2024 Annual Implementation Plan

for improving student outcomes

Hamlyn Views School (5565)

Submitted for review by Suzanne Armstrong (School Principal) on 20 December, 2023 at 04:07 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 16 January, 2024 at 02:38 PM
Endorsed by Ingrid Jennings (School Council President) on 12 February, 2024 at 01:51 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	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	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	Yes	Support for the priorities	Support for the 2024 priority
To improve student learning outcomes in English with a focus on communication.	Yes	To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES / Victorian Curriculum Speaking and Listening domain from 35% (2019) to 75% (2024).	To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES / Victorian Curriculum Speaking and Listening domain from 51.1% (2023) to 75% (2024).
		To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Reading & Viewing domain from 50% (2019) to 75% (2024).	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Reading & Viewing domain from 61.40 (2023) to 75% (2024).
		To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Writing domain from 50% (2019) to 75% (2024).	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum

			Writing domain from 43.1 (20123) to 75% (2024).
To increase student engagement with their learning.	Yes	To improve Connectedness to school (Sense of belonging) from 87% (2019) to 92% (2024) according to the student AToSS.	To improve Connectedness to school (Sense of belonging) from 89% (2023) to 92% (2024) according to the student AToSS.
		To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 75% in 2024 according to the POS data	To improve student confidence in addressing bullying behaviour (Managing Bullying) from 45% (2023) to 75% in 2024 according to the POS data
		To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground based on SWPBS data from baseline data to be established in 2020 by 15% by 2024.	To decrease unexpected student behaviour episodes in the classroom, during transitions in 2024.
		To increase fidelity to the SWPBS framework from baseline data to be established in 2020 by 25% by 2024 as measured by the Tiered Fidelity Inventory (TFI).	To increase fidelity to the SWPBS framework from 83% in 2023 to 85% by 2024 as measured by the Tiered Fidelity Inventory (TFI).
To improve the resilience and wellbeing of students.	Yes	Increase Student Voice and Agency from 86% (2019) to 90% (2024) according to the AToSS.	To increase Student Voice and Agency from 86% (2023) to 90% (2024) according to the AToSS.
		Increase Student Agency and Voice (organisational skills) from 60% (2019) to 70% (2024) according to the POS.	To increase Student Agency and Voice (Organisational Skills) from 86% (2023) to 87% (2024) according to the POS.
		Increase Resilience for Secondary students from 67% (2019) to 75% (2024) according to the AToSS	To increase Perseverance for Secondary students from 81% (2023) to 82% (2024) according to the AToSS.

Goal 1	Priorities goal **In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.**	
12-month target 1.1-month target	Support for the 2024 priority	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	No
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	
Goal 2	**To improve student learning outcomes in English with a focus on communication.**	
12-month target 2.1-month target	To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES / Victorian Curriculum Speaking and Listening domain from 51.1% (2023) to 75% (2024).	
12-month target 2.2-month target	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Reading & Viewing domain from 61.40 (2023) to 75% (2024).	
12-month target 2.3-month target	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Writing domain from 43.1 (20123) to 75% (2024).	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Excellence in teaching and learning	Build teacher expertise to set and monitor individual student growth in the use of their AAC devices through inclusion in their ILPs.	No
KIS 2.b Excellence in teaching and learning	Deliver school–wide professional learning that increases staff proficiency and use of digital AAC systems.	No
KIS 2.c Excellence in teaching and learning	Build teacher capacity to incorporate use of digital AAC into the English Curriculum.	Yes
KIS 2.d Excellence in teaching and learning	Build staff capacity to effectively use data systems that plan for and assess student growth using the Professional Learning Community (PLC) approach.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	This has been selected as a focus to support the continuing development of staff knowledge and understanding to use AACs effectively when delivering the English curriculum. In 2024, Hamlyn Views School will again employ a significant number of new staff who will need to be upskilled in the use of AACs that promote student communication and access to the curriculum.	

