

# 2024 Annual Implementation Plan

## for improving student outcomes

St Leonards Primary School (0866)



Submitted for review by Jennifer Cowburn (School Principal) on 07 December, 2023 at 09:10 PM  
Endorsed by Alan Davis (Senior Education Improvement Leader) on 19 January, 2024 at 08:28 AM  
Awaiting endorsement by School Council President

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>NAPLAN Targets - students in exceeding and strong will increase Grade 3: Reading from 60% to 62% Writing from 47% to 50% Numeracy from 64% to 66% Grade 5: Reading from 63% to 65% Writing from 56% to 58% Numeracy from 60% to 63% Attitudes to school Survey Targets: Increase positive responses for- Stimulated learning from 68% (2023) to 71% Student voice and agency from 64% (2023) to 67% To reduce the number of students with 20 or more days absent from 42% (2022 figure) to 37%</p>
To improve learning outcomes for all students.	No	<p>By 2025, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading—increase from 65.6% (2017-19) to 70%</li> <li>• Writing—increase from 64.6% (2017-19) to 68%</li> <li>• Numeracy—increase from 62.4% (2017-19) to 67%</li> </ul>	
		<p>By 2025, increase the percentage of Year 5 students achieving in the top two bands of NAPLAN in:</p> <ul style="list-style-type: none"> <li>• Reading—to increase from 24% (2017-19) to 29%</li> <li>• Writing—to increase from 11% (2017-19) to 16%</li> <li>• Numeracy—to increase from 8% (2017-19) to 13%</li> </ul>	

To improve self-worth, engagement and purpose for each student.	No	By 2025, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase: <ul style="list-style-type: none"> <li>• Stimulated learning from 78% (2021) to 83%</li> </ul>	
		By 2025, the percentage of Year 4–6 students reporting positive endorsement on the AToSS factor will increase: <ul style="list-style-type: none"> <li>• Student voice and agency from 67% (2021) to 72%</li> </ul>	
		By 2025, reduce the percentage of students absent for more than 20 day per year from 26% (2021) to 24%	

<b>Goal 1</b>	<b>Priorities goal</b> <b>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</b>
<b>12-month target 1.1-month target</b>	<p>NAPLAN Targets - students in exceeding and strong will increase</p> <p>Grade 3:  Reading from 60% to 62%  Writing from 47% to 50%  Numeracy from 64% to 66%</p> <p>Grade 5:  Reading from 63% to 65%  Writing from 56% to 58%  Numeracy from 60% to 63%</p> <p>Attitudes to school Survey Targets:  Increase positive responses for-  Stimulated learning from 68% (2023) to 71%  Student voice and agency from 64% (2023) to 67%</p> <p>To reduce the number of students with 20 or more days absent from 42% (2022 figure) to 37%</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	NAPLAN Targets - students in exceeding and strong will increase Grade 3: Reading from 60% to 62% Writing from 47% to 50% Numeracy from 64% to 66% Grade 5: Reading from 63% to 65% Writing from 56% to 58% Numeracy from 60% to 63%  Attitudes to school Survey Targets: Increase positive responses for- Stimulated learning from 68% (2023) to 71% Student voice and agency from 64% (2023) to 67%  To reduce the number of students with 20 or more days absent from 42% (2022 figure) to 37%
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop the capacity of staff to implement teaching and learning in numeracy consistent with the SLPS Numeracy Model.</li> <li>2. Build an Instructional Coaching culture across the school.</li> <li>3. Strengthen the Assessment and Reporting Program for all our school community</li> </ol>

