

2023 Annual Implementation Plan

for improving student outcomes

Cheltenham Primary School (0084)



Submitted for review by Bronwyn Morgan (School Principal) on 29 January, 2023 at 05:40 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 30 January, 2023 at 04:38 PM
Endorsed by Peter Cutting (School Council President) on 07 March, 2023 at 12:08 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling
	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	

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		Excelling
Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

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		
Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion		Excelling
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		
<p>The school has continued to strategically progress its teaching and learning amidst the continued challenge and disrupting effect a wave of confirmed COVID cases (2022) impacting significant numbers of staff, students and their families. We hope for a less impacted 2023.</p> <p>2023 Areas of improvement:</p> <p>Mathematics: establishing a Numeracy PLC to unpack the learning steps required to achieve greater gain: establishing</p>		

	<p>Norms and Protocols, Numeracy representation in every PLC to strengthen instructional practice in every year level and every classroom, as we progress more deeply into termly pacing guides. Targeted numeracy coaching with teachers in Years 1 and 3 and Numeracy PLC. Extended whole staff professional learning in Core Proficiencies in Mathematics.</p> <p>PLCs: Consolidation of the facilitation and leaderships skills of PLC Leaders in Years 3-6 with a consistent focus on teacher practice: formative assessment data; differentiation within an inclusive curriculum; purposeful use of the HITS. Reporting: trial of continuous and ongoing reporting in Years 3-6 second semester 2023. In first semester we will set up the norms and protocols and accountability measures for this in consultation with all PLCs.</p> <p>Building a shared community understanding of student voice, agency and leadership among students, teachers and parents is a goal within our current strategic plan. Due to the impact of COVID-19, we have not been able to gain any consistent impetus in developing the capacity of all staff to progress student agency in the classroom. In 2023 there will be a targeted focus on building authentic student agency, specifically in Years 3-6. Staff professional learning will be focused on building a common set of beliefs and understandings as they apply to the students in our school and their progression from F-6.</p>
<p>Considerations for 2023</p>	<p>We will maintain our focus on maximising learning growth for all students through a continued focus on:</p> <ul style="list-style-type: none"> - tracking the progress of all students - providing intervention, acceleration and monitoring through the tutor learning initiative and student excellence initiative using a case study approach - action research approach in all PLCs F-6 focused on moving identified students from the mid to the high range; achieving 12-18 months growth in 2022 in Literacy (writing) - numeracy intervention specifically targeted for Years 2-4 <p>We will improve the social and emotional wellbeing of all students through:</p> <ul style="list-style-type: none"> - targeted professional learning on IEPs and a range of student conditions: ADHD; ASD; ODD - delivery of a strengths based curriculum - focus on reasonable adjustments for individual needs - engaging all students in learning through a continued focus on voice, agency and leadership in all subject disciplines
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

<p>Goal 1</p>	<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>
<p>Target 1.1</p>	<p>Support for the 2023 Priorities</p>
<p>Key Improvement Strategy 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Key Improvement Strategy 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p>Goal 2</p>	<p>Improve student achievement in Literacy, particularly in Writing</p>
<p>Target 2.1</p>	<p>By 2023, increase the percentage of students in the top two bands of NAPLAN: Writing from 18%(2018) to 30% (2023).</p>
<p>Target 2.2</p>	<p>By 2023, decrease the percentage of students achieving low Growth in NAPLAN Years 3 to 5 (2018</p>
<p>Target 2.3</p>	<p>All students in Years 1 to 6 to demonstrate growth in writing achievement against teacher judgement (Victorian Curriculum)</p>
<p>Key Improvement Strategy 2.a Building practice excellence</p>	<p>Develop and consistently implement shared instructional practices in writing across all learning areas in Foundation–Year 6</p>

<p>Key Improvement Strategy 2.b Evaluating impact on learning</p>	<p>Build the capacity of all staff to utilise data, evidence and a range of assessment strategies to improve writing through point of need teaching in Foundation–Year 6.</p>
<p>Key Improvement Strategy 2.c Evaluating impact on learning</p>	<p>Action Plan to accelerate improvement</p>
<p>Goal 3</p>	<p>Improve student engagement in learning.</p>
<p>Target 3.1</p>	<p>By 2023, increase the percentage of positive endorsement in AToSS 'Stimulated Learning' in Years 4 to 6 data from 65% (2018) to 80%</p>
<p>Target 3.2</p>	<p>By 2023, Increase the percentage of positive endorsement in AToSS student, voice and agency (I have a say in things I learn) in Years 4 to 6 data from 42% (2018 Year 4) to 70%.</p>
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Build a shared community understanding of student voice, agency and leadership amongst students, teachers and parents</p>
<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	<p>Develop the capacity of all staff to develop and engage student voice and agency in the classroom</p>
<p>Key Improvement Strategy 3.c Empowering students and building school pride</p>	<p>Develop informal and formal structures to engage with, listen and respond to, the full range of diverse student perspectives on learning and involvement in school improvement</p>
<p>Goal 4</p>	<p>Improve student wellbeing</p>

