

2023 Annual Implementation Plan

for improving student outcomes

Hampton Park Primary School (4062)



Submitted for review by Dale Mills (School Principal) on 19 December, 2022 at 07:47 AM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 10 March, 2023 at 01:08 PM
Endorsed by Alison Arandall (School Council President) on 22 March, 2023 at 10:46 AM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	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	The school is in a strong position in relation to the structures and processes in place for developing a strong teaching and learning culture. This year we have experienced significant change in the leadership team however, with a new Principal, Leading Teacher and x2 Learning Specialists all to be in place at the beginning of 2023. There will also be 9 new teaching staff, out of a total of 19 classrooms. Work will be needed around ensuring that embedded practices are sustained and built upon in to the new year.
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	Academic achievement data still shows large room for improvement, with the number of students achieving 12 months or more growth, and those achieving in the top two bands of NAPLAN, below expectations.
Considerations for 2023	<p>The school is in a strong position in relation to the structures and processes in place for developing a strong teaching and learning culture. This year we have experienced significant change in the leadership team however, with a new Principal, Leading Teacher and x2 Learning Specialists all to be in place at the beginning of 2023. There will also be 9 new teaching staff, out of a total of 19 classrooms. Work will be needed around ensuring that embedded practices are sustained and built upon in to the new year.</p> <p>We will also need to attend to consistency of practice, and planning for differentiation, across the school. Academic achievement data still shows large room for improvement, with the number of students achieving 12 months or more growth, and those achieving in the top two bands of NAPLAN, below expectations. The work of Learning Specialists in 2023 will focus on PLCs, data literacy and differentiation to see that learners needs are being met at their point of challenge.</p>
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>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>There will be an increase in the Top two bands :- Year 3 Numeracy from 12% (2022) to 15% (2023 - SP Target is 26%)- Year 5 Numeracy from 6% (2022) to 10% (2023 - SP Target is 29%)- Number of students achieving above the expected level in Number and Algebra across F-6 at 20% (2023 Semester 2) Wellbeing: - By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Stimulated Learning from 87% (2022) to 90% (2023). - By 2023, average absence days to decrease from 23 days (2022) to less than 20 days (2023) - By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Differentiated Learning Challenge from 90% (2022) to 93% (2023)</p>
To improve student Literacy outcomes, with an initial emphasis on writing	No	<p>By 2023, there will be an increase in the Top two bands - Year 5: Reading from 23% (2019) to 35% (2023) Writing from 11% (2019) to 19% (2023) Improving teacher judgement in Reading improving teacher judgement of above level P-6 from 22% (2019 Semester 1) to 30% (2023 Semester 2) Writing improving teacher judgement of above level P-6 from 7% (2019 Semester 1) to 15% (2023 Semester 2)</p>	

		<p>By 2023, there will be an increase in high benchmark growth: Reading from 32% (2019) to 40% (2023) Writing from 18% (2019) to 26% (2023) Improving teacher judgement in Reading at or above age expected level 77% Semester 1 2019) to 85% (Semester 2 2023) Writing at or above age expected level 68% (Semester 1 2019) to 76% (Semester 2 2023)</p>	
To improve Numeracy learning outcomes for all students.	No	<p>By 2023, there will be an increase in the Top two bands : Year 3 Numeracy from 18% (2019) to 26% (2023) Year 5 Numeracy from 21% (2019) to 29% (2023) Improving teacher judgement in Number improving teacher judgement of above level P-6 from 9% (2019 Semester 1) to 20% (2023 Semester 2)</p>	
		<p>By 2023, there will be an increase in high benchmark growth: Numeracy from 18% (2019) to 26% (2023)</p>	
		<p>By 2023, there will be an increase in the percentage of students at or above benchmark growth Years 3 to 5: Numeracy from 71% (2019) to 80 % (2023)</p>	