Goal 3	To increase student engagement with their learning.	
12-month target 3.1-month target	To improve Connectedness to school (Sense of belonging) from 89% (2023) to 92% (2024) according to the student AToSS.	
12-month target 3.2-month target	To improve student confidence in addressing bullying behaviour (Managing Bullying) from 45% (2023) to 75% in 2024 according to the POS data	
12-month target 3.3-month target	To decrease unexpected student behaviour episodes in the classroom, during transitions in 2024.	
12-month target 3.4-month target	To increase fidelity to the SWPBS framework from 83% in 2023 to 85% by 2024 as measured by the Tiered Fidelity Inventory (TFI).	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3.a Positive climate for learning	Embed the use of individual schedules and work systems that support independence within the classroom.	No
KIS 3.b Excellence in teaching and learning	Build staff capacity to effectively record and analyse data to inform implementation of strategies which improve student behaviour.	No
KIS 3.c Positive climate for learning	Implement and embed all three tiers of the SWPBS framework with fidelity.	Yes
KIS 3.d Positive climate for learning	Strengthen staff understanding and capacity to plan for, and incorporate universal design for learning principles into their practice.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The implementation of SWPBS Tier One strategies is a foundational pre-requisite to ensuring a calm, orderly and safe learning environment for students. It will be important to start 2024 refreshing key concepts and approaches to set students up for success, particularly with a significant number of new staff. All three tiers of the SWPBS framework will be a focus to ensure all elements of the framework are embedded effectively at Hamlyn Views School.	

Goal 4	To improve the resilience and wellbeing of students.	
12-month target 4.1-month target	To increase Student Voice and Agency from 86% (2023) to 90% (2024) according to the AToSS.	
12-month target 4.2-month target	To increase Student Agency and Voice (Organisational Skills) from 86% (2023) to 87% (2024) according to the POS.	
12-month target 4.3-month target	To increase Perseverance for Secondary students from 81% (2023) to 82% (2024) according to the AToSS.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Build staff capacity to develop, implement and evaluate programs that promote student voice and agency.	No

KIS 4.b Positive climate for learning	Implement, embed and evaluate the Resilience, Rights and Respectful Relationships curriculum across all areas of the school.	Yes
KIS 4.c Positive climate for learning	Develop staff understanding and use of the Multi–Tiered Systems of Support framework.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The RR curriculum empowers staff to promote and model respectful, positive behaviours and relationships. In 2024, it will again be delivered mainly through a Specialist Teacher after a successful 2023 trial. In 2024, Relationships and Sexuality Education (RSE) will be incorporated within RR and staff and the parent/carer community will be provided professional learning opportunities and information to build their knowledge and capacity in this vitally important curriculum area. This will also support staff readiness for RR and RSE to be taught formally in all classrooms in 2025.	

Define actions, outcomes, success indicators and activities

Goal 1	**Priorities goal** In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Support for the 2024 priority
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Deliver a range of programs and initiatives that aim to build student resilience. Provide staff access to a range of professional learning that builds their capacity to support student's wellbeing and mental health. Introduce the 3 key pillars of the Resilience Project 'GEM' to the school community. Implement the next phase of the Dog Connect program.
Outcomes	Staff feel more competent and capable in identifying and providing support for student mental health and wellbeing concerns. Staff implementing agreed trauma informed practice strategies within their classroom. Students displaying increased resilience. Most students interacting confidently with the school dog.
Success Indicators	ATToS Post Wellbeing Program surveys. Reduced student incidents of self-harm or suicidal ideation. Dog Connect community survey.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Provide an 'I Can' (Resilience) program for a selected group of Upper Primary students.	☑ Mental health and wellbeing leader ☑ School improvement team ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 2	$3,149.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide access to Resilience Project information and resources, including modified teaching materials for learning topics to be delivered fortnightly.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ School improvement team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$7,428.30 ☑ Other funding will be used
Teachers to complete 'Be You' Resilience module.	☑ Mental health and wellbeing leader ☑ School improvement team ☑ Teacher(s) ☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
Provide Lookout Trauma Informed Practice professional learning for all staff	☑ Assistant principal ☑ Lookout centre/designated teacher ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Maintain registration with the Dog Connect Program and implement the planned next phase.	☑ Learning specialist(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$770.00 ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Provide Berry Street Trauma PD (Day 1 or 2) for prioritsed staff.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ School improvement team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 2	$11,534.25 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Employ a part-time National Student Wellbeing Funded Officer to support the ongoing mental health and wellbeing needs of students.	☑ Education support ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☑ Other funding will be used
Fund CRT costs to release prioritised staff to attend Berry Street training.	☑ Allied health ☑ School improvement team ☑ Teacher(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$10,200.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Additional funding for CRT costs to release prioritised staff to attend Berry Street training.	☑ Assistant principal ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$12,179.36 ☑ Equity funding will be used

