

# 2024 Annual Implementation Plan

## for improving student outcomes

Cavendish Primary School (0116)



Submitted for review by Sally Purnell (School Principal) on 06 December, 2023 at 11:51 AM  
Endorsed by Robert Pyers (Senior Education Improvement Leader) on 26 January, 2024 at 03:38 PM  
Endorsed by Tim Huf (School Council President) on 15 March, 2024 at 01:56 PM

## Self-evaluation summary - 2024

Cavendish Primary School (0116)

	FISO 2.0 dimensions	Self-evaluation level	Evidence and analysis
<b>Leadership</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	Embedding	Staff at Cavendish PS have high expectations of students and AtoSS results indicate that 96% of students agree. Staff are positive regarding Instructional leadership with 100% positive results in

	<p>Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core</p>		<p>the Staff Survey and are above similar schools in trust of colleagues 100% and collective efficacy 97%. Academic emphasis is at a worrying 66% but further investigation revealed non-teaching staff were unsure how to respond to this topic.</p> <p>AtoSS results indicate that whilst 86% of students have not experienced bullying a concerning downward trend has continued in how bullying is managed' from a positive of 98% in 2019 to a disappointing 74% in 2023. Students seem not to feel supported and have reduced trust in the discipline policy. Discussion with students suggested they felt they were not treated equally or fairly particularly in Semester 1.. Respect for Diversity AToSS results show a decline from previous years from 93% positive in 2023 to 79% in 2023 with Yr 6 at 70 %. End of year wellbeing survey of Yr 4-6 indicates students feel more positive and supported. In particular the Yr 6 cohort are much happier than at the start of the year. Student/teacher relations have shown improvement with emphasis on Junior SC activities/meetings, Special Event Days, Student led activities etc. Supports services for students /families with needs are in place with regular visitation and meetings and tiered as required. Well being classes and support has given students the knowledge and skills to develop. Tutor program supports identified students with specialised learning and support.</p>
<p><b>Teaching and learning</b></p>	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Evolving</p>	<p>Staff consultation places us between evolving and embedding for Teaching &amp; Learning in 2023. Staffing change and uncertainty each term and new staff for 2023 has disrupted teaching continuity and</p>

	<p>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</p>		<p>programming. A teaching instructional model used across the whole school has been provided and discussed with all staff in order to build common practice. Student AtoSS feedback show Year 4 students have 89% positive thoughts on Stimulated Learning, above similar schools and state level. However our Year 6 cohort gave a concerning 30% positive rating for Stimulated Learning. A change in staff and Term 4 feedback indicate this result has turned around but future monitoring is needed to ensure students feel more excited by their learning. A range of resources, websites, community involvement, sporting/ music programs and incursions are all part of a rich and stimulating Cavendish school life that we must aim to embed throughout all year levels. HITS teaching practices are becoming embedded and teachers differentiate and plan for a rich learning environment .</p>
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<p><b>Assessment</b></p>	<p>Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.</p>	<p>Embedding</p>	<p>Teachers have an agreed Assessment Planner listing all English &amp; Maths essential assessments to be carried out throughout the year and when to administer them. Formative and summative assessments are used by staff and data used to direct curriculum at student point of need. VCOP/ Big Write teacher &amp; student self assessment documents use the Australian Criterion Scale to assess student skill and progress. Moderation sessions are scheduled into Staff meetings as required. Pre and post testing done within each classroom ensures curriculum is targeted to student needs. Staff survey data indicates that Student Feedback is an area that needs to be improved upon.</p>
	<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>		

<p><b>Engagement</b></p>	<p>Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school</p>	<p>Evolving</p>	<p>Despite a challenging year the AtoSS Resilience rating of 79% exceeded the 2023 goal of 73%, an encouraging result. Community Connections resulted in an AToSS rating of 83% positive up from 80% in 2022.. We had nearly</p>
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	<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>		<p>100% attendance at Parent/Teacher Interviews in Term 1. We held a well attended Welcome Breakfast and Open Morning for families and friends. Classrooms are always open for parents and the F/1 classroom has scheduled parent helpers each week. Our vegie patch is run by a parent volunteer who gardens with small student groups on a needs basis. Yr 5/6 have monthly visits to the Senior Citizens and the school is involved with the local Lion's Club. This year we have worked in collaboration with Landcare and the Cavendish Men's Shed to build nesting boxes to put up around the school and township. The whole school has performed at the Hamilton Eisteddfod and entertained residents at a local aged care home. School sports days a range of excursions and incursions aim to build student engagement. Our AtoSS Student voice result was at 80% positive, above similar schools. Further analysis reveals that our Year 4 group rated 92% positive for Student Voice and Agency whereas the Year 6 cohort had dropped in this area from a high of 83% in 2022 to 60% positive in 2023. The Year 6 group results for Confidence was at a 5 year low on 60% positive and similarly Connectedness at 48%. An open discussion with Year 6 to discuss these results indicated a teacher clash, a more structured classroom and expectations meant they felt they were not being heard. A change in teacher during Term 2 was received well by the Year 6 group and made them feel more positive and engaged. A final Wellbeing survey conducted in October indicated an 86% positive feeling by these same students. A pleasing turnaround. Yr 6 had an 86% or higher attendance rate in 2023. 4 students had less than 80% attendance. Year 4 rated above similar schools in all these areas.</p>
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<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