To enhance student agency, voice and leadership in their learning.	No	By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Stimulated Learning from 91% (2019) to 95% (2023).	
		By 2023, average absence days to decrease from 17 days (2018) to 15 days (2023)	
		By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Differentiated Learning Challenge from 91% (2019) to 95% (2023)	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12-month target 1.1-month target	<p>There will be an increase in the Top two bands :</p> <ul style="list-style-type: none"> - Year 3 Numeracy from 12% (2022) to 15% (2023 - SP Target is 26%) - Year 5 Numeracy from 6% (2022) to 10% (2023 - SP Target is 29%) - Number of students achieving above the expected level in Number and Algebra across F-6 at 20% (2023 Semester 2) <p>Wellbeing:</p> <ul style="list-style-type: none"> - By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Stimulated Learning from 87% (2022) to 90% (2023). - By 2023, average absence days to decrease from 23 days (2022) to less than 20 days (2023) - By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Differentiated Learning Challenge from 90% (2022) to 93% (2023) 	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	There will be an increase in the Top two bands : - Year 3 Numeracy from 12% (2022) to 15% (2023 - SP Target is 26%) - Year 5 Numeracy from 6% (2022) to 10% (2023 - SP Target is 29%) - Number of students achieving above the expected level in Number and Algebra across F-6 at 20% (2023 Semester 2) Wellbeing: - By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Stimulated Learning from 87% (2022) to 90% (2023). - By 2023, average absence days to decrease from 23 days (2022) to less than 20 days (2023) - By 2023, there will be an increase in the positive response rate (AToSS) to the factor of: Differentiated Learning Challenge from 90% (2022) to 93% (2023)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> * Build an understanding of the work and role of a PLC, and develop the conditions to enable professional challenge * Strengthen the use of PLC cycles in Numeracy with a focus on improving the use of data to target teaching at point of challenge, build teacher practice and improve student outcomes * Provide targeted accelerated learning support to identified cohorts of students
Outcomes	Students will: <ul style="list-style-type: none"> * articulate their learning goals and receive feedback to help them achieve their goals * engage in learning that is sequentially designed and targeted to their point of challenge * achieve 12 months or more learning growth, for a year of teaching Teachers will: <ul style="list-style-type: none"> * work as a member of a PLC to collect, record and analyse data to inform planning and teaching in Numeracy

