

2024 Annual Implementation Plan

for improving student outcomes

Macarthur Primary School (1571)



Submitted for review by Jane Langley (School Principal) on 18 December, 2023 at 05:14 PM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 10 January, 2024 at 10:55 AM
Endorsed by Melissa McDonald (School Council President) on 08 April, 2024 at 02:12 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

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
<p>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.</p>	<p>Yes</p>	<p>Support for the priorities</p>	<p>STAFF OPINION SURVEY Monitor effectiveness using Data (No 2024 Strategic Plan Target) Our 2023 Target was to Increase our 2022 result from 50%. This was met with a 2023 survey result of 81 % 2024 AIP Target: Maintain/Increase 2023 target of 81 % Collaborate to scaffold student learning (No 2024 Strategic Plan Target) The 2023 Target was to Increase positive endorsement from 67% to 70%. This target was not met with the 2023 result maintaining at 67 % (2020) NDP (2021) 67% (2022) 67 % (2023) 67 % 2024 AIP Target: Increase result from 67 %</p> <p>STUDENT ATTITUDE TO SCHOOL SURVEY Stimulating Learning 2024 Strategic Plan Target 90%. In 2023 our target was to increase positive endorsement from 75% to 80%. This was not met with only a slight increase to 78% 2020 (67%) 2021 (50%) 2022 (75%) 2023 (78%) 2024 AIP Target Increase positive endorsement to 90% Motivation and Interest 2024 Strategic Plan Target 90 % In 2023 our target was to increase positive endorsement from 73 % to 80% . This was not met with a slight decline to 67% 2020 (78%) 2021 (74%) 2022 (73 %) 2023 (67%) 2024 AIP Target Increase positive endorsement to</p>

			<p>90%Sense of Confidence2024 Strategic Plan Target 80%2020 (67%) 2021 (79%) 2022 (75%)2023 (72%)Increase positive endorsement from 72% to 80% in 2024PARENT OPINION SURVEYEEffective Teaching 2024 Strategic Plan Target 80%In 2023 the Target was 80 %. This was MET with a significant increase to 94%2020 (67%) 2021 (74%) 2022 (83%) 2023 (94%) 2024 AIP TargetMaintain/Increase Positive Endorsement of 94%Student Motivation and Support2024 Target 85%2020 (67%), 2021 (81), 2022 (78%) 2023 (92%)2024 AIP Target Maintain/Increase Positive Endorsement of 92 %</p>
To improve student achievement.	No	<p>NAPLAN top two bands</p> <ul style="list-style-type: none"> • The percentage of Year 3 students assessed at the top two bands in NAPLAN Numeracy will increase from 10% (3 year average) to 25% (3 year average) in 2024. • The percentage of Year 5 students assessed at the top two bands in NAPLAN Numeracy will increase from 20% (3 year average) to 30% (3 year average) in 2024. • The percentage of Year 3 students assessed at the top two bands in NAPLAN Reading will increase from 36% (3 year average) to 50% (3 year average) in 2024. • The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 47% (3 year average) to 60% (3 year average) in 2024. • The percentage of Year 3 students assessed at the top two bands in NAPLAN Writing will increase from 25% (3 year average) to 35% (3 year average) in 2024. • The percentage of Year 5 students assessed at the top two bands in NAPLAN Writing will increase from 3% (3 year average) to 20% (3 year average) in 2024 	

		<p>NAPLAN Benchmark Growth</p> <ul style="list-style-type: none"> • The percentage of Year 5 students achieving Above Benchmark Growth in NAPLAN Numeracy will increase from 21% (3 year average) to 35% (3 year average) in 2024. • The percentage of Year 5 students achieving Above Benchmark Growth in NAPLAN Reading will increase from 39% (3 year average) to 50% (3 year average) in 2024. 	
		<p>Student AToSS</p> <ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Sense of confidence from 67% in 2020 to 80% in 2024. • Increase the percentage of student positive endorsement for Self-regulation and goal setting from 70% in 2020 to 80% in 2024 	
		<p>SSS</p> <ul style="list-style-type: none"> • Maintain or increase the 2020 percentage of staff positive endorsement of 91.7% for Collective efficacy to 92 % in 2024 • Maintain or increase the percentage of positive endorsement of 84.4% for Academic emphasis in 2020 to 90% in 2024 	
To improve student engagement.	No	<p>Students AToSS</p> <ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Student voice and agency from 46% in 2020 to 75% in 2024. • Increase the percentage of student positive endorsement for Motivation and interest from 78% in 2020 to 90% in 2024. • Increase the percentage of student positive endorsement for Stimulated learning from 67% in 2020 to 90% in 2024. 	
		<p>SSS</p> <ul style="list-style-type: none"> • Maintain or increase the percentage of staff feeling positive about the School climate at 94% in 2020 to 95% in 2024. 	

