

**2024 Annual Implementation Plan
for improving student outcomes**

Harrisfield Primary School (4730)



Submitted for review by Meredith Iaconese (School Principal) on 21 December, 2023 at 10:50 AM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 29 December, 2023 at 10:18 AM
Awaiting endorsement by School Council President

Select annual goals and KIS

| Four-year strategic goals | 2024 focus | 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. |
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| <p>Maximise the learning growth of every student in literacy and numeracy.</p> | <p>Yes</p> | <p>By 2026, increase the proportion of students in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> • reading to at least 48 percent (from 44 percent in 2022) • writing to at least 48 percent (from 44 percent in 2022) • numeracy to at least 35 percent (from 31 percent in 2022) | <p>Increase the percentage of students exceeding in NAPLAN: Numeracy from 13% to 17% Writing from 26% to 30% Reading from 22% to 25% Essential Assessments data to show improvement in Measurement from 43%(2023) of students P-6 achieving at or above the expected level to 55%in 2024. Essential Assessments data to show improvement in Literacy from 43%(2023) of students P-6 achieving at or above the expected level to 55% in 2024. Teacher judgement data measured against the Victorian Curriculum in Reading to show an improvement from 82% (2023) to 85% (2024) of students P-6 achieving at or above the expected level. Teacher judgement data measured against the Victorian Curriculum in Measurement to show an improvement from 58% (2023) to 65% (2024) of students P-6 achieving at or above the expected level.</p> |
| | | <p>By 2026, increase the percentage positive endorsement in the Staff Opinion Survey for the following measures: Academic emphasis from 82% in 2022 to 87% Collective efficacy from 79% in 2022 to 85% Professional learning through peer observations from 67% in 2022 to 85%</p> | <p>The School Staff Survey percentage positive endorsement measure for Academic Emphasis to be at or above 83% The School Staff Survey percentage positive endorsement measure for Collective Efficacy to be at or above 95% The School Staff Survey percentage positive endorsement measure for Professional learning through peer observations to be at or above 95%</p> |
| | | <p>By 2026, increase the percentage positive responses score on AtoSS for student voice and agency from 77% in 2022 to 85%.</p> | <p>The Student Attitudes to School Survey percentage positive endorsement measure for Student voice and agency to be at or above 80% The Student Attitudes to School Survey percentage positive endorsement measure for Stimulating learning to be at or above 85% The Student Attitudes to School Survey percentage positive endorsement measure for Sense of Connectedness to be at or above 79% The Student Attitudes to School Survey percentage positive endorsement measure for Resilience to be at or above</p> |

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| | | | 62%The Student Attitudes to School Survey percentage positive endorsement measure for Help Seeking to be at or above 67%The Student Attitudes to School Survey percentage positive endorsement measure for Perseverance to be at or above 77% |
| Improve student wellbeing outcomes. | Yes | By 2026, decrease the proportion of students with 20+ days absence from 28 per cent in 2021 to 22 per cent. | Decrease the proportion of students with 20+ days absence to 25% |
| | | By 2026, increase the percent positive responses score on AtoSS for the following factors: School stage transitions from 75% in 2022 to 80% Teacher concern from 80% in 2022 to 87% Perseverance from 80% in 2022 to 90% | Increase the percent positive responses score on Attitudes to School survey for: Teacher concern 82% Perseverance 83% |
| | | By 2026, increase the percentage positive endorsement on the Parent Opinion Survey for the following measures: Teacher communication from 77% in 2022 to 85% Not experiencing bullying from 74% in 2022 to 80% Student motivation and support from 79% in 2022 to 85% | Teacher communication 90%Not experiencing bullying from 75%Student motivation and support from 92% |

