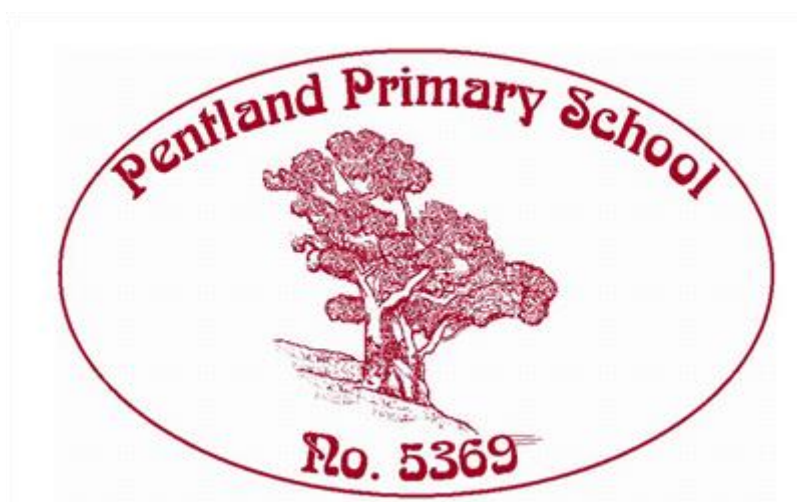


2024 Annual Implementation Plan

for improving student outcomes

Pentland Primary School (5369)



Submitted for review by Andrew Harrison (School Principal) on 05 April, 2024 at 12:07 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 05 April, 2024 at 03:57 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

Pentland Primary School (5369)

	FISO 2.0 dimensions	Self-evaluation level	Evidence and analysis
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<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>	Yes	Support for the priorities	Please see goals listed below.
<p>Maximise student learning growth in literacy, numeracy and integrated studies.</p>	Yes	<p>NAPLAN Proficiency – To be confirmed By 2027 increase the percentage of students achieving in Strong and exceeding for:</p> <ul style="list-style-type: none"> • Year 3 reading from 68% (2023) to 72% • Year 5 reading from 78% (2023) to 80% • Year 3 writing from 75% (2023) to 79% • Year 5 writing from 73% (2023) to 77% • Year 3 numeracy from 65% (2023) to 70% • Year 5 numeracy from 78% (2023) to 80%. 	<p>Increase the percentage of students achieving in Strong and exceeding for:Year 3 reading from 68% (2023) to 69%Year 5 reading from 78% (2023) to 78.5%Year 3 writing from 75% (2023) to 76%Year 5 writing from 73% (2023) to 74%Year 3 numeracy from 65% (2023) to 66%Year 5 numeracy from 78% (2023) to 78.5%.</p>
		<p>Teacher Judgement By 2027, increase the percentage of students in Foundation to Year 6 achieving at or above age expected level in:</p> <ul style="list-style-type: none"> • Reading and viewing from 87% (2022) to 90% • Writing from 77% (2022) to 80% • Number and Algebra to at or above 87% (2022). 	<p>Increase the percentage of students in Foundation to Year 6 achieving at or above age expected level in:Reading and viewing from 87% (2022) to 88%Writing from 77% (2022) to 78%Maintain Number and Algebra to at or above 87% (2022).</p>