<b>Outcomes</b>	<p>1a. Teachers will be successfully and consistently teaching numeracy across P-6</p> <p>b. Documentation and resources to reflect the model will be used by teachers</p> <p>c. Coaching and peer observation will strengthen and refine practice</p> <p>2a. All teachers will understand what instructional coaching is and engage throughout the year</p> <p>b. Instructional coaches will confidently coach in classrooms.</p> <p>c. An instructional playbook has been created and is in use.</p> <p>3a. The Assessment and Reporting schedule is a revised document which aligns with updated curriculum documentation and reflects continuous reporting.</p> <p>b. PLCs have effectively used data to support teaching and learning</p> <p>c Families are actively engaging in continuous reporting.</p>			
<b>Success Indicators</b>	<p>Early indicators</p> <p>Teacher planning will reflect differentiation and model sequence in mathematics</p> <p>Teachers will use playbook strategies to improve responsive teaching</p> <p>Access to Compass continuous reporting by parents has increased</p> <p>Instructional Coaching has begun</p> <p>Learning Walk schedule is organised and underway</p> <p>Late Indicators</p> <p>Curriculum and Assessment and Reporting documentation will have been updated and align</p> <p>Tutor data shows improved outcomes with targeted students</p> <p>Teacher judgement outcomes show increased learning growth and targets have been met.</p> <p>Instructional Coaches will have completed training and be working effectively with teachers</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>Maths model implementation via instructional coaching to support classroom teachers. LS to coach teachers on areas of the model to strengthen their practice</p>	<p><input checked="" type="checkbox"/> Learning specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$1,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Monitor the consistency of the maths model through learning walks</p>	<p><input checked="" type="checkbox"/> Assistant principal</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2</p>	<p>\$2,000.00</p>

	<input checked="" type="checkbox"/> Numeracy leader		to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Monitor the consistency of the maths model and provide PL through observation for teachers through peer observations	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional learning in mathematics to support knowledge of NL and LS (eg Rob Vingerhouts, Michael Wymer)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Instructional coaching work with Bronwyn Ryrie Jones and CoP schools - St Leonards, Whittington, Wangala and Newcomb PS to develop Instructional Coaching as a way of being. Ongoing PL and networking across the year We will implement a professional learning program, beginning with explicit instruction by expert Bronwyn Ryrie Jones on improving teaching through instructional coaching. The program is designed to develop coaches who will learn and develop capacity collaboratively. Principals and Assistant Principals will also be part of this learning. We will continue to strengthen the CoP (in its 2nd year) and the coaching culture at SLPS	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00  <input checked="" type="checkbox"/> Other funding will be used
Create an instructional playbook and supporting resources to consistently implement circle time mini whiteboard, say it again better, turn and talk , cold call as responsive teaching strategies	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Re-vist SLPS philosophy on Outdoor Inquiry and add to the playbook.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

PL on the Walking Curriculum and an on the foreshore PL session with Bellarine Catchment Network and MFDC			to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used
Align inquiry learning “Big Questions” for each term with literacy, numeracy, assessment, St Leonards Learner framework and events to create a cohesive, purposeful whole school learning plan. Extend and refine this planning and documentation to scope and sequence documentation for reading, writing and mathematics that links with the assessment and continuous reporting schedule. Implement and monitor across the year.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Explore the use of Compass PULSE modules to Improve data collection for academic progress across P-6	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$800.00
Explore explicit phonic instruction and assessment, specifically Diebels & Sounds Write. Prep, Grade 1/2 teachers and tutors learn and plan implementation to suit our context	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Launch of continuous reporting to families. In term 1 have onsite launch and info sessions where parents access with their students.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Strengthen opportunities for parents to give feedback through info sessions, video guides and instructions.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00



Gather feedback on continuous reporting from all stakeholders and refine across the year.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Update documentation including staff handbook ( building a culture that is tweaked and revamped to suit each year)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Appoint new Tutor and plan schedule and program to improve outcomes for selected students	<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$62,241.22  <input checked="" type="checkbox"/> Other funding will be used
Appoint new PLC leader to continue the PLC Inquiry Cycle momentum. Develop the capacity of new leader with PL and mentoring/coaching.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	1. Refine current practices and referral pathways. 2. Implement cultural and aboriginal connections so that students and families feel safe and welcome at our school. 3. Continue to build connections with the wider community to support vulnerable students and families. 4. Continue implementation of environmental and health wellbeing including the second phase of Regenerate OUR School.			