Unpack the High Impact Wellbeing Strategies (HIWs).	☑ Leading teacher(s) ☑ School improvement team ☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
Key staff undertake a Mental Health First Aid course.	☑ Assistant principal ☑ Education support ☑ Principal	☑ PLP Priority	from: Term 2 to: Term 2	$1,020.00 ☑ Disability Inclusion Tier 2 Funding will be used
Additional funding for CRT costs to release staff to attend Berry Street training.	☑ Assistant principal ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$21,189.84 ☑ Disability Inclusion Tier 2 Funding will be used

Goal 2	To improve student learning outcomes in English with a focus on communication.
12-month target 2.1 target	To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES / Victorian Curriculum Speaking and Listening domain from 51.1% (2023) to 75% (2024).
12-month target 2.2 target	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Reading & Viewing domain from 61.40 (2023) to 75% (2024).
12-month target 2.3 target	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Writing domain from 43.1 (20123) to 75% (2024).
KIS 2.c Building practice excellence	Build teacher capacity to incorporate use of digital AAC into the English Curriculum.
Actions	An AAC Action Team to guide the implementation of AACs within English sessions. Utilise school Speech Therapists to support staff capacity building using AACs. Identify and purchase any necessary high and low technology AAC resources.

Outcomes	Increased student access to AACs during English sessions. AAC professional development and coaching delivered. Increased confidence and competence of staff to use AACs effectively for English teaching and learning. New AAC resources purchased.
Success Indicators	AAC Staff Survey. Student English data. Individual Education Plan goal success. Learning walk observations.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The AAC Action Team create an Annual Action Plan to support the achievement of key planned actions.	☑ Allied health ☑ Learning specialist(s) ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Employ additional Speech Therapy expertise to assist staff to utilise AACs systems and devices competently within English learning and teaching blocks.	☑ Allied health ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$22,209.84 ☑ Equity funding will be used
Provide staff professional development on the effective use of AACs, including coaching and mentoring.	☑ Allied health ☑ Learning specialist(s) ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Conduct Learning Walks focusing on the classroom use of AACs each semester.	☑ Learning specialist(s) ☑ Literacy improvement teacher ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Goal 3	To increase student engagement with their learning.			