		<p>PAT Achievement Banding – Student Growth</p> <p>Through 2023 to 2027, maintain or increase the percentage of students in Years 3 to 6 that have maintained or moved up by one or more achievement bands:</p> <ul style="list-style-type: none"> • For PAT-Reading at or above 80% (2021-2022) • For PAT-Maths at or above 90% (2021-2022). <p>By 2027, the percentage of students in Years 3 to 6 achieving a minimum of 12 months growth in science will be at or above 75%.</p>	<p>Maintain or increase the percentage of students in Years 3 to 6 that have maintained or moved up by one or more achievement bands:For PAT-Reading at or above 80% (2021-2022)For PAT-Maths at or above 90% (2021-2022).By 2027, the percentage of students in Years 3 to 6 achieving a minimum of 12 months growth in science will be at or above 75%.</p>
		<p>Student Opinion – Attitude to School Survey (AtoSS)</p> <p>By 2027, increase the percentage of positive endorsement for the AtoSS factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 61% (2023) to 75% • Differentiated learning challenge from 80% (2023) to 84%. 	<p>Increase the percentage of positive endorsement for the AtoSS factors:Stimulated learning from 61% (2023) to 64.5%Differentiated learning challenge from 80% (2023) to 81%.</p>
		<p>Staff Opinion - School Staff Survey (SSS)</p> <p>By 2027, increase the percentage of positive endorsement for the SSS factors:</p> <ul style="list-style-type: none"> • Trust in students and parents from 69% (2023) to 74% • Promote student ownership of learning goals from 79% (2023) to 84% • Use High Impact Teaching Strategies from 83% to 88%. 	<p>Increase the percentage of positive endorsement for the SSS factors:Trust in students and parents from 69% (2023) to 70%Promote student ownership of learning goals from 79% (2023) to 80%Use High Impact Teaching Strategies from 83% to 84%.</p>
Strengthen the engagement and wellbeing of all students.	Yes	<p>Student Opinion – Attitude to School Survey (AtoSS)</p> <p>By 2027, increase the percentage of positive endorsement for the AtoSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 59% (2023) to 68% • Not experiencing racism from 84% (2023) to 88% • Managing bullying from 67% (2023) to 76% • Sense of connectedness from 68% (2023) to 73%. 	<p>Increase the percentage of positive endorsement for the AtoSS factors:Student voice and agency from 59% (2023) to 61%Not experiencing racism from 84% (2023) to 85%Managing bullying from 67% (2023) to 69%Sense of connectedness from 68% (2023) to 69%.</p>
		<p>Staff Opinion - School Staff Survey (SSS)</p>	<p>Increase the percentage of positive endorsement for the SSS factors:Promote</p>

	<p>By 2027, increase the percentage of positive endorsement for the SSS factors:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 79% (2023) to 84% • Support growth and learning of whole student from 88% (2023) to 92%. 	<p>student ownership of learning goals from 79% (2023) to 80%Support growth and learning of whole student from 88% (2023) to 89%</p>
	<p>Parent Opinion – Parent Opinion Survey (POS) By 2027, increase the percentage positive endorsement for POS factors:</p> <ul style="list-style-type: none"> • Parent and community engagement from 62% (2022) to 77% • Student cognitive engagement from 67% (2022) to 79% • Student development from 74% (2022) to 81%. 	<p>Increase the percentage positive endorsement for POS factors:Parent and community engagement from 62% (2022) to 66%Student cognitive engagement from 67% (2022) to 70%Student development from 74% (2022) to 76%.</p>
	<p>Student Attendance By 2027, reduce the percentage of Foundation to Year 6 students absent for 20 or more days from 38% (2022) to 22%.</p>	<p>Reduce the percentage of Foundation to Year 6 students absent for 20 or more days from 38% (2022) to 34%.</p>

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
12-month target 1.1-month target	Please see goals listed below.	
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	No

<p>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.</p>	
<p>Goal 2</p>	<p>Maximise student learning growth in literacy, numeracy and integrated studies.</p>
<p>12-month target 2.1-month target</p>	<p>Increase the percentage of students achieving in Strong and exceeding for:</p> <p>Year 3 reading from 68% (2023) to 69% Year 5 reading from 78% (2023) to 78.5% Year 3 writing from 75% (2023) to 76% Year 5 writing from 73% (2023) to 74% Year 3 numeracy from 65% (2023) to 66% Year 5 numeracy from 78% (2023) to 78.5%.</p>
<p>12-month target 2.2-month target</p>	<p>Increase the percentage of students in Foundation to Year 6 achieving at or above age expected level in:</p> <p>Reading and viewing from 87% (2022) to 88% Writing from 77% (2022) to 78% Maintain Number and Algebra to at or above 87% (2022).</p>
<p>12-month target 2.3-month target</p>	<p>Maintain or increase the percentage of students in Years 3 to 6 that have maintained or moved up by one or more achievement bands:</p> <p>For PAT-Reading at or above 80% (2021-2022) For PAT-Maths at or above 90% (2021-2022). By 2027, the percentage of students in Years 3 to 6 achieving a minimum of 12 months growth in science will be at or above 75%.</p>
<p>12-month target 2.4-month target</p>	<p>Increase the percentage of positive endorsement for the AtoSS factors:</p> <p>Stimulated learning from 61% (2023) to 64.5% Differentiated learning challenge from 80% (2023) to 81%.</p>