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| Goal 2 | Maximise the learning growth of every student in literacy and numeracy. |
| 12-month target 2.1-month target | <p>Increase the percentage of students exceeding in NAPLAN: Numeracy from 13% to 17% Writing from 26% to 30% Reading from 22% to 25%</p> <p>Essential Assessments data to show improvement in Measurement from 43%(2023) of students P-6 achieving at or above the expected level to 55%in 2024.</p> <p>Essential Assessments data to show improvement in Literacy from 43%(2023) of students P-6 achieving at or above the expected level to 55% in 2024.</p> <p>Teacher judgement data measured against the Victorian Curriculum in Reading to show an improvement from 82% (2023) to 85% (2024) of students P-6 achieving at or above the expected level.</p> <p>Teacher judgement data measured against the Victorian Curriculum in Measurement to show an improvement from 58% (2023) to 65% (2024) of students P-6 achieving at or above the expected level.</p> |
| 12-month target 2.2-month target | <p>The School Staff Survey percentage positive endorsement measure for Academic Emphasis to be at or above 83% The School Staff Survey percentage positive endorsement measure for Collective Efficacy to be at or above 95% The School Staff Survey percentage positive endorsement measure for Professional learning through peer observations to be at or above 95%</p> |
| 12-month target 2.3-month target | <p>The Student Attitudes to School Survey percentage positive endorsement measure for Student voice and agency to be at or above 80% The Student Attitudes to School Survey percentage positive endorsement measure for Stimulating learning to be at or above 85% The Student Attitudes to School Survey percentage positive endorsement measure for Sense of Connectedness to be at or above 79% The Student Attitudes to School Survey percentage positive endorsement measure for Resilience to be at or above 62% The Student Attitudes to School Survey percentage positive endorsement measure for Help Seeking to be at or above 67% The Student Attitudes to School Survey percentage positive endorsement measure for Perseverance to be at or above 77%</p> |

| Key Improvement Strategies | | 2024 FOCUS |
|--|---|------------|
| KIS 2.a Teaching and learning | Strengthen and embed a differentiated teaching and learning program that reflects the needs of students. | Yes |
| Explain why the school has selected this KIS as a focus for this year. | We have chosen this KIS as a focus for this year because we feel it compliments in well with the uptake of Disability Inclusion model. We are moving beyond our existing model of differentiation in a model where teachers planned in groups to a model where there are specific adjustments for | |
| Goal 3 | Improve student wellbeing outcomes. | |
| 12-month target 3.1-month target | Decrease the proportion of students with 20+ days absence to 25% | |
| 12-month target 3.2-month target | Increase the percent positive responses score on Attitudes to School survey for: Teacher concern 82% Perseverance 83% | |
| 12-month target 3.3-month target | Teacher communication 90% Not experiencing bullying from 75% Student motivation and support from 92% | |
| Key Improvement Strategies | | 2024 FOCUS |
| KIS 3a Support and resources | <i>Build teacher capacity to respond to learning and wellbeing data to differentiate learning using a multi-tiered system of supports.</i> | Yes |

Define actions, outcomes, success indicators and activities.

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| Goal 2 | <i>Maximise the learning growth of every student in literacy and numeracy.</i> |
| 12-month target 2.1 target | <p>Increase the percentage of students exceeding in NAPLAN: Numeracy from 13% to 17% Writing from 26% to 30% Reading from 22% to 25%</p> <p>Essential Assessments data to show improvement in Measurement from 43%(2023) of students P-6 achieving at or above the expected level to 55%in 2024.</p> <p>Essential Assessments data to show improvement in Literacy from 43%(2023) of students P-6 achieving at or above the expected level to 55% in 2024.</p> <p>Teacher judgement data measured against the Victorian Curriculum in Reading to show an improvement from 82% (2023) to 85% (2024) of students P-6 achieving at or above the expected level.</p> <p>Teacher judgement data measured against the Victorian Curriculum in Measurement to show an improvement from 58% (2023) to 65% (2024) of students P-6 achieving at or above the expected level.</p> |
| 12-month target 2.2 target | <p>The School Staff Survey percentage positive endorsement measure for Academic Emphasis to be at or above 83%</p> <p>The School Staff Survey percentage positive endorsement measure for Collective Efficacy to be at or above 95%</p> <p>The School Staff Survey percentage positive endorsement measure for Professional learning through peer observations to be at or above 95%</p> |
| 12-month target 2.3 target | <p>The Student Attitudes to School Survey percentage positive endorsement measure for Student voice and agency to be at or above 80%</p> <p>The Student Attitudes to School Survey percentage positive endorsement measure for Stimulating learning to be at or above 85%</p> <p>The Student Attitudes to School Survey percentage positive endorsement measure for Sense of Connectedness to be at or above 79%</p> <p>The Student Attitudes to School Survey percentage positive endorsement measure for Resilience to be at or above 62%</p> <p>The Student Attitudes to School Survey percentage positive endorsement measure for Help Seeking to be at or above 67%</p> <p>The Student Attitudes to School Survey percentage positive endorsement measure for Perseverance to be at or above 77%</p> |