		<p>POS</p> <ul style="list-style-type: none"> • Maintain or increase the parent percentage of positive endorsement for Student voice and agency at 89% in 2020. • Increase the parent percentage positive endorsement for Stimulating learning environment from 78% in 2020 to 90% 2024. • Increase the parent percentage positive endorsement for Effective teaching from 67% in 2020 to 80% 2024. 	
To improve student wellbeing.	No	<p>Student attendance</p> <ul style="list-style-type: none"> • Maintain or decrease the percentage of students with 20 or more absence days from 13 % (2019 - 2021) to a three year average of 12 % in 2024 • Maintain or decrease the average absence days per student of 11.4 days per student in 2020. 	
		<p>AToSS</p> <ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for a Sense of connectedness from 80% in 2020 to 90% in 2024. • Increase the percentage of student positive endorsement for a Sense of confidence from 67% in 2020 to 85% in 2024 	
		<p>POS</p> <ul style="list-style-type: none"> • Maintain or increase the parent percentage of positive endorsement for Confidence and resiliency skills at 92% in 2020. • Increase the parent percentage positive endorsement for Student motivation and support from 67% in 2020 to 85% 2024. • Increase the parent percentage of positive endorsement for Teacher communication from 75% in 2020 to 90% in 2024. 	

Goal 1	<p>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.</p>
12-month target 1.1-month target	<p>STAFF OPINION SURVEY Monitor effectiveness using Data (No 2024 Strategic Plan Target) Our 2023 Target was to Increase our 2022 result from 50%. This was met with a 2023 survey result of 81 % 2024 AIP Target: Maintain/Increase 2023 target of 81 %</p> <p>Collaborate to scaffold student learning (No 2024 Strategic Plan Target) The 2023 Target was to Increase positive endorsement from 67% to 70%. This target was not met with the 2023 result maintaining at 67 % (2020) NDP (2021) 67% (2022) 67 % (2023) 67 % 2024 AIP Target: Increase result from 67 %</p> <p>STUDENT ATTITUDE TO SCHOOL SURVEY Stimulating Learning 2024 Strategic Plan Target 90%. In 2023 our target was to increase positive endorsement from 75% to 80%. This was not met with only a slight increase to 78% 2020 (67%) 2021 (50%) 2022 (75%) 2023 (78%) 2024 AIP Target Increase positive endorsement to 90%</p> <p>Motivation and Interest 2024 Strategic Plan Target 90 % In 2023 our target was to increase positive endorsement from 73 % to 80% . This was not met with a slight decline to 67% 2020 (78%) 2021 (74%) 2022 (73 %) 2023 (67%) 2024 AIP Target Increase positive endorsement to 90%</p>

	<p>Sense of Confidence 2024 Strategic Plan Target 80% 2020 (67%) 2021 (79%) 2022 (75%) 2023 (72%) Increase positive endorsement from 72% to 80% in 2024</p> <p>PARENT OPINION SURVEY Effective Teaching 2024 Strategic Plan Target 80% In 2023 the Target was 80 %. This was MET with a significant increase to 94% 2020 (67%) 2021 (74%) 2022 (83%) 2023 (94%) 2024 AIP Target Maintain/Increase Positive Endorsement of 94%</p> <p>Student Motivation and Support 2024 Target 85% 2020 (67%), 2021 (81), 2022 (78%) 2023 (92%) 2024 AIP Target Maintain/Increase Positive Endorsement of 92 %</p>	
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	Yes
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.