12-month target 2.5-month target	<p>Increase the percentage of positive endorsement for the SSS factors:</p> <p>Trust in students and parents from 69% (2023) to 70%</p> <p>Promote student ownership of learning goals from 79% (2023) to 80%</p> <p>Use High Impact Teaching Strategies from 83% to 84%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Streamline, document and embed a schoolwide differentiated curriculum, pedagogical approach and practice.	Yes
KIS 2.b Teaching and learning	Further develop a schoolwide approach to collaborative continuous improvement.	No
KIS 2.c Teaching and learning	Develop and embed systems and processes for teaching and learning in Science, Technology, Engineering, Art and Mathematics (STEAM).	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.	We completed the school review process in December 2023. The focus reflects the discussions and recommendations by the review panel.	
Goal 3	Strengthen the engagement and wellbeing of all students.	
12-month target 3.1-month target	<p>Increase the percentage of positive endorsement for the AtoSS factors:</p> <p>Student voice and agency from 59% (2023) to 61%</p> <p>Not experiencing racism from 84% (2023) to 85%</p> <p>Managing bullying from 67% (2023) to 69%</p> <p>Sense of connectedness from 68% (2023) to 69%.</p>	

12-month target 3.2-month target	Increase the percentage of positive endorsement for the SSS factors: Promote student ownership of learning goals from 79% (2023) to 80% Support growth and learning of whole student from 88% (2023) to 89%	
12-month target 3.3-month target	Increase the percentage positive endorsement for POS factors: Parent and community engagement from 62% (2022) to 66% Student cognitive engagement from 67% (2022) to 70% Student development from 74% (2022) to 76%.	
12-month target 3.4-month target	Reduce the percentage of Foundation to Year 6 students absent for 20 or more days from 38% (2022) to 34%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Assessment	Develop and embed systems and processes to activate student voice and agency.	Yes
KIS 3.b Teaching and learning	Develop and embed multi-tiered systems of support to enhance student learning and wellbeing.	No
KIS 3.c Teaching and learning	Strengthen home and school partnerships to improve student learning and wellbeing.	No
KIS 3.d Assessment	Develop, document and embed a schoolwide approach to wellbeing including the SWPBS framework.	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.	We completed the school review process in December 2023. The focus reflects the discussions and recommendations by the review panel.	

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Please see goals listed below.
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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Teachers Will; Implement the TLI in Numeracy across the school. Continue to run advanced Math's programs and participate in the Australian Math's competition. Provide in class intervention for students below level. Continue to run the Getting Ready in Numeracy program (GRIN). Continue to use the Koori funding to support Koori students in numeracy. Be able to triangulate data sets to inform teacher judgements using SPA Work collaboratively with colleagues to moderate learning tasks to develop consistent teacher judgements. Analyse student data to reflect and review the impact of their practice on learning outcomes. Apply differentiated pedagogical practices that meet the learning needs of their students informed by data in number. Use three sources of data to diagnose and evaluate progress and achievement in number. Engage in coaching with the numeracy coaches. Improve in confidence and capacity in order to differentiate for all learners. Facilitate greater than 12 months growth for students in intervention programs. Actively engage with our Inclusion Coach, Sharon Cartledge, and Inclusion Coaching program.
Outcomes	Teachers Will; Be able to triangulate data sets to inform teacher judgement using SPA Work collaboratively with tutors, intervention & extension Colleagues to improve student learning for students who are either below or