<b>Outcomes</b>	<p>1.a Documentation will be available for necessary staff  b There will be clarity around schedules and expectations for external professionals engaging with SLPS</p> <p>2.a. The school community will have a greater understanding of the cultures are part of our SLPS community.  b. There will be a visible presence that aboriginal families are welcome to SLPS</p> <p>3. SLPS will engage with and support more vulnerable, hard to engage families</p> <p>4. Environmental and health wellbeing will be a part of the SLPS culture.</p>			
<b>Success Indicators</b>	<p>Early indicators</p> <ol style="list-style-type: none"> <li>Curriculum and planning documentation will reflect adjustments for students and revision of wellbeing program and strategies</li> <li>Families will attend info sessions for reporting</li> <li>"How am I a St Leonards Learner?" will be a successful inquiry focus across the school in term 1.</li> <li>Harmony day will celebrate the cultures are part of our SLPS community.</li> </ol> <p>Late Indicators</p> <ol style="list-style-type: none"> <li>Attendance targets will be met</li> <li>SAtSS targets will be met</li> <li>Documentation of students need intervention will be consistently updated throughout the year.</li> <li>Transient students will be inducted and data gathered in a timely manner with documentation updated throughout the year.</li> <li>Regenerate OUR school physical implementation will have been completed</li> </ol>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Create refined documentation for students who need intervention through Student Support Services and Allied health. Include an induction process and protocols for Allied Health at SLPS. Ensure appropriate access by staff who need this information.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Revisit implementation, display and use of SWPB and St Leonards Learner Program so that it is consistent across the school. This will include revisiting and refining scope and sequence overview and how it is implemented .	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Understand how MTSS theory and practice relates to classroom practice, so that staff can identify and respond to students	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

individual learning needs. Participation in BSE MTSS COP will support leadership to provide PL for staff and continue to strengthen adjustments in class for diverse learners.	<input checked="" type="checkbox"/> Mental health and wellbeing leader		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Improve wellbeing data collection practices to improve consistency including implementation and use of the Compass PULSE Module	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Continue to extend capabilities to navigate needs of vulnerable families through appointment of a school chaplain/student wellbeing officer.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,280.00  <input checked="" type="checkbox"/> Other funding will be used
Extend current support groups such as Carers's Cuppa to include other common connections eg autism, aboriginal families.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to engage with individual families at point of need to strengthen the home school bond and improve outcomes for students, particularly attendance	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Prioritise transition for transient students to ensure they have a positive start and we can quickly cater for their needs. Design a timeline and regular schedule so action is prompt.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Provide PL for staff on challenging behaviours and ODD	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continue to develop capacity of staff to understand and manage students through trauma informed practice. Update new staff with Berry Street Training and continue to access PL for Wellbeing team and ES	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,250.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to provide PL for families focusing on strategies to support anxious overwhelmed students needing intervention and increase in self- regulation. through - Weekly Wellbeing Wednesday newsfeed - Happy Families Newsletters – survey families on Info Night for specifics - Explore ‘ready to learn’ options for students	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
MHiPs program to continue with leaders to provide PL for staff focusing on strategies to support anxious overwhelmed students needing intervention and increase in self- regulation.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue with shared MHiPs leader role – Wellbeing Leader and Environmental Wellbeing Leader to share and cater for students who prefer outdoor regulation	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,503.25  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Phase 2 of Regenerate OUR School – continue as a weekly specialist lesson for all students and begin relocation and upgrade of sustainable productive garden	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Leadership teams to expand to include Active Our Way, Regenerate OUR School (grade 4-6) and School and House Captains	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Change Prep Buddy program to connect Preps with Grade 5s providing a 2 year buddy cycle	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Continue Active Our Way program expanding to 'Land Sea and Me' in partnership with Bellarine Community Health, Bellarine Catchment and MFDC	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Make Acknowledgement of Country an agreed and meaningful practice across the school	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Explore engagement of an aboriginal artist to create an artwork	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,500.00
Improve awareness of aboriginal culture for teachers through term 1 'Book Club' Archie Roach "Tell me Why"	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 1	
Provide visible symbols that we welcome aboriginal families and learn about aboriginal culture at our school	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Engage additional professional support for tier 2 students through engagement of OT and Speech Pathologist	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$110,856.96	\$111,000.00	-\$143.04
Disability Inclusion Tier 2 Funding	\$109,316.10	\$114,078.26	-\$4,762.16
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
<b>Total</b>	<b>\$250,926.31</b>	<b>\$255,831.51</b>	<b>-\$4,905.20</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Maths model implementation via instructional coaching to support classroom teachers. LS to coach teachers on areas of the model to strengthen their practice	\$1,000.00
Monitor the consistency of the maths model through learning walks	\$2,000.00
Monitor the consistency of the maths model and provide PL through observation for teachers through peer observations	\$3,000.00
Professional learning in mathematics to support knowledge of NL and LS (eg Rob Vingerhouts, Michael Wymer)	\$1,000.00
Re-vist SLPS philosophy on Outdoor Inquiry and add to the playbook. PL on the Walking Curriculum and an on the foreshore PL session with Bellarine Catchment Network and MFDC	\$500.00