<b>Future planning</b>	<p>Staffing changes and disruption has been challenging with CRT and part time staff employed to teach because of unexpected and extended leave of principal. Acting Principal duties has split from teaching/admin role for me too. Student have progressed overall but I wonder if more consistency and stability within the school would have produced higher academic growth?</p> <p>SSP goals are tracking well. PAT maths/ reading results show growth this year by most students. Assessments and data collection has been mostly strong considering staffing changes.</p> <p>AtoSS goals for student engagement were significantly lower than past years in Year 6 cohort but Yr 4 results were all above similar schools and positive. Yr 5 results are largely invalid due to only 1 student.</p> <p>2024 focus will be to maintain and build student engagement in all levels and collect well-being data on a termly basis so needs/ successes can be addressed promptly. PSWB program has been applied for. 2024 will have a focus on literacy with curriculum audit, PLC, new assessments and membership of WSW Literacy Network.</p>
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
To improve student learning growth in Literacy and Numeracy.	Yes	<p>NAPLAN: To increase the percentage of Year 5 students at or above benchmark growth in</p> <ul style="list-style-type: none"> <li>• Reading – from 67 per cent (2021) to 80 per cent (2025)</li> <li>• Writing – from 66 per cent (2021) to 80 per cent (2025)</li> <li>• Numeracy – from 100 per cent (2021) to 80 pr cent (2025)</li> </ul>	Reading- To improve % of Yr 5 students assessed at 50th percentile or above from 1 out of 1 in 2023 to 60% in 2024 (PAT READING)
		<ul style="list-style-type: none"> <li>• NAPLAN: To increase the percentage of students in the top two bands, using a 3–year average (2018–21) as a baseline</li> </ul> <p>Year 3 (2023 – 2025):</p> <ul style="list-style-type: none"> <li>• Reading – 64 per cent to 70 per cent</li> <li>• Writing – 83.3 per cent to 85 per cent</li> <li>• Numeracy – 67 per cent to 70 per cent</li> </ul> <p>Year 5 (2023 – 2025):</p> <ul style="list-style-type: none"> <li>• Reading – 42 per cent to 50 per cent</li> <li>• Writing – 24.3 per cent to 30 per cent</li> <li>• Numeracy – 46.6 per cent to 50 per cent</li> </ul>	Numeracy-To maintain or improve % of students assessed at 50th percentile or above from 74% to 78% (PATMATHS)Reading- To maintain or improve % of students assessed at 50th percentile or above from 45% to 50% (PAT READING)



To improve student engagement and responsibility for learning	Yes	<p>By 2025, increase the percentage of students responding positively to the Attitudes to School Survey (AtoSS) in the following factors: (2021 baseline)</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 82 per cent (2021) to 90 per cent (2025)</li> <li>• Sense of Confidence from 86 per cent (2021) to 90 per cent (2025)</li> <li>• Emotional Awareness and Regulation from 84 per cent (2021) to 90 per cent (2025).</li> </ul>	<p>To increase the student Voice and Agency from 80 per cent 2023 to 85 per cent 2024 To increase Sense of Confidence from 75 per cent 2023 to 82 per cent 2024 To increase Emotional Awareness and Regulation from 86 per cent 2023 to 90 per cent in 2024</p>
		<p>By 2025, increase the percentage of parents responding positively to the Parent Opinion Survey (POS) in Student Voice and Agency from 96 per cent (2019) to 96 per cent (2025)</p>	<p>To maintain or increase the Student Voice &amp; Agency positive parent response rate from 93% 2023 to 95% 2024</p>
		<p>By 2025, increase the percentage of teachers responding positively to School Staff Survey (SSS) in the following factors: (2020 baseline) <b>or to be finalised when 2021 data becomes available.</b></p> <p>Teaching and Learning module: Implementation:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 67 per cent to 90 per cent (2025)</li> </ul> <p>Practice improvement:</p> <ul style="list-style-type: none"> <li>• Seek feedback to improve practice from 67 per cent to 90 per cent (2025)</li> <li>• Peer observation from 0 per cent to 90 per cent (2025)</li> <li>• Believe peer feedback improves practice from 67 per cent to 90 per cent (2025)</li> </ul>	<p>To increase Staff peer observation factor from 50% to 75% in 2024</p>