Target 4.1	By 2023, increase the POS Factors 'respect for diversity' (80% 2018); and 'the school communicates the importance of respecting all cultural beliefs and practices' (75% 2018) by 10% (Safety Domain)
Target 4.2	By 2023, increase the POS Factor, 'Teachers communicate with me often enough about my child's progress' (49% 2018) by 10% (Parent Community Engagement Domain)
Target 4.3	By 2023, increase the AToss variable 'respect for diversity—It's okay to be different at this school' (69% 2018) by 10%.
Key Improvement Strategy 4.a Curriculum planning and assessment	Audit the Cheltenham PS curriculum against the HASS and general capabilities personal and social, ethical and intercultural curriculum, as the benchmark for co-constructed planning to integrate global perspectives in the curriculum
Key Improvement Strategy 4.b Curriculum planning and assessment	Develop curriculum planning to include a focus on developing student engagement in, and understanding of, diversity in the local and Australian community, global citizenship, sustainability, social justice and human rights, from a range of perspectives
Key Improvement Strategy 4.c Building communities	Develop the focus on the Community engagement Priority, Building communities (BC) dimension in school planning documents

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>12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p>
<p>Improve student achievement in Literacy, particularly in Writing</p>	Yes	<p>By 2023, increase the percentage of students in the top two bands of NAPLAN: Writing from 18%(2018) to 30% (2023).</p> <p>By 2023, decrease the percentage of students achieving low Growth in NAPLAN Years 3 to 5 (2018</p> <p>All students in Years 1 to 6 to demonstrate growth in writing achievement against teacher judgement (Victorian Curriculum)</p>	<p>By 2023, increase the percentage of students in the top two bands of NAPLAN in Year 5: Writing from baseline 35% (mean of 2019, 2021 & 2022) to 40%.</p> <p>By 2023, maintain the percentage of students achieving low Growth in NAPLAN Years 3 to 5 (no tail).</p> <p>All students in Years 1 to 6 to demonstrate 12 months growth in writing achievement against teacher judgement (Victorian Curriculum)</p>
<p>Improve student engagement in learning.</p>	No	<p>By 2023, increase the percentage of positive endorsement in ATOSS Stimulated Learning in Years 4 to 6 data from 65% (2018) to 80%</p>	

		By 2023, Increase the percentage of positive endorsement in AToSS student, voice and agency (I have a say in things I learn) in Years 4 to 6 data from 42% (2018 Year 4) to 70%.	
Improve student wellbeing	Yes	<p>By 2023, increase the POS Factors 'respect for diversity' (80% 2018); and 'the school communicates the importance of respecting all cultural beliefs and practices' (75% 2018) by 10% (Safety Domain)</p> <p>By 2023, increase the POS Factor, 'Teachers communicate with me often enough about my child's progress' (49% 2018) by 10% (Parent Community Engagement Domain)</p> <p>By 2023, increase the AToSS variable 'respect for diversity—It's okay to be different at this school (69% 2018) by 10%.</p>	<p>By 2023, increase both the 'respect for diversity' POS baseline of 80% (mean of 2019, 2020 & 2021); and 'the school communicates the importance of respecting all cultural beliefs and practices' baseline of 74% (mean of 2019, 2020 & 2021), by 10%</p> <p>By 2023, increase the POS, 'Teachers communicate with me often about my child's progress' baseline of 66% (mean of 2019, 2020 & 2021) by 10%</p> <p>By 2023, increase the AToSS (Years 4-6) variable 'respect for diversity—It's okay to be different at this school' baseline of 92% (mean of 2020, 2021 and 2022) to 95%.</p>

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		
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

