Cluster Student Survey for the factor of: * My teacher matches the work I do to my learning goals.* I know the next steps in my learning.</p>
Maximise student learning growth and engagement.	No	Victorian Curriculum teacher judgement By 2026, increase the percentage of Foundation to Year 6 students achieving at and above VCtj expected growth:	

		<ul style="list-style-type: none"> • In reading from 33 per cent in 2021 to 55 per cent • In writing from 45 per cent in 2021 to 65 per cent. 	
		<p>TSSC Student Survey</p> <p>By 2026, the proportion of positive response scores on the TSSC Student Survey for the factors of:</p> <ul style="list-style-type: none"> • My teacher matches the work I do to my learning goals will be 85 per cent • I know the next steps in my learning will be 85 per cent. 	
		<p>TSSC Staff Survey</p> <p>By 2026, achieve 75 per cent (target set as a mean over 2023, 2024, 2025) positive response scores to the following TSSC SS measures:</p> <ul style="list-style-type: none"> • Professional learning to improve practice • Skills to measure impact. 	
Maximise the wellbeing outcomes for every student.	No	<p>By 2026, decrease the percentage of Foundation to Year 6 students who are absent for:</p> <p>10 to 19.5 days from 39 per cent (benchmark set as a mean over 2019, 2020, 2021) to 30 per cent.</p>	
		<p>TSSC Staff Survey</p> <p>By 2026, achieve 75 per cent (target set as a mean over 2023, 2024, 2025) positive response scores to the following TSSC SS measures:</p> <ul style="list-style-type: none"> • Build resilience and a resilient, supportive environment • Support growth and learning of whole child. 	

Goal 1	<p>2023 Priorities Goal</p> <p>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>
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<p>12 Month Target 1.1</p>	<p>TEACHER JUDGMENT Increase the percentage of students achieving at and above expected growth based on teacher judgement: In Reading, from 33% in 2021 to 39% by 2023. In Writing, from 45% in 2021 to 48% by 2023.</p> <p>STAFF OPINION SURVEY We will reach 65% positive response scores on the School Staff Survey for the factor of: * Professional learning to improve practice. * Skills to measure impact * Build resilience and a resilient, supportive environment. * Support growth and learning of whole child</p> <p>ATTENDANCE Decrease the percentage of Foundation to Year 6 students who are absent to: 10 to 19.5 days from 39% (benchmark set as a mean over three years prior to start of review in 2021) to 33% by the end of 2023.</p> <p>CLUSTER STUDENT SURVEY We will reach 70% positive response scores on the Cluster Student Survey for the factor of: * My teacher matches the work I do to my learning goals. * I know the next steps in my learning.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>	<p>Yes</p>
<p>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	<p>Yes</p>

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>TEACHER JUDGMENT Increase the percentage of students achieving at and above expected growth based on teacher judgement: In Reading, from 33% in 2021 to 39% by 2023. In Writing, from 45% in 2021 to 48% by 2023.</p> <p>STAFF OPINION SURVEY We will reach 65% positive response scores on the School Staff Survey for the factor of: * Professional learning to improve practice. * Skills to measure impact * Build resilience and a resilient, supportive environment. * Support growth and learning of whole child</p> <p>ATTENDANCE Decrease the percentage of Foundation to Year 6 students who are absent to: 10 to 19.5 days from 39% (benchmark set as a mean over three years prior to start of review in 2021) to 33% by the end of 2023.</p> <p>CLUSTER STUDENT SURVEY We will reach 70% positive response scores on the Cluster Student Survey for the factor of: * My teacher matches the work I do to my learning goals. * I know the next steps in my learning.</p>
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	1a. Develop and implement a Towong Small School Cluster Improvement Team (CIT) that oversees and evaluates the effectiveness and impact of improvement initiatives. 1b. Build staff capacity to use evidence at every stage of the PLC inquiry cycle to diagnose and address student learning needs and monitor the impact of interventions. 1c. Develop and embed staff curriculum knowledge and capability to consistently implement each element of an agreed instructional