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<p>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.</p>
<p>12-month target 1.1 target</p>	<p>STAFF OPINION SURVEY Monitor effectiveness using Data (No 2024 Strategic Plan Target) Our 2023 Target was to Increase our 2022 result from 50%. This was met with a 2023 survey result of 81 % 2024 AIP Target: Maintain/Increase 2023 target of 81 %</p> <p>Collaborate to scaffold student learning (No 2024 Strategic Plan Target) The 2023 Target was to Increase positive endorsement from 67% to 70%. This target was not met with the 2023 result maintaining at 67 % (2020) NDP (2021) 67% (2022) 67 % (2023) 67 % 2024 AIP Target: Increase result from 67 %</p> <p>STUDENT ATTITUDE TO SCHOOL SURVEY Stimulating Learning 2024 Strategic Plan Target 90%. In 2023 our target was to increase positive endorsement from 75% to 80%. This was not met with only a slight increase to 78% 2020 (67%) 2021 (50%) 2022 (75%) 2023 (78%) 2024 AIP Target Increase positive endorsement to 90%</p> <p>Motivation and Interest 2024 Strategic Plan Target 90 % In 2023 our target was to increase positive endorsement from 73 % to 80% . This was not met with a slight decline to 67% 2020 (78%) 2021 (74%) 2022 (73 %) 2023 (67%) 2024 AIP Target Increase positive endorsement to 90%</p>

	<p>Sense of Confidence 2024 Strategic Plan Target 80% 2020 (67%) 2021 (79%) 2022 (75%) 2023 (72%) Increase positive endorsement from 72% to 80% in 2024</p> <p>PARENT OPINION SURVEY Effective Teaching 2024 Strategic Plan Target 80% In 2023 the Target was 80 %. This was MET with a significant increase to 94% 2020 (67%) 2021 (74%) 2022 (83%) 2023 (94%) 2024 AIP Target Maintain/Increase Positive Endorsement of 94%</p> <p>Student Motivation and Support 2024 Target 85% 2020 (67%), 2021 (81), 2022 (78%) 2023 (92%) 2024 AIP Target Maintain/Increase Positive Endorsement of 92 %</p>
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>Action 1: Build staff capacity in Numeracy and Literacy content knowledge and instructional practice to enhance efficiency in point of need responsive teaching.</p> <p>Action 2: Support the development of professional dialogue and leadership within the school and across the Tapoc- Mt Napier Cluster through Collaborative Processes.</p> <p>Action 3: Develop and Document P-2 and 3- 6 Curriculum in Literacy and Numeracy for 2024 (Year 1 of a three year cycle) with</p>

	Essential Learning Concepts identified
Outcomes	<p>Students</p> <ol style="list-style-type: none"> 1. Actively engage in learning activities demonstrating motivation and interest in learning 2. Identify the concise Learning Intention (point of need) target in Mathematics and Literacy 3. Articulate their "point of need" focus (Learning Goal) in Mathematics and Literacy throughout various foci <p>Leader and Classroom Teachers</p> <ol style="list-style-type: none"> 1. Regularly Gather and Analyse data to track and monitor effectiveness of point of need teaching 2. Implement Responsive Teaching Strategies (Bronwyn Rylie Jones) 3. Participate in professional learning in Literacy and/or Numeracy, engage in professional dialogue within the school across the Tapoc - Mt Napier Cluster and lead this work within the school. 4. Ensure differentiated Learning is evident in Maths and Numeracy Planning and there is Evidence of Adjustments <p>Educational Support</p> <ol style="list-style-type: none"> 1. Collaborate with classroom teachers to ensure an effective intervention and support program that is responsive and at student point of need. 2. Continue with a Responsive Tier 2 Intervention Approach that supports Tier 1 (classroom) 3. Actively engage students in learning activities demonstrating motivation and interest in learning <p>Leader (Principal)</p> <ol style="list-style-type: none"> 1. Prioritise the resources both financial and human to support literacy and numeracy progress. 2. Support staff in the implementation of processes that regularly monitor student achievement and growth 2. Work collaboratively with staff to finalise an agreed instructional model and planning documents that reflects the whole school pedagogy of Concise and Responsive Teaching in a Stimulating Learning Environment with Essential Learning Concepts identified.
Success Indicators	<p>Early Success Indicators</p> <ol style="list-style-type: none"> 1. Planning, Classroom Observations and Professional Dialogue demonstrate evidence of implementation of Concise and Responsive Teaching in a Stimulating Learning Environment. 2. Planning, Classroom Observations and Professional Dialogue demonstrate evidence of implementation of knowledge attained through the WSW MNumeracy and/or Literacy Project 3. Planning, Classroom Observations and Professional Dialogue demonstrate increase in student motivation and interest in Maths and Literacy