Priority 2023 Dimension		
KIS 1.b Priority 2023 Dimension	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.	<p>In 2023, we will continue to place high importance on improving student wellbeing, as outlined in our current School Strategic Plan (2019-2023). In 2022 we implemented several prosocial wellbeing initiatives/interventions, in particular our counselling program. Throughout the 2nd semester, four 'Masters of Counselling' students provided 1:1 counselling support for our most vulnerable students from F-6. During Term 4, our team of counsellors also implemented small group social skills sessions (for students in F-2) using the 'We Thinkers' Social Thinking Curriculum.</p> <p>Next year we will maintain our counselling program, providing ongoing Tier 3 support to our most socially/emotionally vulnerable students. Other 2022 interventions included 'The Better Me' (designed to support senior school students demonstrating behavioural and emotional dysregulation, to learn about strategies to better cope, enhance awareness, build resilience and regulation) and 'Play Leaders' (training senior school students to facilitate, safe and creative games for their peers and younger students, whilst promoting prosocial behaviours).</p> <p>Our 2022 AtOSS data indicated significant improvement in many areas. 'Emotional awareness and regulation' increased from 41% (2021) to 53.6% (2022), 'Sense of connectedness' increased from 65% (2021) to 72.5% (2022), 'Sense of inclusion' increased from 51.4% (2021) to 71.8% (2022) and 'Respect for diversity' increased from 45% (2021) to 67% (2022). This data is affirming of our effort and endeavour to support our students socially and emotionally, post covid.</p> <p>Moving forward, we will continue to refine and adjust our wellbeing approaches and interventions, and track the social and emotional growth of all students.</p>	
Goal 2	Improve student achievement in Literacy, particularly in Writing	
12 Month Target 2.1	By 2023, increase the percentage of students in the top two bands of NAPLAN in Year 5: Writing from baseline 35% (mean of 2019, 2021 & 2022) to 40%.	
12 Month Target 2.2	By 2023, maintain the percentage of students achieving low Growth in NAPLAN Years 3 to 5 (no tail).	
12 Month Target 2.3	All students in Years 1 to 6 to demonstrate 12 months growth in writing achievement against teacher judgement (Victorian Curriculum)	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Develop and consistently implement shared instructional practices in writing across all learning areas in Foundation–Year 6	Yes
KIS 2.b Evaluating impact on learning	Build the capacity of all staff to utilise data, evidence and a range of assessment strategies to improve writing through point of need teaching in Foundation–Year 6.	Yes
KIS 2.c Evaluating impact on learning	Action Plan to accelerate improvement	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>Moving forward from the challenges of 2020 and 2021 the school has continued to advance the student achievement goal in our current School Strategic Plan (2019-2023) of improving student achievement in writing. Consolidating instructional practice in writing has been a consistent focus for whole staff, PLC and individual professional learning. Supported by our Learning Specialist and Literacy consultant, Rissa Leung, commenced the year with a 'reset' of our integrated approach to reading and writing founded on high quality literature with a continued focus on high challenge and high support through conferring and conferencing. The restructure of PLC teams into Year levels has helped to facilitate greater specificity of practice for the gradient of need and challenge as students progress through the school from Years 1-6. PLC teams progressively analysed student data and focused their attention on moving specific students from the mid range to the high over the course of 2022. This action research model has been very successful with 90% of the identified students achieving 12 to 18 months growth. The percentage of students achieving the top two bands in NAPLAN rose 10% from 38% to 48%. It is important that we continue to 'raise the bar' in writing whilst maintaining a focus on the integration of reading using the 6 + 1 Traits of writing. We are continuing to consolidate this work in 2023.</p>	
Goal 4	Improve student wellbeing	
12 Month Target 4.1	By 2023, increase both the 'respect for diversity' POS baseline of 80% (mean of 2019, 2020 & 2021); and 'the school communicates the importance of respecting all cultural beliefs and practices' baseline of 74% (mean of 2019, 2020 & 2021), by 10%	
12 Month Target 4.2	By 2023, increase the POS, 'Teachers communicate with me often about my child's progress' baseline of 66% (mean of 2019, 2020 & 2021) by 10%	
12 Month Target 4.3	By 2023, increase the ATOSS (Years 4-6) variable 'respect for diversity—It's okay to be different at this school' baseline of 92% (mean of 2020, 2021 and 2022) to 95%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Curriculum planning and assessment	Audit the Cheltenham PS curriculum against the HASS and general capabilities personal and social, ethical and intercultural curriculum, as the benchmark for co-constructed planning to integrate global perspectives in the curriculum	No
KIS 4.b Curriculum planning and assessment	Develop curriculum planning to include a focus on developing student engagement in, and understanding of, diversity in the local and Australian community, global citizenship, sustainability, social justice and human rights, from a range of perspectives	Yes
KIS 4.c Building communities	Develop the focus on the Community engagement Priority, Building communities (BC) dimension in school planning documents	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.	In 2023 we will aim to increase the POS Factor: 'Teachers communicate with me often enough about my child's progress' (49% 2018) by 10% (Parent Community Engagement Domain) through a trial of continuous and ongoing reporting in Years 3-6. In first semester we will set up the norms and protocols and accountability measures for this in consultation with all PLCs with a view to full implementation in second semester. Google classrooms is embedded in Years 3-6 however, we will review its use in assessment contexts for transparency. As the year progresses, we will also have a continued focus on the monitoring and refinement of student IEPs to better meet the needs of individual students and to ensure that they remain specific and measurable and that interventions are timely. We will consider how we can better involve parents and students in the development of goals and the measures of joint accountability for these. We will also ensure that the development of IEPs includes students working at the high end, including parents in the goal setting stage of these. Student Support Group meetings for both funded students and students with specific academic/social emotional needs. We will develop a shared language with students for conferencing in Literacy and Numeracy in 2-6 so that students have a clearer understanding of how they are progressing in their learning. This will create a feedback loop to support students to develop agency in their learning.	