	<p>model. 1d. Build and embed understanding and capacity to implement opportunities for students to exercise authentic student voice and agency.</p>
<p>Outcomes</p>	<p>Leaders will: Participate in PLC coaching to enable the PLC process at our school and work collaboratively with PLC leaders from other Cluster Schools. Prioritise time each term to meet as a CIT (Cluster Improvement Team) with Cluster Principals to improve teaching and learning across the Cluster. Will lead the development of an Instructional Model for Literacy. Develop a Student Leadership Model which embraces authentic student voice</p> <p>Teachers will: Be confident in applying a PLC approach to ensure learning programs (curriculum implementation, instructional model and assessment strategies) challenge students and improve outcomes. Work collaboratively with staff to create an Instructional Model for Literacy. Consistently Implement developed Instructional Model. Engage with students to ensure Curriculum Delivery incorporates authentic student voice. Provide students with the opportunity (utilising a Student Agency book) to identify their Learning Goals and reflect on these for future direction (identify their next steps in learning).</p> <p>Students will: Show agency in their learning and be confident and motivated about their next steps in learning Demonstrate improved growth in priority areas of learning Actively participate in Student Voice Forums</p>
<p>Success Indicators</p>	<p>CIT Cluster Principal Meeting Minutes</p> <p>PLC Cluster PLC Proforma Minutes of Staff Meetings Minutes of PLC Meetings PLC Inquiry Cycle Documentation</p>

	<p>INSTRUCTIONAL MODEL Literacy Instructional Model (IM) IM referenced in Teacher planning documents IM evidenced in Teacher Practice through Learning Walks</p> <p>STUDENT VOICE AND AGENCY Minutes of Student Voice Meetings Planning documents of Student Leadership Development School Council Minutes (Student Voice on agenda) Student agency books Integrated Topic Scope and Sequence Cluster Student Voice Survey</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
CIT to be a standing agenda item at Cluster Principal Meetings each term	<input checked="" type="checkbox"/> Principal	<input 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
Principal will participate in PLC coaching program (3 fortnightly sessions)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Develop a Cluster PLC proforma	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
PLC leader (school based) will communicate PLC focus through scheduled staff meetings	<input checked="" type="checkbox"/> PLC Leaders	<input 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
Timetable Cluster PLC webex meetings	<input checked="" type="checkbox"/> PLC Leaders	<input 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
Keep consistent documentation of formal PLC process	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Schedule Curriculum Day to work with staff to develop an agreed instructional model	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$400.00

			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
Develop Teacher Manual to outline all relevant Curriculum Documents including IM	<input checked="" type="checkbox"/> Principal	<input 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
Learning Walks to capture evidence of IM being implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input 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
Timetable weekly student voice mentoring sessions	<input checked="" type="checkbox"/> Principal	<input 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
Student Voice Minutes shared at School Council	<input checked="" type="checkbox"/> Principal	<input 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

<p>Timetable a Cluster Student Voice session annually to determine the 'Student Voice: Negotiated Content' Topic</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Add Cluster Student Voice Survey to the School Assessment Schedule</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Student Agency Books to be utilised as a working/authentic document throughout the year</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Student Voice and Agency in Individual Support Plans and SSG Meetings	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input 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
0,.2 Teaching Time for our main teacher to work with students on wellbeing - including Leadership Classes, RRRR and The Arts.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
Ongoing CRT familiar to students to provide wellbeing programming and allow for time for Principal to implement SWPBS and ensure quality data is collected throughout the year. The programming will include Yoga, Sustainability/Volunteerism and The Resilience Project.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" 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
Hiring of ES Staff to work with PSD Student AND also support small group instruction in the classroom.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,000.00 <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
Use of TFI Money and support of CRTs to allow the Principal to implement the following programs: - Tutoring (Focus on Reading (MSL and Heggerty's and Numeracy)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>- Implementation of SWPBS - Teaching a class called 'Voice and Agency' - Weekly cooking - from Paddock to Plate ***This money comes from another area but is also related to the hiring of the ES - allowing time for quality implementation and meaningful data collection.</p>			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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	2a. Continue to evaluate and enhance staff capacity to implement appropriate and timely interventions and adjustments to meet all students' needs. 2b. Embed capacity to analyse wellbeing data to inform differentiated and personalised learning. 2c. Continue to evaluate and improve processes and practices that ensure students have social and emotional readiness to learn. 2d. Develop and embed staff knowledge and capability to consistently implement each element of the SWPBS framework			
Outcomes	LEADERS WILL: Be confident in using the new suite of wellbeing and mental health data and tools Use evidence to regularly monitor the effectiveness of strategies to meet the specific wellbeing needs of students Work collaboratively with school staff as well as the Small Schools Cluster to resource and implement wellbeing and mental health programs that engage all students Operate with efficacy to address identified wellbeing needs Workforce Planning will reflect the inclusion of education support staff. Participate in SWPBS professional development Support staff to create a behaviour matrix aligning with SWPBS TEACHERS WILL: Mark attendance and address absences in line with Department protocol in a timely manner Work collaboratively with staff to monitor student wellbeing and mental health Be able to identify students that require further wellbeing support Be able to articulate strategies implemented to support student wellbeing			