Late Success Indicators

1. Targeted "at risk" students in the year 4 Cohort will make significant progress in Numeracy and Literacy
2. Student Survey Data in the area of 'motivation and interest' will show improvement
3. Evidence from students that reflect student voice and agency is becoming an embedded practice

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Strengthen processes that support staff collaboration and individual tracking of student learning with a particular focus on Equity Students and TLI students	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,261.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Build staff capacity to lead Numeracy through engagement in the WSW Numeracy Learning Community Days and through professional conversations across the cluster, with implementation aligned to the school's Concise and Responsive teaching Pedagogy and a strong focus on the impact of this work on equity funded students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build staff capacity to Lead Literacy through engagement in the WSW Literacy Learning Community Days and through professional conversations across the cluster, with implementation aligned to the school's Concise and Responsive Teaching pedagogy and a strong focus on the impact of this work on equity funded students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provision of time and structures for staff collaboration within the school and across the Tapoc - Mt Napier Cluster with the support of the CEP (Country Education Project) and DE Regional Staff (SEILS and EILS) with a focus on improving teacher practice and student outcomes, particularly for equity funded students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Other funding will be used
Provide time for staff to collaboratively document P - 2 and 3 - 6 Curriculum in Literacy and Numeracy for 2024 (year 1 of 3 year cycle) with Essential Learning Concepts Identified	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Other funding will be used
Support the sustainability of an effective Literacy Program through ongoing training in Sounds Write, Tier 2 Intervention Programs, implementation of screening tools - Sounds Write and DIBLES with close monitoring of the impact on Equity Funded students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure sufficient learning support is provided for Equity Funded Students as we merge from a three grade structure to a two grade structure in 2024.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,855.33 <input checked="" type="checkbox"/> Equity funding will be used
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	<p>ACTION 1: Build staff capacity to develop student social and emotional competencies through the implementation of Respectful Relationships, the Big Life online Pilot Program, and activities across the Tapoc - Mt Napier Cluster</p> <p>ACTION 2: Develop school processes to build parent, student and staff understanding of Diversity, strengthen students' sense of self and provide them with the necessary tools to manage conflict with others.</p>			

<p>Outcomes</p>	<p>Student</p> <ol style="list-style-type: none"> 1. Articulate the school values of Respect, Connect and Learn and behaviours that reflect these 2. Demonstrate an improved ability to feel it's okay to be different at this school 3. Demonstrate an improved ability to treat each other with kindness and resolve conflict in a respectful way. 4. Engage positively in events across the Tapoc - Mt Napier cluster to connect with others, build friendships and develop their social and emotional competencies <p>ES Staff</p> <ol style="list-style-type: none"> 1. Articulation of the school values and actions that reflect these. 2. Support students in feeling it's okay to be different at this school 3. Build student sense of self and wellbeing through supporting success in learning <p>Leader and Classroom Teacher</p> <ol style="list-style-type: none"> 1. Attend Respectful Relationships Training and implement knowledge gained - particularly in Units 1 (Emotional Literacy) , Units 2 (Personal Strengths) and Units 3 (Positive Coping) 2. Explore the integration of the Big Life Program with the School Values and RRR in Term 3 and Term 4 3. Clearly articulate to students and parents our Key AIP Wellbeing Focus of Diversity, strengthen students' sense of self and providing them with the necessary tools to manage conflict with others. 4. Attend other professional learning provided throughout the year - The Accidental Counsellor, Dan Petro etc. 5. Collaborate with staff across the Tapoc - Mt Napier cluster to support the running of events where students connect, build friendships and develop their social and emotional competencies <p>Leader (Principal)</p> <ol style="list-style-type: none"> 1. Attend Respectful Relationships Training and lead implementation of knowledge gained across the school community and in collaboration with the Tapoc - Mt Napier Cluster leaders 2. Lead the integration of the Big Life Program with the School Values and RRR in Term 3 and Term 4 3. Clearly articulate to staff, students and parents our Key AIP Wellbeing Focus of Diversity, strengthen students' sense of self and providing them with the necessary tools to manage conflict with others. 4. Collaborate with leadership across the Tapoc - Mt Napier cluster to provide regular opportunities for students to connect, build friendships and develop their social and emotional competencies. 5. Develop an adapted ATOSS survey relevant to the Tapoc - Mt Napier Cluster's needs
<p>Success Indicators</p>	<p>Early Success Indicators</p> <ol style="list-style-type: none"> 1. Planning, Classroom Observations and Professional Dialogue demonstrate evidence of implementation of Respectful Relationships Curriculum. 1. Classroom/Playground Observations and Professional Dialogue demonstrate evidence of the effectiveness of wellbeing approaches eg. Dan Petro, problem solving strategies, acts of kindness, reduced conflict