Define Actions, Outcomes 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	
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 staff capability to analyse student formative and summative data in Literacy and Numeracy - Build staff capability to plan for differentiation based on student data - Build staff capability to teach at students' point of need - Build staff capability to explicitly focus on shifts in practice for 'practice excellence'
Outcomes	<ul style="list-style-type: none"> Students <ul style="list-style-type: none"> - Students will better understand their point of need in Literacy and Numeracy and next steps in their learning - Students will demonstrate improved engagement, lessened anxiety and greater perseverance in Literacy and Numeracy Teachers <ul style="list-style-type: none"> - Students requiring targeted academic support or intervention will be identified, monitored and receive direct instruction through teaching groups, tutor learning initiative, intervention program, allied health professionals - Tutors and Intervention staff and leaders/learning specialists will establish intervention/small group tutoring for students at the low and high end - Teachers and students will co construct learning goals, so that students explicitly understand the next steps to achieve ongoing learning growth - Feedback will be sought from students to regularly evaluate and improve the impact of learning and intervention - Individual Education Plans will be evaluated and modified each term (minimum expectation) PLC Leaders <ul style="list-style-type: none"> - PLC Leaders will monitor student cohort assessment data and cohort Individual Education Plans - PLCs will implement the agreed assessment schedule with a specific focus on formative assessment practices - PLCs will maintain and update student summative assessment data

	<ul style="list-style-type: none"> - PLCs will provide and respond to student feedback - PLCs will monitor student progress and unpack multiple sources of data to inform targeted point of need teaching for all students <p>SIT Leaders</p> <ul style="list-style-type: none"> - Leaders will accurately identify student learning needs by engaging in evaluative, reflective and responsive practice in their PLCs through the use of formative and summative data sets - Leaders will monitor implementation of the school's instructional model and Guaranteed and Viable Curriculum - English and Mathematics 					
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - Data and observations will identify students for tailored learning intervention and extension - Shared curriculum documentation (teachers and tutors) will demonstrate differentiated teaching and learning approaches and individual/small group support - Learning growth monitored through formative and summative assessment data and teacher judgement data - Student IEPs will demonstrate adjustments for differentiated need; show progressive monitoring and evaluation - PLC Leaders will monitor learning growth F-6 through a range of summative and formative datasets - PLCs entering data and moderating assessment with fidelity and consistency F-6 - Curriculum documentation will indicate differentiation of learning for each student's point of need - Planning documentation will demonstrate evidence of engagement with Guaranteed and Viable Curriculum - English and Mathematics <p>Late Indicators</p> <ul style="list-style-type: none"> - Continuous and ongoing reporting will reflect improved assessment practices - Cumulative teacher observations and records of student progress - Classroom observations and learning walks will focus on application of professional learning strategies and instructional approaches - English and Mathematics - Assessment data and student surveys from intervention groups will inform teaching and learning programs - Progress against Individual Education Plan goals - Victorian curriculum judgments will show growth in learning - SoS factors: instructional leadership, collective efficacy - AtOSS factors: stimulated learning, voice and agency 					
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p>Is this a PL Priority</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>When</p> <p>from: Term 1</p>	<p>Funding Streams</p> <p>\$23,000.00</p>
<p>Engagement with Kathy Palmer as a Numeracy Consultant - Professional Learning, Coaching and Mentoring</p>						