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| KIS 2a | <i>Strengthen and embed a differentiated teaching and learning program that reflects the needs of students.</i> |
| Actions | <i>Build staff capacity in assessment and differentiation in Numeracy, in order to identify and meet students' individual learning needs.</i> |
| Outcomes | <ul style="list-style-type: none"> • Leaders will model a data-focused mindset using evidence to support their decisions. • Leaders will support staff to improve their data and differentiation practices through prioritising time to work collaboratively together and providing professional learning opportunities to strengthen practice. • Teachers will be deploying data informed differentiation within each stage of the school's Math's Instructional Model. • Teachers regularly use data to plan for learning to identify students' point of need and select and implement appropriate strategies, making adjustments as necessary. • Students will be engaged in learning, reflective and cognisant of their needs and working towards individual learning goals. • Students will move freely between tiers and participate enthusiastically in tutoring program, taking care to apply new understanding to their tier 1 learning. |
| Success Indicators | <p>Early indicators:</p> <ul style="list-style-type: none"> • Curriculum documentation will show plans for differentiation in mathematics and effective teacher use of the Instructional Model • Participants in Learning Walks and the Learning Specialist will observe lessons where teachers are effectively using the school's instructional model to deliver learning. They will also see student learning being differentiated at point of need. • Formative and summative mathematics 'Essential Assessments' will show student learning growth • Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning (weekly planning and adjustments to yearly scope and sequence) and the levels of intervention support students will receive. • Student IEPs will detail teaching strategies and adjustments students will receive to ensure their learning programs are at point of need. The implementation on these plans will also be regularly monitored and evaluated to ensure their relevance. <p>Late Indicators:</p> <ul style="list-style-type: none"> • Improvement in targeted Student Attitudes to School Survey measures for Sense of Connectedness, Stimulated Learning and Student Voice and Agency. • Improvement in School Staff Survey measures: Academic Emphasis, Collective Efficacy and Professional learning through peer observations • Alignment of teacher judgements against NAPLAN (Panorama) |

| Activities | People responsible | PL Priority | When | Activity cost and funding |
|--|--|---------------------------------------|-------------|---|
| <p>Staffing:</p> <ul style="list-style-type: none"> • Make provision for Mathematics Learning Specialist to have a minimum of 4 hours to mentor teachers. • Employ additional staff to deliver a tutor learning program to those students who require additional support to address gaps in their learning. • Recruit a 0.4 EFT Disability Inclusion Leader. • Contract a Speech Pathologist from Little Sparkles Speech Pathology, 2 days per week and an Occupational Therapist 1 day per week. • Recruit ES 0.63EFT to support the learning of tier 2 students. | <ul style="list-style-type: none"> ☑ Allied health ☑ Assistant principal ☑ Disability inclusion coordinator ☑ Learning specialist(s) ☑ Literacy support ☑ Numeracy support | <input type="checkbox"/> PLP Priority | Terms 1 - 4 | \$259,883.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used |
| <p>Mathematics – Professional Learning</p> <ul style="list-style-type: none"> • Develop a professional learning plan that will develop staff capabilities to identify the learning needs of students. This includes identifying those students who present with a Maths learning disability (Dyscalculia) that impacts on their ability to learn Mathematics. • School Leadership will refine the staff professional calendar to prioritise time for the Mathematics Learning Specialist to deliver professional learning to enhance teacher confidence in teaching mathematics. This professional learning will also target the development of skills and knowledge in differentiating learning to meet the needs of their students. • School Leadership to schedule opportunities for the Learning Specialist to demonstrate using the school’s Instructional model and how differentiated learning and the use of adjustments can be deployed in each stage of the model. • Distribute the Numeracy Information Guide to all teachers and allocate time in their PLTs to discuss assessment data and appropriate adjustments and interventions for their students. • Review and update IEPs for students working below or above the expected level to include Numeracy goals, adjustments and supports to enhance access to learning. | <ul style="list-style-type: none"> ☑ Learning specialist(s) ☑ Numeracy leader | <input type="checkbox"/> PLP Priority | Terms 1 - 2 | \$0.00 |