12-month target 3.1 target	To improve Connectedness to school (Sense of belonging) from 89% (2023) to 92% (2024) according to the student AToSS.
12-month target 3.2 target	To improve student confidence in addressing bullying behaviour (Managing Bullying) from 45% (2023) to 75% in 2024 according to the POS data
12-month target 3.3 target	To decrease unexpected student behaviour episodes in the classroom, during transitions in 2024.
12-month target 3.4 target	To increase fidelity to the SWPBS framework from 83% in 2023 to 85% by 2024 as measured by the Tiered Fidelity Inventory (TFI).
KIS 3.c Empowering students and building school pride	Implement and embed all three tiers of the SWPBS framework with fidelity.
Actions	The SWPBS Action Team to guide the embedding of all three tiers of the SWPBS framework with fidelity. The Engagement Team reviews behaviour data and plans strategies that support students identified at Tier 2 or 3. Professional learning is provided on the key principles and practices of the SWPBS Framework or all staff. Professional learning is provided to revise the implementation of the Zones of Regulation.
Outcomes	Tier 1 strategies consistently being used in everyday practice. Tier 2 and 3 strategies support improved engagement for identified students. Professional development opportunities provided for all staff on the SWPBS Framework. Professional development opportunities provided for all staff on the Zones of Regulation.
Success Indicators	Whole school behaviour data. Tiered Fidelity Inventory percentage. Chronicle entries. Reduced ISOC reports for serious incidents of student misbehaviour. SWPBS scope and sequence developed.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The SWPBS Action team create an Annual Action Plan to support the achievement of key planned actions.	☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Conduct a Tiered Fidelity Inventory.	☑ SWPBS leader/team	☐ PLP Priority	from: Term 4 to: Term 4	$0.00
Provide staff professional learning on the SWPBS Framework, supported by coaching and mentoring.	☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Staff professional learning scheduled and delivered on the Zones of Regulation.	☑ Allied health ☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
CRT release provided for nominated staff to undertake Team Teach training.	☑ Assistant principal ☑ SWPBS leader/team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$5,100.00 ☑ Equity funding will be used
Replacement Teacher release to staff the Helpline.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$10,100.00 ☑ Disability Inclusion Tier 2 Funding will be used
Conduct Tier 1 Learning Walks each semester.	☑ School improvement team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Provide CRT release for SWPBS Team members to attend SWPBS Regional Forums and professional development.	☑ Assistant principal	☑ PLP Priority	from: Term 1	$2,209.85

	☑ SWPBS leader/team		to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used
Provide CRT release for teachers to complete Department of Education Challenging Behaviour module.	☑ School improvement team ☑ SWPBS leader/team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,100.00 ☑ Disability Inclusion Tier 2 Funding will be used
Create a SWPBS Scope and Sequence.	☑ School improvement team ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 4	To improve the resilience and wellbeing of students.
12-month target 4.1 target	To increase Student Voice and Agency from 86% (2023) to 90% (2024) according to the AToSS.
12-month target 4.2 target	To increase Student Agency and Voice (Organisational Skills) from 86% (2023) to 87% (2024) according to the POS.
12-month target 4.3 target	To increase Perseverance for Secondary students from 81% (2023) to 82% (2024) according to the AToSS.
KIS 4.b Health and wellbeing	Implement, embed and evaluate the Resilience, Rights and Respectful Relationships curriculum across all areas of the school.
Actions	The RR Action Team to guide the implementation, embedding and evaluation of RR within the school. Professional learning provided to enhance staff knowledge and understanding of RR and RSE. Professional learning provided to build parents/carers knowledge and understanding of RSE. Resource materials for RR sourced or created.
Outcomes	Staff demonstrate greater knowledge and understanding to support teaching the key topics of RR and RSE. Professional development opportunities provided on key aspects of RR and RSE for staff and parents/carers.

	Students displaying respectful behaviours when interacting with staff and their peers. An increased bank of teaching resources for the RR program.
Success Indicators	ABLES Personal and Social Capabilities data. Observational notes. Chronicle entries. RR scope and sequence revised to incorporate RSE. Feedback provided from Sexual Health Victoria professional development sessions.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The RR Action Team create an Annual Action Plan to support the achievement of planned key actions.	☑ Respectful relationships implementation team ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Build a bank of RR resources related to the different topics and modules.	☑ Respectful relationships implementation team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Review the RR and RSE scope and sequences.	☑ Respectful relationships implementation team ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Engage Sexual Health Victoria to deliver staff RSE professional development.	☑ Assistant principal ☑ Respectful relationships implementation team	☑ PLP Priority	from: Term 1 to: Term 1	$440.00 ☑ Disability Inclusion Tier 2 Funding will be used