	<ul style="list-style-type: none"> * monitor the achievement of students achieving below and above the expected level and apply differentiated strategies to cater for their individual learning needs, documenting these as a part of planning * observe and reflect on their own and colleague's teaching through structured observations and conversations that are data informed * enact feedback and strategies from PLC reflections and discussions <p>School leaders will:</p> <ul style="list-style-type: none"> * upskill Learning Specialists and PLC Coordinators to lead conversations around data * monitor the planning and implementation of the PLC's agreed actions * create a professional learning culture that facilitates PLC conversation and embeds observations as part of staff professional practice responsibilities * engage in regular classroom visits, enabling targeted feedback on teaching practice * provide resources and support to targeted accelerated learning programs 			
Success Indicators	<ul style="list-style-type: none"> * Staff Opinion Survey - Improvement in the 'Professional Learning through Peer Observation' variable. * Student achievement growth data * PLC minutes and planners reflect conversations around teacher practice * Planners reflect differentiated strategies and catering for the needs of individual students * Documented norms and values around professional work together 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop shared understandings of the professional learning culture at Hampton Park - including how to develop an environment that promotes professional growth and challenge.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00
Develop shared understandings as a whole staff around the purpose of Professional Learning Communities, the norms and behaviours to be demonstrated by staff when working collaboratively, and what collaborative time looks like.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Investigating and implementing a system to collect and manage data so that it can be used in a timely fashion for PLCs to plan for and reflect on practice (ie, SPA)	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 2	
Build the data literacy of all staff around using data to target the point of challenge.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Establish a Hampton Park model for classroom observations and feedback to support professional growth and reflection.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Enact the Hampton Park observation model. Use observations to support staff to work towards identified goals in connection to the Teaching and Learning Model, High Impact Teaching Strategies and responsive teaching practices. (Includes release staff for observations)	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00
Develop middle leaders within the school to have the capacity to PLCs and Curriculum Teams in 2024, by engaging in external Professional Development and internal coaching, mentoring and shadowing.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00
Engage in PLC cycles, led by Learning Specialists, focused initially on Numeracy. These will focus on identifying the next steps in learning, tracking student growth and whether the teaching has had an impact, planning for and reflecting upon practice and how it has influenced growth.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Lead Specialist PLC in learning around differentiation, and how Mathematics is embedded in the STEM program.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	
Implement Tutoring program to improve student outcomes in Numeracy.	<input checked="" type="checkbox"/> Numeracy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$129,000.00
Maintain funding for the Prep Oral Language Program, 1/2 Literacy Room and 3/4 Reading Room, to improve student literacy outcomes.	<input checked="" type="checkbox"/> Literacy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$270,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole school excursion and incursion program to provide opportunities for life experiences to support prior knowledge in developing reading and writing skills	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Fund additional educational support staff to see that the majority of classrooms have full time support to enable more focused intervention support. Employ student wellbeing teacher to support this work.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Challenge and extend High Ability learners through the provision of enrichment activities and targeted supports.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Employ additional classroom teacher to reduce class sizes, enabling greater teaching at point of need.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$114,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Release 2 Learning Specialists from classroom 3 days per week to lead work around PLC cycles and classroom observations.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$156,994.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> * Improve consistency of understanding and fidelity of implementation around our Orderly Learning Environment, school values, learning behaviours and expectations * Provide opportunities for authentic application of student voice, agency and leadership * Develop school processes, professional knowledge and support to implement the Disability Inclusion framework in 2024 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * be able to articulate the expectations of their behaviour in all learning spaces around the school * understand strategies to help them self monitor and self regulate * have opportunities to have a say in the way they learn and how they demonstrate their learning * receive supports targeted at their point of need <p>Teachers will:</p> <ul style="list-style-type: none"> * build purposeful relationships with students and families to promote school connectedness * explicitly teach expected behaviours and expectations, including strategies to self regulate * embed opportunities for students to make choices about their learning and the ways they can demonstrate their learning * identify strategies to support all students to access learning at their point of need and develop plans to document reasonable adjustments for learning <p>School leaders will:</p> <ul style="list-style-type: none"> * reinforce clear and explicit whole school expectations to the school community * upskill staff in strategies for embedding student voice, agency and leadership in to designs for learning * develop school processes for the implementation of Disability Inclusion, including staff professional development around the requirements. * support staff to manage the wellbeing of themselves and students, and provide resources for proactive support. 			

Success Indicators	<ul style="list-style-type: none"> * Improved attendance rates * Student Attitudes to School Survey * School developed Wellbeing tracking survey * Documented whole school expectations * Sentral and tracker notes around behaviours 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a whole school set of shared expectations of behaviour to support consistency of practice and our Orderly Learning Environment	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Monitor attendance on a daily basis through the provision of an attendance officer; wellbeing staff checkins and teaching staff making regular contact with families, even for explained absences to build connectedness between home and school	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage in professional learning around building relationships and connectedness between home and school, using resources such as Happy Schools and Parenting Ideas. Document clear expectations about communication between home and school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop leadership understanding and capacity around the Disability Inclusion model, including developing whole school processes for the implementation of the model in 2024 and professional learning for all staff around the changes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Lead professional learning around 'reasonable adjustments', how these are documented in learning plans and implemented in the classroom, in support of the Disability Inclusion model in 2024.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 4	
Support staff to connect the professional learning around Student Voice, Agency and Leadership in to PLC cycles.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Fund additional educational support staff to see that the majority of classrooms have full time support to enable more focused intervention support. Employ student wellbeing teacher to support this work.	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Employ speech pathologist to support targeted intervention with prep cohort.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$96,556.00 <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
Employ psychologist to support targeted wellbeing intervention across the school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,003,845.40	\$962,550.00	\$41,295.40
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$47,136.78	\$50,000.00	-\$2,863.22
Total	\$1,050,982.18	\$1,012,550.00	\$38,432.18