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| <ul style="list-style-type: none"> School Leadership to establish peer classroom observations with a focus on differentiation of learning. Information from these observations to be fed back to teachers being observed. | | | | |
| <p>Work of the Mathematics Action Team</p> <ul style="list-style-type: none"> Develop the 2024 Action Plan for Numeracy and schedule two Mathematics Action Team meetings per term to review progress on targeted work being implemented over the course of the year. Audit the Mathematics curriculum and identify the essential learnings that will be taught across the school for the year. Develop a Maths scope and sequence which includes the essential learnings and aligns with the new Mathematics Curriculum <p>Mathematics – School Improvement Team</p> <ul style="list-style-type: none"> Allocate time in leadership meetings to engage with and discuss the strategies detailed in the Numeracy Improvement Guide for School Leaders. The school improvement Team to meet on 5 weekly cycles to review and assess progress on targeted work and adjust the work if required. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team | <input type="checkbox"/> PLP Priority | Terms 1 - 4 | \$0.00 |
| <p>Mathematics - Individual / PLC level</p> <ul style="list-style-type: none"> Utilise Improvement Cycles to drive PLC Inquiries to build teacher capacity to draw on research and use evidence-based practice | <input checked="" type="checkbox"/> PLC leaders | <input type="checkbox"/> PLP Priority | Terms 1 - 4 | \$0.00 |
| <p>Literacy - Whole School Level</p> <ul style="list-style-type: none"> School Leadership to undertake a Schoolwide audit of the school’s literacy programs, to identify teacher confidence levels in the delivery of current literacy programs taught within the school. (VCOP, SMART, PM genre teaching suite and Writer's Notebook) Schedule and structure opportunities for whole school writing moderation across all school levels using Cold Writes as the baseline for moderation. | <input checked="" type="checkbox"/> Literacy leader | <input type="checkbox"/> PLP Priority | Terms 1-4 | \$0.00 |
| <p>Literacy - Action Team Level</p> <ul style="list-style-type: none"> Develop the 2024 Action Plan for the teaching of Literacy across the school. Schedule Literacy Action Team meetings twice a term to | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader | <input type="checkbox"/> PLP Priority | Terms 1 - 4 | \$0.00 |

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| <p>review progress of key initiatives that will be implemented over the course of the year.</p> <ul style="list-style-type: none"> • Use data collected from Writing audit to identify the ‘essential learnings’ within each program to ensure that content delivered in classrooms aligns with the needs of the school. • Leadership to use information gathered from the Literacy audit, to maintain or adjust the teaching program. Schedule and facilitate whole school, teacher Writing moderation sessions. | | | | |
| <p>Literacy - Individual/PLC level</p> <ul style="list-style-type: none"> • Organise professional learning for new staff in: VCOP, SMART spelling Heggerty Phonics • Utilise Improvement Cycles to drive PLC Inquiries to build teacher capacity to draw on research and use evidence-based collaborative practice. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Staff development coordinator | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>Terms 1 - 4</p> | <p>\$10,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other funding will be used |