Explore explicit phonic instruction and assessment, specifically Diebels & Sounds Write. Prep, Grade 1/2 teachers and tutors learn and plan implementation to suit our context	\$7,000.00
Launch of continuous reporting to families. In term 1 have onsite launch and info sessions where parents access with their students.	\$2,000.00
Appoint new PLC leader to continue the PLC Inquiry Cycle momentum. Develop the capacity of new leader with PL and mentoring/coaching.	\$5,000.00
Revisit implementation, display and use of SWPB and St Leonards Learner Program so that it is consistent across the school. This will include revisiting and refining scope and sequence overview and how it is implemented .	\$2,000.00
Understand how MTSS theory and practice relates to classroom practice, so that staff can identify and respond to students individual learning needs. Participation in BSE MTSS COP will support leadership to provide PL for staff and continue to strengthen adjustments in class for diverse learners.	\$2,000.00
Improve wellbeing data collection practices to improve consistency including implementation and use of the Compass PULSE Module	\$2,000.00
Provide PL for staff on challenging behaviours and ODD	\$6,000.00
Continue to develop capacity of staff to understand and manage students through trauma informed practice. Update new staff with Berry Street Training and continue to access PL for Wellbeing team and ES	\$8,250.00
Continue with shared MHiPs leader role – Wellbeing Leader and Environmental Wellbeing Leader to share and cater for students who prefer outdoor regulation	\$22,503.25



Phase 2 of Regenerate OUR School – continue as a weekly specialist lesson for all students and begin relocation and upgrade of sustainable productive garden	\$22,500.00
Engage additional professional support for tier 2 students through engagement of OT and Speech Pathologist	\$10,000.00
<b>Totals</b>	\$96,753.25

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Maths model implementation via instructional coaching to support classroom teachers. LS to coach teachers on areas of the model to strengthen their practice	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> CRT
Monitor the consistency of the maths model through learning walks	from: Term 2 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> CRT
Monitor the consistency of the maths model and provide PL through observation for teachers through peer observations	from: Term 3 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> CRT
Professional learning in mathematics to support knowledge of NL and LS (eg Rob Vingerhouts, Michael Wymer)	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> CRT