	<p>2. Improved attendance data and increased confidence in learning</p> <p>Late Success Indicators</p> <p>1. Student Survey Data reflects improved motivation and interest, and confidence in Learning</p> <p>2. Cluster adapted ATOSS shows impact of implemented wellbeing practices</p> <p>3.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Prepare for the implementation of Disability Inclusion Tier 2 funding by ensuring planning shows differentiation and reasonable adjustments, IEPs are developed, and SSG meetings are held and documented	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,637.55 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
All staff to attend relevant wellbeing training to strengthen the MPS environment of having the preconditions for concise and responsive teaching and learning - Dan Petro, Accidental Counsellor, Respectful Relationships	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,753.25 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Trial the implementation of the Big Life Program through engaging in the Warrnambool Network online Big Life Pilot Program	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Collaborate with leadership and staff across the Tapoc Cluster to provide social engagement opportunities where students connect with others, build friendships and develop their social and	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

emotional competencies, with a particular focus on strengthening involvement and participation of Equity funded students.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Provide targetted programs to support students in respecting diversity, building resilience, coping skills, and resolution strategies particularly in respect to bullying	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Develop and implement an adapted ATOSS survey relevant to the Tapoc - Mt Napier Cluster's needs, and analyse results within the school and across the cluster.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Effective use of the Mental Health Fund through Wellbeing Leader bring provided time to implement programs and interventions that meet the wellbeing needs of students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$36,855.33	\$36,855.33	\$0.00
Disability Inclusion Tier 2 Funding	\$15,637.55	\$15,637.55	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
Total	\$83,246.13	\$83,246.13	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Strengthen processes that support staff collaboration and individual tracking of student learning with a particular focus on Equity Students and TLI students	\$53,261.00
Build staff capacity to lead Numeracy through engagement in the WSW Numeracy Learning Community Days and through professional conversations across the cluster, with implementation aligned to the school's Concise and Responsive teaching Pedagogy and a strong focus on the impact of this work on equity funded students.	\$4,000.00
Build staff capacity to Lead Literacy through engagement in the WSW Literacy Learning Community Days and through professional conversations across the cluster, with implementation aligned to the school's Concise and Responsive Teaching pedagogy and a strong focus on the impact of this work on equity funded students.	\$4,000.00
Provision of time and structures for staff collaboration within the school and across the Tapoc - Mt Napier Cluster with	\$3,000.00

the support of the CEP (Country Education Project) and DE Regional Staff (SEILS and EILS) with a focus on improving teacher practice and student outcomes, particularly for equity funded students.	
Support the sustainability of an effective Literacy Program through ongoing training in Sounds Write, Tier 2 Intervention Programs, implementation of screening tools - Sounds Write and DIBLES with close monitoring of the impact on Equity Funded students.	\$5,000.00
Ensure sufficient learning support is provided for Equity Funded Students as we merge from a three grade structure to a two grade structure in 2024.	\$12,855.33
Prepare for the implementation of Disability Inclusion Tier 2 funding by ensuring planning shows differentiation and reasonable adjustments, IEPs are developed, and SSG meetings are held and documented	\$15,637.55
All staff to attend relevant wellbeing training to strengthen the MPS environment of having the preconditions for concise and responsive teaching and learning - Dan Petro, Accidental Counsellor, Respectful Relationships	\$5,753.25
Collaborate with leadership and staff across the Tapoc Cluster to provide social engagement opportunities where students connect with others, build friendships and develop their social and emotional competencies, with a particular focus on strengthening involvement and participation of Equity funded students.	\$3,000.00
Effective use of the Mental Health Fund through Wellbeing Leader bring provided time to implement programs and interventions that meet the wellbeing needs of students.	\$25,000.00
Totals	\$131,507.13