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| Goal 3 | <i>Improve student wellbeing outcomes.</i> |
| 12-month target 3.1 target | Decrease the proportion of students with 20+ days absence to 25% |
| 12-month target 3.2 target | Increase the percent positive responses score on Attitudes to School survey for: Teacher concern 82% Perseverance 83% |
| 12-month target 3.3 target | Teacher communication 90% Not experiencing bullying from 75% Student motivation and support from 92% |
| KIS 3a | Build teacher capacity to respond to learning and wellbeing data to differentiate learning using a multi-tiered system of supports. |
| Actions | Strengthen the whole school approach towards social and emotional learning. |
| Outcomes | <ul style="list-style-type: none"> • Leadership will support and resource the well-being team to develop a multi-tiered approach to mental health and well-being, • Leadership will ensure that all staff have received professional learning in and fully comprehend the school approach to the promotion of mental health and wellbeing. • The wellbeing team will develop a consistent, school-wide multi-tiered approach to mental health and wellbeing specifying not only how the wellbeing team will support teachers to identify students in need of support, but also how to provide support. • The Wellbeing team will directly support student mental health and Wellbeing and where necessary, refer students to relevant external agencies as required. • The Wellbeing team will use data collected to plan for and implement social and emotional learning for targeted groups of students. • Teachers will continue to implement the schools existing mental health and wellbeing promotion programs. • Teachers will recognise and feel confident responding to student HWB needs and refer to HWB team where necessary. • Students will have an increased awareness of their own mental health needs, how to support their peers presenting with issues and where to seek support when necessary. • Students will report improved emotional awareness and resilience. |
| Success Indicators | <ul style="list-style-type: none"> • Early Indicators: • Curriculum documentation will show plans for social and emotional learning. • Student support resources displayed around the school will show how students can seek support. • Notes from learning walks and peer observations |

- Student wellbeing 'Check in' tool and whole school emotional needs spread sheets will be completed and acted upon
 - Whole school emotional needs survey will be conducted in term 1
- Late Indicators:**
- School developed student well-being and mental health survey shows growth when compared with survey results from term one
 - Attitudes to school survey will see improved measures in Teacher concern, Perseverance, resilience
 - Staff Opinion survey measure for Collective efficacy will improve.

| Activities | People responsible | Priority | When | Activity cost and funding |
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| <p>STAFF: The school will appoint a Primary Welfare Officer at a O 0.6EFT; a Mental Health and Wellbeing Leader at a 0.5EFT; and a Well-being teacher at 0.2EFT.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student wellbeing co-ordinator | <input type="checkbox"/> PLP Priority | Terms 1 - 4 | \$101,848.21 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used |
| <p>Develop professional learning plan which includes: Relevant staff participating in the Mental health and wellbeing leaders (MHWLs) program provided by the Melbourne Graduate School of Education at University of Melbourne, supported by Murdoch Children's Research Institute (MCRI) This will be supported by a community of practice.</p> <p>Whole staff and small group professional learning provided by the MHWL in after school sessions and PLC meetings.</p> | <input checked="" type="checkbox"/> Mental health and wellbeing leader | <input checked="" type="checkbox"/> PLP Priority | Terms 1 - 4 | \$0.00 <input checked="" type="checkbox"/> Other funding will be used |
| Conduct Peer Mediator training for all year 5 students. | <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | Term 1 | \$0.00 |

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| Review current practices using the Schools Mental Health Planning tool kit to identify how to support student needs. | <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | Terms 1- 4 | \$0.00 |
| Use the Mental Health Fund Menu to support the sourcing of: <ul style="list-style-type: none"> • Whole school programs • Targeted small group programs • Themes for well-being days and activities • Possible lunchtime activities • Programs provided by external providers ie Bully busters | <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team | <input type="checkbox"/> PLP Priority | Terms 1 - 4 | \$9,042.68 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other 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 | \$180,209.06 | \$180,209.06 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$156,858.15 | \$156,858.15 | \$0.00 |
| Schools Mental Health Fund and Menu | \$33,706.68 | \$33,706.68 | \$0.00 |
| Total | \$370,773.89 | \$370,773.89 | \$0.00 |

| Activities and milestones - Total Budget | Budget |
|---|--------------|
| Staffing: <ul style="list-style-type: none"> • Make provision for Mathematics Learning Specialist to have a minimum of 4 hours to mentor teachers. • Employ additional staff to deliver a tutor learning program to those students who require additional support to address gaps in their learning. • Recruit a 0.4 EFT Disability Inclusion Leader. • Contract a Speech Pathologist from Little Sparkles Speech Pathology, 2 days per week and an Occupational Therapist 1 day per week. • Recruit ES 0.63EFT to support the learning of tier 2 students. | \$259,883.00 |
| STAFF: The school will appoint a Primary Welfare Officer at a 0.6EFT; a Mental Health and Wellbeing Leader at a 0.5EFT; and a Well-being teacher at 0.2EFT. | \$101,848.21 |