Engage Sexual Health Victoria to deliver parent/carer RSE professional development.	☑ Assistant principal ☑ Respectful relationships implementation team	☐ PLP Priority	from: Term 1 to: Term 1	$300.00 ☑ Disability Inclusion Tier 2 Funding will be used
Provide professional development to staff on RR curriculum modules and topics.	☑ Respectful relationships implementation team ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
As a RR Lead School, provide CRT release for Specialist RR Teacher to attend Regional Cluster forums and relevant professional development.	☑ Respectful relationships implementation team	☑ PLP Priority	from: Term 1 to: Term 4	$5,100.00 ☑ 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	$49,489.20	$49,489.20	$0.00
Disability Inclusion Tier 2 Funding	$83,759.69	$83,759.69	$0.00
Schools Mental Health Fund and Menu	$30,753.25	$30,753.25	$0.00
Total	$164,002.14	$164,002.14	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide an 'I Can' (Resilience) program for a selected group of Upper Primary students.	$3,149.00
Maintain registration with the Dog Connect Program and implement the planned next phase.	$770.00
Provide Berry Street Trauma PD (Day 1 or 2) for prioritsed staff.	$11,534.25
Employ a part-time National Student Wellbeing Funded Officer to support the ongoing mental health and wellbeing needs of students.	$5,000.00
Fund CRT costs to release prioritised staff to attend Berry Street training.	$10,200.00
Additional funding for CRT costs to release prioritised staff to attend Berry Street training.	$12,179.36
Key staff undertake a Mental Health First Aid course.	$1,020.00

Additional funding for CRT costs to release staff to attend Berry Street training.	$21,189.84
Employ additional Speech Therapy expertise to assist staff to utilise AACs systems and devices competently within English learning and teaching blocks.	$22,209.84
CRT release provided for nominated staff to undertake Team Teach training.	$5,100.00
Replacement Teacher release to staff the Helpline.	$10,100.00
Provide CRT release for SWPBS Team members to attend SWPBS Regional Forums and professional development.	$2,209.85
Provide CRT release for teachers to complete Department of Education Challenging Behaviour module.	$5,100.00
Engage Sexual Health Victoria to deliver staff RSE professional development.	$440.00
Engage Sexual Health Victoria to deliver parent/carer RSE professional development.	$300.00
As a RR Lead School, provide CRT release for Specialist RR Teacher to attend Regional Cluster forums and relevant professional development.	$5,100.00
Totals	**$115,602.14**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ a part-time National Student Wellbeing Funded Officer to support the ongoing mental health and wellbeing needs of students.	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing

Additional funding for CRT costs to release prioritised staff to attend Berry Street training.	from: Term 1 to: Term 1	$12,179.36	☑ CRT
Employ additional Speech Therapy expertise to assist staff to utilise AACs systems and devices competently within English learning and teaching blocks.	from: Term 1 to: Term 4	$22,209.84	☑ School-based staffing
CRT release provided for nominated staff to undertake Team Teach training.	from: Term 1 to: Term 2	$5,100.00	☑ CRT
Totals		**$44,489.20**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Key staff undertake a Mental Health First Aid course.	from: Term 2 to: Term 2	$1,020.00	☑ Professional learning for school-based staff • Principal class • Education support
Additional funding for CRT costs to release staff to attend Berry Street training.	from: Term 1 to: Term 4	$21,189.84	☑ CRT • Other Berry Street training • CRT (to attend staff PL)

Replacement Teacher release to staff the Helpline.	from: Term 1 to: Term 4	$10,100.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher
Provide CRT release for SWPBS Team members to attend SWPBS Regional Forums and professional development.	from: Term 1 to: Term 4	$2,209.85	☑ CRT • CRT (to attend staff PL)
Provide CRT release for teachers to complete Department of Education Challenging Behaviour module.	from: Term 1 to: Term 4	$5,100.00	☑ CRT • CRT (to attend staff PL)
Engage Sexual Health Victoria to deliver staff RSE professional development.	from: Term 1 to: Term 1	$440.00	☑ Professional learning for school-based staff • Other Sexual Health Victoria
Engage Sexual Health Victoria to deliver parent/carer RSE professional development.	from: Term 1 to: Term 1	$300.00	☑ Other • Other Parent/Carer PD session
Totals		$40,359.69	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Provide an 'I Can' (Resilience) program for a selected group of Upper Primary students.	from: Term 2	$3,149.00	☑ The I CAN School® Mentoring Program (I CAN Network Ltd)