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Strengthen processes that support staff collaboration and individual tracking of student learning with a particular focus on Equity Students and TLI students	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Build staff capacity to lead Numeracy through engagement in the WSW Numeracy Learning Community Days and through professional conversations across the cluster, with implementation aligned to the school's Concise and Responsive teaching Pedagogy and a strong focus on the impact of this work on equity funded students.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Build staff capacity to Lead Literacy through engagement in the WSW Literacy Learning Community Days and through professional conversations across the cluster, with implementation aligned to the school's Concise and Responsive Teaching pedagogy and a strong focus on the impact of this work on equity funded students.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Provision of time and structures for staff collaboration within the school and across the Tapoc - Mt Napier Cluster with the support of the CEP (Country Education Project) and DE Regional Staff (SEILS and EILS) with a focus on improving teacher practice and student outcomes, particularly for equity funded students.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Support the sustainability of an effective Literacy Program through ongoing training in Sounds Write, Tier 2 Intervention Programs, implementation of screening tools - Sounds Write and DIBLES with close monitoring of the impact on Equity Funded students.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Ensure sufficient learning support is provided for Equity Funded Students as we merge from a three grade structure to a two grade structure in 2024.	from: Term 1 to: Term 4	\$12,855.33	<input checked="" type="checkbox"/> School-based staffing
Collaborate with leadership and staff across the Tapoc Cluster to provide social engagement opportunities where students connect with others, build friendships and develop their social and emotional competencies, with a particular focus on strengthening involvement and participation of Equity funded students.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Totals		\$36,855.33	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Prepare for the implementation of Disability Inclusion Tier 2 funding by ensuring planning shows differentiation and reasonable adjustments, IEPS are developed,	from: Term 1 to: Term 4	\$15,637.55	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school

and SSG meetings are held and documented			<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion leader <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning)
Totals		\$15,637.55	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
All staff to attend relevant wellbeing training to strengthen the MPS environment of having the preconditions for concise and responsive teaching and learning - Dan Petro, Accidental Counsellor, Respectful Relationships	from: Term 1 to: Term 4	\$5,753.25	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Effective use of the Mental Health Fund through Wellbeing Leader bring provided time to implement programs and interventions that meet the wellbeing needs of students.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Achievement Program (free)(Whole-school approach to mental health) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ additional teacher to release staff member (eduPay)
Totals		\$30,753.25	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Build staff capacity to lead Numeracy through engagement in the WSW Numeracy Learning Community Days and through professional conversations across the cluster, with implementation aligned to the school's Concise and Responsive teaching Pedagogy and a strong focus on the impact of this work on equity funded students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources EILS	<input checked="" type="checkbox"/> Off-site WSW Numeracy Learning Community Days held in Hamilton (one per term)
Build staff capacity to Lead Literacy through engagement in the WSW Literacy Learning Community Days and through professional conversations across the cluster, with implementation aligned to the school's Concise and Responsive Teaching pedagogy and a strong focus on the impact of this work on equity funded students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources EILS	<input checked="" type="checkbox"/> Off-site WSW Literacy Learning Community Days held in Hamilton (one per term)
Prepare for the implementation of Disability Inclusion Tier 2 funding by	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1	<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"/> Departmental resources	<input checked="" type="checkbox"/> On-site

ensuring planning shows differentiation and reasonable adjustments, IEPs are developed, and SSG meetings are held and documented		to: Term 4		<input checked="" type="checkbox"/> Network professional learning	Lisa Guthrie EIL - Diverse Learners	
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