<b>Goal 2</b>	<b>To improve student learning growth in Literacy and Numeracy.</b>
<b>12-month target 2.1-month target</b>	Reading- To improve % of Yr 5 students assessed at 50th percentile or above from 1 out of 1 in 2023 to 60% in 2024 (PAT READING)

<b>12-month target 2.2-month target</b>	Numeracy-To maintain or improve % of students assessed at 50th percentile or above from 74% to 78% (PATMATHS) Reading- To maintain or improve % of students assessed at 50th percentile or above from 45% to 50% (PAT READING)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Enhance teacher practice through Professional Learning Communities	No
<b>KIS 2.b</b> Excellence in teaching and learning	Develop the capability of teachers to evaluate the impact of teaching practices on learning	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.	Our self-evaluation against the FISO Continua noted that we have further work to do in the area of student teaching and learning. After staff consultation and with new staffing in 2024 we want to review current assessment practices so they better align with teaching practices and reflect new staff skills & knowledge. Reading data in 2023 indicates below expectation results. We want to implement Dibels to whole school for more consistent and objective data analysis and provide more informed feedback on student learning growth. Teacher/student feedback and peer observations were areas identified in School Staff Survey in need of development and are targets in our SSP..	
<b>Goal 3</b>	<b>To improve student engagement and responsibility for learning</b>	
<b>12-month target 3.1-month target</b>	To increase the student Voice and Agency from 80 per cent 2023 to 85 per cent 2024 To increase Sense of Confidence from 75 per cent 2023 to 82 per cent 2024 To increase Emotional Awareness and Regulation from 86 per cent 2023 to 90 per cent in 2024	
<b>12-month target 3.2-month target</b>	To maintain or increase the Student Voice & Agency positive parent response rate from 93% 2023 to 95% 2024	
<b>12-month target 3.3-month target</b>	To increase Staff peer observation factor from 50% to 75% in 2024	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	Create opportunities for students to have agency and influence in their learning	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.

AtoSS results revealed a 20% decline in student voice and agency in the Year 6 cohort and they felt unheard. By year end this had improved. In 2024 we need to maintain focus and ensure all students feel engaged and have a voice in their school. Improved student voice and agency is also a focus in our SSP.

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To improve student learning growth in Literacy and Numeracy.
<b>12-month target 2.1 target</b>	Reading- To improve % of Yr 5 students assessed at 50th percentile or above from 1 out of 1 in 2023 to 60% in 2024 (PAT READING)
<b>12-month target 2.2 target</b>	Numeracy-To maintain or improve % of students assessed at 50th percentile or above from 74% to 78% (PATMATHS) Reading- To maintain or improve % of students assessed at 50th percentile or above from 45% to 50% (PAT READING)
<b>KIS 2.b</b> Evaluating impact on learning	Develop the capability of teachers to evaluate the impact of teaching practices on learning
<b>Actions</b>	Develop a school wide reading strategy Develop data literacy to inform teaching and differentiation
<b>Outcomes</b>	Students in need of targeted reading support or intervention will be identified and supported. Students will set personal learning goals together with their teacher - so will they know what their next steps are to achieve their goals. Teachers will use diagnostic assessments to identify students' learning needs. Teachers will plan for differentiation based on students learning reading data using pre and post testing. Teachers will engage in PLC processes to achieve the school's literacy improvement goals Tutors will provide academic support to students in conjunction with the students IEP. Leaders and teachers will support the TLI program to support our students and achieve academic growth. Leaders and teachers will revise current literacy and reading units and topics with professional learning. Leaders will support teaching staff to build assessment and differentiation practices through clear processes and Professional Learning Communities
<b>Success Indicators</b>	Dibels data- baseline set in Term 1 PAT Reading results- growth levels Teacher judgement, anecdotal records Student feedback

Targeted children -goal setting				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Amy to team up with Dunkeld team and join WSW Literacy learning Community- share back at school	<input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
CPS to join WSW Dibels Data community- to implement, drive and analyse reading data from F-. Purchase student licenses	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40.00  <input checked="" type="checkbox"/> Other funding will be used
Review PLC enquiry protocols and initiate PLC for reading based on collected data	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Staff PD focus on reading strategies- WSW Literacy Community Dibels	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00  <input checked="" type="checkbox"/> Other funding will be used
Use PLC to plan units of work targeting identified areas of need	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