	to: Term 2		
Maintain registration with the Dog Connect Program and implement the planned next phase.	from: Term 1 to: Term 4	$770.00	☑ Dogs Connect Program
Provide Berry Street Trauma PD (Day 1 or 2) for prioritsed staff.	from: Term 1 to: Term 2	$11,534.25	☑ Berry Street Education Model (BSEM)
Fund CRT costs to release prioritised staff to attend Berry Street training.	from: Term 1 to: Term 2	$10,200.00	☑ Berry Street Education Model (BSEM)
As a RR Lead School, provide CRT release for Specialist RR Teacher to attend Regional Cluster forums and relevant professional development.	from: Term 1 to: Term 4	$5,100.00	☑ Respectful Relationships (free)
Totals		$30,753.25	

Additional funding planner – Total Budget

Activities and milestones	Budget
Teacher release to collate evidence and attend DIPs for all new Tier 3 students and those due as per 5 Year Plan.	$20,400.00
Purchase of Inclusive resources to support student access to learning	$1,000.00

Principal Class Team registration and accomodation costs to attend annual PASS Conference - 'Leading Communities'.		$3,000.00
Time release for Disability Inclusion Leading Teacher for DIP coordination		$22,000.00
Access the expertise of a Data Wise Coach to support PLC inquiries to be implemented with fidelity.		$2,000.00
Totals		**$48,400.00**

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Teacher release to collate evidence and attend DIPs for all new Tier 3 students and those due as per 5 Year Plan.	from: Term 1 to: Term 4	$0.00	
Purchase of Inclusive resources to support student access to learning	from: Term 1 to: Term 4	$0.00	
Principal Class Team registration and accomodation costs to attend annual PASS Conference - 'Leading Communities'.	from: Term 2 to: Term 2	$3,000.00	☑ Professional development (excluding CRT costs and new FTE)
Time release for Disability Inclusion Leading Teacher for DIP coordination	from: Term 1 to: Term 4	$0.00	
Access the expertise of a Data Wise Coach to support PLC	from: Term 1	$2,000.00	☑ Professional development (excluding CRT costs and new FTE)

inquiries to be implemented with fidelity.	to: Term 4		
Totals		$5,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Teacher release to collate evidence and attend DIPs for all new Tier 3 students and those due as per 5 Year Plan.	from: Term 1 to: Term 4	$20,400.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Purchase of Inclusive resources to support student access to learning	from: Term 1 to: Term 4	$1,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning •
Principal Class Team registration and accomodation costs to attend annual PASS Conference - 'Leading Communities'.	from: Term 2 to: Term 2	$0.00	☑ Professional learning for school-based staff • Principal class
Time release for Disability Inclusion Leading Teacher for DIP coordination	from: Term 1 to: Term 4	$22,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Access the expertise of a Data Wise Coach to support PLC inquiries to be implemented with fidelity.	from: Term 1 to: Term 4	$0.00	
Totals		$43,400.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Teacher release to collate evidence and attend DIPs for all new Tier 3 students and those due as per 5 Year Plan.	from: Term 1 to: Term 4	$0.00	
Purchase of Inclusive resources to support student access to learning	from: Term 1 to: Term 4	$0.00	
Principal Class Team registration and accomodation costs to attend annual PASS Conference - 'Leading Communities'.	from: Term 2 to: Term 2	$0.00	
Time release for Disability Inclusion Leading Teacher for DIP coordination	from: Term 1 to: Term 4	$0.00	
Access the expertise of a Data Wise Coach to support PLC inquiries to be implemented with fidelity.	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide access to Resilience Project information and resources, including modified teaching materials for learning topics to be delivered fortnightly.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ School improvement team ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Resilience Project team	☑ On-site
Teachers to complete 'Be You' Resilience module.	☑ Mental health and wellbeing leader ☑ School improvement team ☑ Teacher(s) ☑ Wellbeing team	from: Term 2 to: Term 4	☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Be You Team	☑ On-site
Provide Lookout Trauma Informed Practice	☑ Assistant principal	from: Term 1	☑ Individualised reflection	☑ Whole school pupil free day	☑ Lookout centre/designated teacher	☑ On-site