Re-vist SLPS philosophy on Outdoor Inquiry and add to the playbook. PL on the Walking Curriculum and an on the foreshore PL session with Bellarine Catchment Network and MFDC	from: Term 1 to: Term 1	\$500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Explore explicit phonic instruction and assessment, specifically Diebels & Sounds Write. Prep, Grade 1/2 teachers and tutors learn and plan implementation to suit our context	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Launch of continuous reporting to families. In term 1 have onsite launch and info sessions where parents access with their students.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Appoint new PLC leader to continue the PLC Inquiry Cycle momentum. Develop the capacity of new leader with PL and mentoring/coaching.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT
Revisit implementation, display and use of SWPB and St Leonards Learner Program so that it is consistent across the school. This will include revisiting and refining scope and sequence overview and how it is implemented .	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Understand how MTSS theory and practice relates to classroom practice, so that staff can identify and respond to students individual learning needs. Participation in BSE MTSS COP will support	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT

leadership to provide PL for staff and continue to strengthen adjustments in class for diverse learners.			
Improve wellbeing data collection practices to improve consistency including implementation and use of the Compass PULSE Module	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Phase 2 of Regenerate OUR School – continue as a weekly specialist lesson for all students and begin relocation and upgrade of sustainable productive garden	from: Term 1 to: Term 4	\$22,500.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$50,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide PL for staff on challenging behaviours and ODD	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff • <input checked="" type="checkbox"/> CRT •
Engage additional professional support for tier 2 students through engagement of OT and Speech Pathologist	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
<b>Totals</b>		\$16,000.00	

## Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Continue to develop capacity of staff to understand and manage students through trauma informed practice. Update new staff with Berry Street Training and continue to access PL for Wellbeing team and ES	from: Term 1 to: Term 4	\$8,250.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Continue with shared MHiPs leader role – Wellbeing Leader and Environmental Wellbeing Leader to share and cater for students who prefer outdoor regulation	from: Term 1 to: Term 4	\$22,503.25	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
<b>Totals</b>		\$30,753.25	

## Additional funding planner – Total Budget

Activities and milestones	Budget
Employment of Assistant Principal as Disability Inclusion Co-ordinator	\$98,078.26
Employment of teacher to provide additional tier 2 & 3 wellbeing support and release time for teacher/leaders	\$45,000.00
Additional costs for provision of OHSC program due to viability	\$16,000.00
<b>Totals</b>	\$159,078.26

## Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Assistant Principal as Disability Inclusion Co-ordinator	from: Term 1 to: Term 4		
Employment of teacher to provide additional tier 2 & 3 wellbeing support and release time for teacher/leaders	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional costs for provision of OHSC program due to viability	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Support services
<b>Totals</b>		\$61,000.00	

## Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Assistant Principal as Disability Inclusion Co-ordinator	from: Term 1 to: Term 4	\$98,078.26	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Employment of teacher to provide additional tier 2 & 3 wellbeing support and release time for teacher/leaders	from: Term 1 to: Term 4		

Additional costs for provision of OHSC program due to viability	from: Term 1 to: Term 4		
<b>Totals</b>		\$98,078.26	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employment of Assistant Principal as Disability Inclusion Co-ordinator	from: Term 1 to: Term 4		
Employment of teacher to provide additional tier 2 & 3 wellbeing support and release time for teacher/leaders	from: Term 1 to: Term 4		
Additional costs for provision of OHSC program due to viability	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Maths model implementation via instructional coaching to support classroom teachers. LS to coach teachers on areas of the model to strengthen their practice	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Monitor the consistency of the maths model through learning walks	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Monitor the consistency of the maths model and provide PL through observation for teachers through peer observations	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> On-site
Professional learning in mathematics to support knowledge of NL and LS (eg Rob Vingerhouts, Michael Wymer)	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> External consultants  access upcoming numeracy pds	<input checked="" type="checkbox"/> Off-site access upcoming numeracy pds