Build staff capacity to understand and implement IEP's	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan whole school PD to build understanding and capacity in reading KLA	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$800.00
<b>Goal 3</b>	To improve student engagement and responsibility for learning			
<b>12-month target 3.1 target</b>	To increase the student Voice and Agency from 80 per cent 2023 to 85 per cent 2024 To increase Sense of Confidence from 75 per cent 2023 to 82 per cent 2024 To increase Emotional Awareness and Regulation from 86 per cent 2023 to 90 per cent in 2024			
<b>12-month target 3.2 target</b>	To maintain or increase the Student Voice & Agency positive parent response rate from 93% 2023 to 95% 2024			
<b>12-month target 3.3 target</b>	To increase Staff peer observation factor from 50% to 75% in 2024			
<b>KIS 3.a</b> Empowering students and building school pride	Create opportunities for students to have agency and influence in their learning			
<b>Actions</b>	Build capacity to support and promote student voice Strengthen staff capacity to collect, analyse and respond to student well being data			
<b>Outcomes</b>	Teachers model and implement consistent expectations and routines Students will build strong relationships with teachers Wellbeing teacher and class teachers work collaboratively on wellbeing strategies Teachers will implement a range of interventions in their classroom to support student wellbeing			

Success Indicators	Curriculum planning reflects wellbeing and resilience considerations School Based Wellbeing survey results maintain or become positive AtoSS results Documentation of wellbeing resources and programs Consistent and clear documentation and monitoring of wellbeing concerns			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Conduct a school based termly wellbeing survey to identify student areas of need and strengths	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Junior School Council to meet twice per term to plan and discuss student needs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
use DET Mental Health Planning Tool to better understand student wellbeing needs	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Incorporate wellbeing goals into IEP's	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide opportunity for student feedback by establishing a 'Student suggestions Box'	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Incorporate SWPB strategies into school routines eg. explicit teaching and modelling of expectations	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a school wide wellbeing scope and sequence document to drive consistency and improvement	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Attend PD in wellbeing similar to 'Smiling Minds" Jane Langley is facilitator	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$600.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and update Student Code of conduct	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Wellbeing and behavioural concerns to be documented and archived on uEducateUs app.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build student voice and agency into IEP's with personal goals	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00



Seek student feedback on wellbeing and attitudes to school	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review & update Student Code of Conduct with clear and negotiated expectations	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$6,094.80	\$6,094.80	\$0.00
Disability Inclusion Tier 2 Funding	\$13,482.57	\$13,482.57	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
<b>Total</b>	<b>\$50,330.62</b>	<b>\$50,330.62</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Amy to team up with Dunkeld team and join WSW Literacy learning Community- share back at school	\$2,000.00
Attend PD in wellbeing similar to 'Smiling Minds" Jane Langley is facilitator	\$600.00
<b>Totals</b>	<b>\$2,600.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Amy to team up with Dunkeld team and join WSW Literacy learning	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> CRT

Community- share back at school	to: Term 4		
<b>Totals</b>		\$2,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Attend PD in wellbeing similar to 'Smiling Minds" Jane Langley is facilitator	from: Term 2 to: Term 2	\$600.00	<input checked="" type="checkbox"/> Smiling Mind Primary Schools Program
<b>Totals</b>		\$600.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
School based staffing	
education support	

Mental health PD for staff	
Classroom resources	
Staff PD for working with students with disability	
employ wellbeing teacher	
allied health support for selected students in need	
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
School based staffing	from: Term 1 to: Term 3	\$4,094.80	<input checked="" type="checkbox"/> School-based staffing
education support	from: Term 1		
Mental health PD for staff	from: Term 1		
Classroom resources	from: Term 1		
Staff PD for working with students with disability			
employ wellbeing teacher			
allied health support for selected students in need	from: Term 1		
<b>Totals</b>		\$4,094.80	

## Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
School based staffing	from: Term 1 to: Term 3	\$0.00	
education support	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
Mental health PD for staff	from: Term 1		
Classroom resources	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning  •
Staff PD for working with students with disability		\$1,482.57	<input checked="" type="checkbox"/> Professional learning for school-based staff  •
employ wellbeing teacher			
allied health support for selected students in need	from: Term 1		
<b>Totals</b>		\$13,482.57	

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

Activities and milestones	When	Funding allocated (\$)	Category
School based staffing	from: Term 1	\$0.00	

	to: Term 3		
education support	from: Term 1		
Mental health PD for staff	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Classroom resources	from: Term 1		
Staff PD for working with students with disability			
employ wellbeing teacher		\$22,503.25	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
allied health support for selected students in need	from: Term 1	\$2,650.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
<b>Totals</b>		\$30,153.25	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Amy to team up with Dunkeld team and join WSW Literacy learning Community- share back at school	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> Off-site Hamilton term meeting, Dunkeld PS/Cavendish as required
CPS to join WSW Dibels Data community- to implement, drive and analyse reading data from F- . Purchase student licenses	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Review PLC enquiry protocols and initiate PLC for reading based on collected data	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site