Activities and milestones – Total Budget

Activities and milestones	Budget
Engage in PLC cycles, led by Learning Specialists, focused initially on Numeracy. These will focus on identifying the next steps in learning, tracking student growth and whether the teaching has had an impact, planning for and reflecting upon practice and how it has influenced growth.	\$30,000.00
Maintain funding for the Prep Oral Language Program, 1/2 Literacy Room and 3/4 Reading Room, to improve student literacy outcomes.	\$270,000.00
Whole school excursion and incursion program to provide opportunities for life experiences to support prior knowledge in developing reading and writing skills	\$120,000.00
Fund additional educational support staff to see that the majority of classrooms have full time support to enable more focused intervention support. Employ student wellbeing teacher to support this work.	\$150,000.00
Employ additional classroom teacher to reduce class sizes, enabling greater teaching at point of need.	\$114,000.00

Release 2 Learning Specialists from classroom 3 days per week to lead work around PLC cycles and classroom observations.	\$156,994.00
Monitor attendance on a daily basis through the provision of an attendance officer; wellbeing staff checkins and teaching staff making regular contact with families, even for explained absences to build connectedness between home and school	\$20,000.00
Engage in professional learning around building relationships and connectedness between home and school, using resources such as Happy Schools and Parenting Ideas. Document clear expectations about communication between home and school.	\$10,000.00
Employ speech pathologist to support targeted intervention with prep cohort.	\$96,556.00
Employ psychologist to support targeted wellbeing intervention across the school.	\$40,000.00
Totals	\$1,007,550.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Engage in PLC cycles, led by Learning Specialists, focused initially on Numeracy. These will focus on identifying the next steps in learning, tracking student growth and whether the teaching has had an impact, planning for and reflecting upon practice and how it has influenced growth.	from: Term 2 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Maintain funding for the Prep Oral Language Program, 1/2 Literacy Room and 3/4 Reading Room, to improve student literacy outcomes.	from: Term 1 to: Term 4	\$270,000.00	<input checked="" type="checkbox"/> School-based staffing
Whole school excursion and incursion program to provide opportunities for life experiences to support prior knowledge in developing reading and writing skills	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Fund additional educational support staff to see that the majority of classrooms have full time support to enable more focused intervention support. Employ student wellbeing teacher to support this work.	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing
Employ additional classroom teacher to reduce class sizes, enabling greater teaching at point of need.	from: Term 1 to: Term 4	\$114,000.00	<input checked="" type="checkbox"/> School-based staffing
Release 2 Learning Specialists from classroom 3 days per week to lead work around PLC cycles and classroom observations.	from: Term 1 to: Term 4	\$156,994.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Monitor attendance on a daily basis through the provision of an attendance officer; wellbeing staff checkins and teaching staff making regular contact with families, even for explained absences to build connectedness between home and school	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing

Engage in professional learning around building relationships and connectedness between home and school, using resources such as Happy Schools and Parenting Ideas. Document clear expectations about communication between home and school.	from: Term 2 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Employ speech pathologist to support targeted intervention with prep cohort.	from: Term 1 to: Term 4	\$91,556.00	<input checked="" type="checkbox"/> Support services
Totals		\$962,550.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ speech pathologist to support targeted intervention with prep cohort.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students

Employ psychologist to support targeted wellbeing intervention across the school.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$45,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Continue equine therapy program	\$5,000.00
Totals	\$5,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue equine therapy program	from: Term 1 to: Term 1	\$0.00	
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue equine therapy program	from: Term 1		

	to: Term 1		
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Continue equine therapy program	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Animal Therapists
Totals		\$5,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop shared understandings of the professional learning culture at Hampton Park - including how to develop an environment that promotes professional growth and challenge.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop shared understandings as a whole staff around the purpose of Professional Learning Communities, the norms and behaviours to be demonstrated by staff when working collaboratively, and what collaborative time looks like.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop middle leaders within the school to have the capacity to PLCs and Curriculum Teams in 2024, by engaging in external Professional Development and internal coaching, mentoring and shadowing.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Bastow

<p>Engage in PLC cycles, led by Learning Specialists, focused initially on Numeracy. These will focus on identifying the next steps in learning, tracking student growth and whether the teaching has had an impact, planning for and reflecting upon practice and how it has influenced growth.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Lead professional learning around 'reasonable adjustments', how these are documented in learning plans and implemented in the classroom, in support of the Disability Inclusion model in 2024.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site