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| Use the Mental Health Fund Menu to support the sourcing of: <ul style="list-style-type: none"> • Whole school programs • Targeted small group programs • Themes for well-being days and activities • Possible lunchtime activities • Programs provided by external providers ie Bully busters | \$9,042.68 |
| Totals | \$370,773.89 |

| Activities and milestones - Equity Funding | When | Funding allocated | Category |
|---|-----------|---------------------|---|
| Staffing: <ul style="list-style-type: none"> • Make provision for Mathematics Learning Specialist to have a minimum of 4 hours to mentor teachers. • Employ additional staff to deliver a tutor learning program to those students who require additional support to address gaps in their learning. • Recruit a 0.4 EFT Disability Inclusion Leader. • Contract a Speech Pathologist from Little Sparkles Speech Pathology, 2 days per week and an Occupational Therapist 1 day per week. • Recruit ES 0.63EFT to support the learning of tier 2 students. | Terms 1-4 | \$103,024.85 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services |
| STAFF: The school will appoint a Primary Welfare Officer at a O 0.6EFT; a Mental Health and Wellbeing Leader at a 0.5EFT; and a Well-being teacher at 0.2EFT. | Terms 1-4 | \$77,184.21 | <input checked="" type="checkbox"/> School-based staffing |
| Totals | | \$180,209.06 | |

| Activities and milestones - Disability Inclusion Funding | When | Funding allocated (\$) | Category |
|---|-----------|------------------------|--|
| Staffing: <ul style="list-style-type: none"> • Make provision for Mathematics Learning Specialist to have a minimum of 4 hours to mentor teachers. • Employ additional staff to deliver a tutor learning program to those students who require additional support to address gaps in their learning. • Recruit a 0.4 EFT Disability Inclusion Leader. | Terms 1-4 | \$156,858.15 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education |

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| <ul style="list-style-type: none"> Contract a Speech Pathologist from Little Sparkles Speech Pathology, 2 days per week and an Occupational Therapist 1 day per week. Recruit ES 0.63EFT to support the learning of tier 2 students. | | | duties <input checked="" type="checkbox"/> Other workforces to support students with disability |
| Totals | | \$156,858.15 | |

| Activities and milestones - Schools Mental Health Fund and Menu | When | Funding allocated | Category |
|--|-----------|--------------------|---|
| STAFF: The school will appoint a Primary Welfare Officer at a O 0.6EFT; a Mental Health and Wellbeing Leader at a 0.5EFT; and a Well-being teacher at 0.2EFT. | Terms 1-4 | \$24,664.00 | <input checked="" type="checkbox"/> Employ staff to support Tier 1 activities |
| Use the Mental Health Fund Menu to support the sourcing of: <ul style="list-style-type: none"> Whole school programs Targeted small group programs Themes for well-being days and activities Possible lunchtime activities Programs provided by external providers ie Bully busters | Terms 1-4 | \$9,042.68 | <input checked="" type="checkbox"/> Reach school workshops (Reach Foundation) |
| Totals | | \$33,706.68 | |

| Professional learning priority | Who | When | PL strategies | Structure | Expertise | Where |
|---|--|-----------|---|--|--|---|
| Literacy - Individual/PLC level <ul style="list-style-type: none"> Organise professional learning for new staff in: VCOP, SMART spelling Heggerty Phonics Utilise Improvement Cycles to drive PLC Inquiries to build teacher capacity to draw on research and use evidence-based collaborative practice. | <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Staff development coordinator | Terms 1-4 | <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/PLT meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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| <p>Develop professional learning plan which includes: Relevant staff participating in the Mental health and wellbeing leaders (MHWLs) program provided by the Melbourne Graduate School of Education at University of Melbourne, supported by Murdoch Children’s Research Institute (MCRI) This will be supported by a community of practice. Whole staff and small group professional learning provided by the MHWL in after school sessions and PLC meetings.</p> | <input checked="" type="checkbox"/> Mental health and wellbeing leader | Terms 1-4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
|--|--|--------------|--|--|--|---|