	<p>at the required level in numeracy. Analyse student data to reflect and review the impact of their practice on learning outcomes. Apply differentiated pedagogical practices that meet the learning needs of their students informed by data in number. Use three sources of data to diagnose and evaluate progress and achievement in number. Engage in coaching with the numeracy coaches and inclusion coach. Improve in confidence in explicitly teaching number & algebra, measurement & geometry, statistics & probability. Improve in confidence in using the four Math's proficiencies of Understanding, fluency, problem solving and reasoning. Improve in confidence and capacity in order to differentiate for all learners. Facilitate greater than 12 months growth for students in intervention programs.</p> <p>Leaders Will; Engage in the DET PLC Program. Ensure structures and processes are in place for effective Professional Learning Team collaboration. Build the capacity of teachers to effectively monitor, plan and assess student learning. Collect, monitor and analyse whole school data sets to inform future actions. Support staff through professional learning and coaching conversations. Develop the capacity of middle leaders through the Network and the Victorian Academy of Teaching. Allocate financial and human resources to support KIS of 2024 AIP. Track and monitor progress of KIS each term.</p>			
Success Indicators	<p>Improved Naplan Results PAT Results Teacher Judgements Data in SPA Teachers using SPA in planning and PLCs to make informed instructional decisions Essential Assessment Results Observations and data recorded by Sharon Cartledge, Inclusion Coach.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ ES staff to provide additional support who meet the criteria	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$135,000.00

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide all text books and materials students require for their learning.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$57,273.89 <input checked="" type="checkbox"/> Equity funding will be used
Employ Literacy Consultant	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ a speech pathologist at a time fraction of 0.4	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Employ a psychologist at a time fraction of 0.4	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$85,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement the Berry Street positive education program.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Implement TIL Program	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$110,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implement the dogs connect program and continue art therapy.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ staff to provide intervention and extension programs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,580.99 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement a nurture room and associated program	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,442.26 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Maximise student learning growth in literacy, numeracy and integrated studies.			

12-month target 2.1 target	<p>Increase the percentage of students achieving in Strong and exceeding for:</p> <p>Year 3 reading from 68% (2023) to 69% Year 5 reading from 78% (2023) to 78.5% Year 3 writing from 75% (2023) to 76% Year 5 writing from 73% (2023) to 74% Year 3 numeracy from 65% (2023) to 66% Year 5 numeracy from 78% (2023) to 78.5%.</p>
12-month target 2.2 target	<p>Increase the percentage of students in Foundation to Year 6 achieving at or above age expected level in:</p> <p>Reading and viewing from 87% (2022) to 88% Writing from 77% (2022) to 78% Maintain Number and Algebra to at or above 87% (2022).</p>
12-month target 2.3 target	<p>Maintain or increase the percentage of students in Years 3 to 6 that have maintained or moved up by one or more achievement bands:</p> <p>For PAT-Reading at or above 80% (2021-2022) For PAT-Maths at or above 90% (2021-2022). By 2027, the percentage of students in Years 3 to 6 achieving a minimum of 12 months growth in science will be at or above 75%.</p>
12-month target 2.4 target	<p>Increase the percentage of positive endorsement for the AtoSS factors:</p> <p>Stimulated learning from 61% (2023) to 64.5% Differentiated learning challenge from 80% (2023) to 81%.</p>
12-month target 2.5 target	<p>Increase the percentage of positive endorsement for the SSS factors:</p> <p>Trust in students and parents from 69% (2023) to 70% Promote student ownership of learning goals from 79% (2023) to 80% Use High Impact Teaching Strategies from 83% to 84%.</p>
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals	Streamline, document and embed a schoolwide differentiated curriculum, pedagogical approach and practice.