<p>Instructional coaching work with Bronwyn Ryrie Jones and CoP schools - St Leonards, Whittington, Wangala and Newcomb PS to develop Instructional Coaching as a way of being. Ongoing PL and networking across the year We will implement a professional learning program, beginning with explicit instruction by expert Bronwyn Ryrie Jones on improving teaching through instructional coaching. The program is designed to develop coaches who will learn and develop capacity collaboratively. Principals and Assistant Principals will also be part of this learning. We will continue to strengthen the CoP (in its 2nd year) and the coaching culture at SLPS</p>	<p><input checked="" type="checkbox"/> All staff</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team</p>	<p><input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice</p>	<p><input checked="" type="checkbox"/> External consultants Bronwyn Ryrie Jones</p>	<p><input checked="" type="checkbox"/> Off-site Hosted by each CoP school</p>
<p>Create an instructional playbook and supporting resources to consistently implement circle time mini whiteboard, say it again better, turn and talk , cold call as responsive teaching strategies</p>	<p><input checked="" type="checkbox"/> Leadership team</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team</p>	<p><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</p>	<p><input checked="" type="checkbox"/> Internal staff</p>	<p><input checked="" type="checkbox"/> On-site</p>



Re-visit SLPS philosophy on Outdoor Inquiry and add to the playbook. PL on the Walking Curriculum and an on the foreshore PL session with Bellarine Catchment Network and MFDC	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Environmental groups BCN and MFDC	<input checked="" type="checkbox"/> Off-site St Leonards Foreshore
Align inquiry learning "Big Questions" for each term with literacy, numeracy, assessment, St Leonards Learner framework and events to create a cohesive, purposeful whole school learning plan. Extend and refine this planning and documentation to scope and sequence documentation for reading, writing and mathematics that links with the assessment and continuous reporting schedule. Implement and monitor across the year.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explore the use of Compass PULSE modules to Improve data collection for academic progress across P-6	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explore explicit phonic instruction and assessment, specifically Diebels & Sounds	<input checked="" type="checkbox"/> Literacy leader	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

Write. Prep, Grade 1/2 teachers and tutors learn and plan implementation to suit our context	<input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team		Sounds Write online pd	
Launch of continuous reporting to families. In term 1 have onsite launch and info sessions where parents access with their students.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Strengthen opportunities for parents to give feedback through info sessions, video guides and instructions.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Gather feedback on continuous reporting from all stakeholders and refine across the year.	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Appoint new Tutor and plan schedule and program to improve outcomes for selected students	<input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Numeracy improvement teacher		<input checked="" type="checkbox"/> Moderated assessment of student learning			
Appoint new PLC leader to continue the PLC Inquiry Cycle momentum. Develop the capacity of new leader with PL and mentoring/coaching.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Revisit implementation, display and use of SWPB and St Leonards Learner Program so that it is consistent across the school. This will include revisiting and refining scope and sequence overview and how it is implemented .	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Understand how MTSS theory and practice relates to classroom practice, so that staff can identify and respond to students individual learning needs. Participation in BSE MTSS COP will support leadership to provide PL for staff and continue to strengthen adjustments in class for diverse learners.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Departmental resources MTSS Barwon CoP	<input checked="" type="checkbox"/> Off-site Meetings at host schools
Improve wellbeing data collection practices to improve consistency	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

including implementation and use of the Compass PULSE Module		to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning			
Prioritise transition for transient students to ensure they have a positive start and we can quickly cater for their needs. Design a timeline and regular schedule so action is prompt.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide PL for staff on challenging behaviours and ODD	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Possibly Dan Petro	<input checked="" type="checkbox"/> On-site
Continue to develop capacity of staff to understand and manage students through trauma informed practice. Update new staff with Berry Street Training and continue to access PL for Wellbeing team and ES	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> Off-site Oberon Secondary College
MHiPs program to continue with leaders to provide PL for staff focusing on strategies to support anxious overwhelmed students needing intervention and increase in self- regulation.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Make Acknowledgement of Country an agreed and meaningful practice across the school	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Improve awareness of aboriginal culture for teachers through term 1 'Book Club' Archie Roach "Tell me Why"	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site