	<p>Implement SWPBS and create a behaviour matrix which aligns</p> <p>STUDENTS WILL: Attend school regularly Be engaged positively in school life Be able to identify supports at school and key relationships Students will have an increased feeling of connectedness to their school, cluster and local community. With this connectedness will come an increased ability to build healthy relationships, resilience and confidence. Participate actively in implemented strategies and resources to support wellbeing and mental health Will contribute to the development of a behaviour matrix which aligns with SWPBS</p>			
<p>Success Indicators</p>	<p>ATTENDANCE uEducateUs and CASES attendance records Panorama Attendance and Engagement Data Newsletter articles highlighting the importance of attendance</p> <p>WELLBEING Individual Education Plans SWPBS Behaviour Matrix Visibility of SWPBS resource (pre-teaching visuals) in classrooms and yard Tracking of behaviour through uEducateUs</p> <p>SAEBER Data Student Attitudes to School Data Cluster Student Voice Survey Data Wellbeing tiered model of supports and interventions</p>			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Term 1 Staff PD on Roll Marking and Protocols for Absence</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Include a Wellbeing staffing structure in the 2023 Workforce Plan	<input checked="" type="checkbox"/> Principal	<input 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
Develop Wellbeing Timetable	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Provide Wellbeing specific PD for newly appointed Wellbeing teacher	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <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
Utilise SAEBR questionnaire to identify wellbeing needs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input 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
Develop a Tiered model of Support and Adjustments made identifying students at each level.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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
Create a plan for how Level 2 Disability Inclusion Funding will be utilised to best meet the needs of students	<input checked="" type="checkbox"/> Principal	<input 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
Conduct Attitudes to School Survey (4-6)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$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
Conduct Cluster Student Voice Survey (F-6)	<input checked="" type="checkbox"/> Teacher(s)	<input 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
Schedule termly SSG Meetings for identified students	<input checked="" type="checkbox"/> Principal	<input 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

Create/Review/Update Student Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> Principal	<input 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
Actively participate in the SWPBS professional development	<input checked="" type="checkbox"/> Principal	<input 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$9,180.85	\$9,180.85	\$0.00
Disability Inclusion Tier 2 Funding	\$13,632.77	\$13,632.77	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$53,461.00	\$53,461.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
0,.2 Teaching Time for our main teacher to work with students on wellbeing - including Leadership Classes, RRRR and The Arts.	\$25,000.00
Ongoing CRT familiar to students to provide wellbeing programming and allow for time for Principal to implement SWPBS and ensure quality data is collected throughout the year. The programming will include Yoga, Sustainability/Volunteerism and The Resilience Project.	\$16,000.00
Hiring of ES Staff to work with PSD Student AND also support small group instruction in the classroom.	\$13,000.00
Provide Wellbeing specific PD for newly appointed Wellbeing teacher	\$400.00
Totals	\$54,400.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Ongoing CRT familiar to students to provide wellbeing programming and allow for time for Principal to implement SWPBS and ensure quality data is collected throughout the year. The programming will include Yoga, Sustainability/Volunteerism and The Resilience Project.	from: Term 1 to: Term 4	\$8,780.85	<input checked="" type="checkbox"/> CRT
Provide Wellbeing specific PD for newly appointed Wellbeing teacher	from: Term 1 to: Term 4	\$400.00	<input checked="" type="checkbox"/> CRT
Totals		\$9,180.85	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Hiring of ES Staff to work with PSD Student AND also support small group instruction in the classroom.	from: Term 1 to: Term 4	\$13,632.77	<input checked="" type="checkbox"/> Teaching and learning programs and resources •
Totals		\$13,632.77	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
0,.2 Teaching Time for our main teacher to work with students on wellbeing - including Leadership Classes, RRRR and The Arts.	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> Active Schools (free)
Ongoing CRT familiar to students to provide wellbeing programming and allow for time for Principal to implement SWPBS and ensure quality data is collected throughout the year. The programming will include Yoga, Sustainability/Volunteerism and The Resilience Project.	from: Term 1 to: Term 4	\$6,647.38	<input checked="" type="checkbox"/> Active Schools (free)
Totals		\$30,647.38	

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
Term 1 Staff PD on Roll Marking and Protocols for Absence	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide Wellbeing specific PD for newly appointed Wellbeing teacher	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site