and values; high expectations; and a positive, safe and orderly learning environment				
Actions	Daniel Romeo to lead a review of our current curriculum. Source and provide appropriate professional learning. Facilitate and provide three planning days at PLC level.			
Outcomes	Improved teacher capacity. Improved Naplan Results PAT Results Teacher Judgements Data in SPA Teachers using SPA in planning and PLCs to make informed instructional decisions Essential Assessment Results Observations and data recorded by Sharon Cartledge, Inclusion Coach.			
Success Indicators	Improved Naplan Results PAT Results Teacher Judgements Data in SPA Teachers using SPA in planning and PLCs to make informed instructional decisions Essential Assessment Results Observations and data recorded by Sharon Cartledge, Inclusion Coach.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to provide appropriate professional learning during f/nightly professional learning meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed systems and processes for teaching and learning in Science, Technology, Engineering, Art and Mathematics (STEAM).			
Actions	Prioritise funding within the school SRP and appoint appropriate staff. Develop and implement an Foundation to Year 6 STEAM program. STEAM to become a Specialist program at Pentland Primary School. Review current resources and infrastructure in order to support the implementation to STEAM. Luke Egan to be supported by Daniel Romeo to implement STEAM at Pentland. Luke Egan to engage in a range of STEAM related professional learning.			
Outcomes	STEAM Program fully implemented. Resources purchased and actively used by students and staff. Staff Professional Learning provided by Luke Egan. Students actively engaged in STEAM activities. Teachers will support the implementation of STEAM program.			
Success Indicators	STEAM Program fully implemented. Students actively engaged in STEAM activities. Improved student engagement data with the ATOS survey platform. Improved teacher judgements within STEAM. Staff knowledge and capacity enhanced in relation to the teaching of STEAM. Documented STEAM program produced.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish budget to implement and resource STEAM Program.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> STEM coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Other funding will be used

Continue to provide appropriate professional learning during f/nightly professional learning meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> STEM coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	Strengthen the engagement and wellbeing of all students.			
12-month target 3.1 target	Increase the percentage of positive endorsement for the AtoSS factors: Student voice and agency from 59% (2023) to 61% Not experiencing racism from 84% (2023) to 85% Managing bullying from 67% (2023) to 69% Sense of connectedness from 68% (2023) to 69%.			
12-month target 3.2 target	Increase the percentage of positive endorsement for the SSS factors: Promote student ownership of learning goals from 79% (2023) to 80% Support growth and learning of whole student from 88% (2023) to 89%			
12-month target 3.3 target	Increase the percentage positive endorsement for POS factors: Parent and community engagement from 62% (2022) to 66% Student cognitive engagement from 67% (2022) to 70% Student development from 74% (2022) to 76%.			
12-month target 3.4 target	Reduce the percentage of Foundation to Year 6 students absent for 20 or more days from 38% (2022) to 34%.			
KIS 3.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and embed systems and processes to activate student voice and agency.			

Actions	Develop the Pentland Primary School model for Student Voice and Agency. Assistant Principals, Brianna Jones and Stacey Hamilton lead the implementation of student voice with key staff. Appoint staff member to lead this KIS.			
Outcomes	Improvement in the Attitudes to school survey data. Improved ;positive endorsement in Student Voice and Agency as outlined in the ATOS survey. Improvement in attendance for all students and particularly those at risk.			
Success Indicators	Happy and healthier students. Improvement in the Attitudes to school survey data. Improved positive endorsement of student voice and agency as outlined in the ATOS survey. Improvement in attendance for all students including those at risk. Improved implementation and understanding by teachers and school staff. Data from Sharon Cartledge, Disability and Inclusion Coach.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to provide appropriate professional learning during f/nightly professional learning meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
KIS 3.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop, document and embed a schoolwide approach to wellbeing including the SWPBS framework.			
Actions	Employ a psychologist and speech pathologist at a time fraction of 0.4 each. Continue to develop and refine the Pentland Primary School intervention model for the psychologist and speech pathologist to include working in classrooms with identified children.			