professional learning for all staff	☑ Lookout centre/designated teacher ☑ School improvement team	to: Term 4				
Provide Berry Street Trauma PD (Day 1 or 2) for prioritsed staff.	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ School improvement team ☑ Wellbeing team	from: Term 1 to: Term 2	☑ Curriculum development ☑ Individualised reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Berry Street Education Team	☑ On-site
Unpack the High Impact Wellbeing Strategies (HIWs).	☑ Leading teacher(s) ☑ School improvement team ☑ Wellbeing team	from: Term 2 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Key staff undertake a Mental Health First Aid course.	☑ Assistant principal	from: Term 2	☑ Planning ☑ Preparation	☑ Timetabled planning day	☑ External consultants	☑ Off-site

	☑ Education support ☑ Principal	to: Term 2			Mental Health First Aid Provider	Local First Aid Provider
Additional funding for CRT costs to release staff to attend Berry Street training.	☑ Assistant principal ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development	☑ Timetabled planning day	☑ External consultants CRT for Berry Street training	☑ Off-site CRT release for Berry Street training.
The AAC Action Team create an Annual Action Plan to support the achievement of key planned actions.	☑ Allied health ☑ Learning specialist(s) ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Provide staff professional development on the effective use of AACs, including coaching and mentoring.	☑ Allied health ☑ Learning specialist(s) ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Conduct Learning Walks focusing on the classroom use of AACs each semester.	☑ Learning specialist(s)	from: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

	☑ Literacy improvement teacher ☑ School improvement team	to: Term 4	☑ Individualised reflection			
The SWPBS Action team create an Annual Action Plan to support the achievement of key planned actions.	☑ School improvement team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Departmental resources Regional SWPBS Coach	☑ On-site
Provide staff professional learning on the SWPBS Framework, supported by coaching and mentoring.	☑ School improvement team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Staff professional learning scheduled and delivered on the Zones of Regulation.	☑ Allied health ☑ School improvement team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Departmental resources SWPBS Regional Coach	☑ On-site

CRT release provided for nominated staff to undertake Team Teach training.	☑ Assistant principal ☑ SWPBS leader/team ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Demonstration lessons	☑ Timetabled planning day	☑ Departmental resources Team Teach Trainers	☑ Off-site Vic. Teaching Academy, Geelong
Conduct Tier 1 Learning Walks each semester.	☑ School improvement team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Provide CRT release for SWPBS Team members to attend SWPBS Regional Forums and professional development.	☑ Assistant principal ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network professional learning	☑ Departmental resources SWPBS Network	☑ Off-site Victorian Leadership Academy, Geelong
Provide CRT release for teachers to complete Department of Education Challenging Behaviour module.	☑ School improvement team ☑ SWPBS leader/team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Departmental resources DE Challenging Behaviours online module	☑ On-site
Engage Sexual Health Victoria to deliver staff RSE professional development.	☑ Assistant principal	from: Term 1	☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Sexual Health Victoria	☑ On-site

	☑ Respectful relationships implementation team	to: Term 1				
Provide professional development to staff on RR curriculum modules and topics.	☑ Respectful relationships implementation team ☑ School improvement team	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
As a RR Lead School, provide CRT release for Specialist RR Teacher to attend Regional Cluster forums and relevant professional development.	☑ Respectful relationships implementation team	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network professional learning	☑ Departmental resources RR regional team	☑ Off-site Barwon school venues