	<p>For the psychologist and speech pathologist to build the capacity of the teachers. Continue to implement the schools mental health strategy. Use the mental health funding to purchase services and programs for students and professional learning for staff. Continue implementing our whole school You Can Do It program and SWPBS. Continue to develop and refine our own student surveys that will compliment the existing department surveys for grades 4-6 with a focus on mental health and well being. Expand our breakfast club to 5 days per week. Introducing a healthier canteen, review of menu options (new provider in 2023). Continue the Compass roll out with a strong focus on Chronicles. Consultation and staff professional learning within the SWPBS. Staff to continue to be coached by Sharon Cartledge, Disability and Inclusion.</p>			
Outcomes	<p>Improvement in the Attitudes to school survey data. Improved school connectedness and safety as outlined in the survey. Improvement in attendance for all students and particularly those at risk. Improved access to services and support through the psychologist and speech pathologist. Increase the number of students who will be seen and supported by the psychologist and speech pathologist. Compass Chronicles fully implemented.</p>			
Success Indicators	<p>Happy and healthier students. Improvement in the Attitudes to school survey data. Improved school connectedness and safety as outlined in the survey. Improvement in attendance for all students including those at risk. Improved access to services and support through the psychologist and speech pathologist. Data from Sharon Cartledge, Disability and Inclusion Coach.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employ Sharon Cartledge, Disability and Inclusion Coach shared with 3 other local schools.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Continue to provide appropriate professional development during fort nightly professional learning.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$93,273.89	\$93,273.89	\$0.00
Disability Inclusion Tier 2 Funding	\$269,580.99	\$269,580.99	\$0.00
Schools Mental Health Fund and Menu	\$71,442.26	\$71,442.26	\$0.00
Total	\$434,297.14	\$434,297.14	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Employ ES staff to provide additional support who meet the criteria	\$135,000.00
Provide all text books and materials students require for their learning.	\$57,273.89
Employ Literacy Consultant	\$36,000.00
Employ a speech pathologist at a time fraction of 0.4	\$40,000.00
Employ a psychologist at a time fraction of 0.4	\$85,000.00
Implement the Berry Street positive education program.	\$12,000.00
Implement the dogs connect program and continue art therapy.	\$14,000.00
Employ staff to provide intervention and extension programs.	\$10,580.99
Implement a nurture room and associated program	\$40,442.26

Continue to provide appropriate professional learning during f/nightly professional learning meetings.	\$5,000.00
Employ Sharon Cartledge, Disability and Inclusion Coach shared with 3 other local schools.	\$34,000.00
Continue to provide appropriate professional development during fort nightly professional learning.	\$5,000.00
Totals	\$474,297.14

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide all text books and materials students require for their learning.	from: Term 1 to: Term 4	\$57,273.89	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Employ Literacy Consultant	from: Term 1 to: Term 4	\$36,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$93,273.89	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Employ ES staff to provide additional support who meet the criteria	from: Term 1 to: Term 4	\$135,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Employ a speech pathologist at a time fraction of 0.4	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Employ a psychologist at a time fraction of 0.4	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Employ staff to provide intervention and extension programs.	from: Term 1 to: Term 4	\$10,580.99	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Continue to provide appropriate professional learning during f/nightly professional learning meetings.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Employ Sharon Cartledge, Disability and Inclusion Coach shared with 3 other local schools.	from: Term 1 to: Term 4	\$34,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$269,580.99	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Implement the Berry Street positive education program.	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Implement the dogs connect program and continue art therapy.	from: Term 1 to: Term 4	\$14,000.00	<input checked="" type="checkbox"/> Dogs Connect Program
Implement a nurture room and associated program	from: Term 1 to: Term 4	\$40,442.26	<input checked="" type="checkbox"/> Be You mental health literacy training (free)
Continue to provide appropriate professional development during fortnightly professional learning.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Totals		\$71,442.26	

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
Employ Literacy Consultant	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> On-site
Implement the Berry Street positive education program.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> External consultants Berry street	<input checked="" type="checkbox"/> On-site
Continue to provide appropriate professional learning during f/nightly professional learning meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Establish budget to implement and resource STEAM Program.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> STEM coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site

Continue to provide appropriate professional learning during f/nightly professional learning meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> STEM coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site
Continue to provide appropriate professional learning during f/nightly professional learning meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to provide appropriate professional development during fort nightly professional learning.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site