	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>STEAM Learning Specialist to support Numeracy PLC as the driver of change in instructional practice</p>	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Learning Walks in Numeracy and Literacy to view teacher practice and collect data on student experiences twice a term. (focus areas: HITS, differentiation, relationships, high expectations, engagement, student voice and agency, inclusivity)</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	<input type="checkbox"/> \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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"> - Extend leaders' and teachers' understanding of the school's wellbeing and behaviour management framework through ongoing professional learning - Build a shared vision of the CPS wellbeing framework and the behavioral approaches that are consistent with its philosophy 			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - Students will engage in a classroom learning environment that is responsive to their well-being needs - Interventions will be inclusive of the needs of all students <p>Teachers</p> <ul style="list-style-type: none"> - Students with additional needs will receive differentiated support with regular monitoring and student support group meetings (with parents/caregivers) where appropriate - Teachers will incorporate evidence based well-being practices in the planning of teaching and learning (ZOR, growth mindset) <p>PLCs</p> <ul style="list-style-type: none"> - PLC Leaders will develop a common understanding of the whole school approach to well-being and behaviour in each PLC and promote this with students and families - At-risk students will be identified and receive targeted support as a priority - PLCs monitor student well-being concerns and complete digital documentation <p>SIT Leaders</p> <ul style="list-style-type: none"> - Leaders will ensure that students, staff, parents and carers feel safe, valued and respected in the school - Well being leader will maintain a preventative monitoring program including a referrals process, timetabling and staffing/resourcing - Leaders will share a common understanding of the whole school approach to well-being with the school community - Leaders will maintain and extend engagement with regional and external support agencies - Monitoring and tracking of student well-being will be integrated in Compass 			

Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Policies and programs will show documentation of the school's multi-faceted approach to well-being - Curriculum documentation will show focus for social and emotional learning - Student feedback on well-being approaches and interventions will be sought - Resources for well-being programs - In place - High quality IEPs for all students requiring reasonable adjustments - established - Data on reasonable adjustments across the school is accessible and used to inform whole school practice and professional development decision making <p>Late indicators</p> <ul style="list-style-type: none"> - Feedback from coaching and mentoring sessions will show evidence of improved staff capacity to implement social and emotional learning and self regulatory behavior - Student support resources displayed around the school will show students the pathways for support - Student focus groups - AToSS; POS; Pivot Surveys; SOS 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Targeted Learning Support for our most vulnerable students in F-4	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$62,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Pivot wellbeing survey fortnightly across the year in Years 5 and 6 to monitor and take action (as required) for ongoing student wellbeing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Consolidation of the Zones of Regulation wellbeing approach in Foundation and Year 1 including qualitative feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Targeted learning support for vulnerable students in Years 5/6	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

					<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Full implementation of the Student Wellbeing module in Compass	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Information Technology Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	
Goal 2	Improve student achievement in Literacy, particularly in Writing				
12 Month Target 2.1	By 2023, increase the percentage of students in the top two bands of NAPLAN in Year 5: Writing from baseline 35% (mean of 2019, 2021 & 2022) to 40%.				
12 Month Target 2.2	By 2023, maintain the percentage of students achieving low Growth in NAPLAN Years 3 to 5 (no tail).				
12 Month Target 2.3	All students in Years 1 to 6 to demonstrate 12 months growth in writing achievement against teacher judgement (Victorian Curriculum)				
KIS 2.a Building practice excellence	Develop and consistently implement shared instructional practices in writing across all learning areas in Foundation–Year 6				
Actions	<ul style="list-style-type: none"> - Continue to strengthen the integration of the instructional model in the key areas of Years 1-6 - Focus within the writing process will move to publishing and authentic contexts for publishing 				

<p>Outcomes</p>	<ul style="list-style-type: none"> - Students will receive differentiated support at their point of need - Students will articulate the typical literacy lesson structure - Students will identify strengths and areas for learning growth in order to set learning goals - Students will work on a folder of writing to include published pieces <p>PLC Leaders</p> <ul style="list-style-type: none"> - PLC Leaders will drive and supporting shifts in practice - PLC Leaders will induct and ensuring new staff are trained in the model <p>Teachers</p> <ul style="list-style-type: none"> - Teachers will participate in Professional Learning with a focus on the Writing model - Teachers will extend learning from reading to writing and writing to reading - Teachers will advance the writing process focus to publishing - Teachers will provide multiple authentic contexts to write and publish - Teachers will celebrate the publication of stories by sharing them in a reading context - Teachers will plan for Writer's Festival in Book Week - Teachers will encourage Speaking and Listening within the classroom - Teachers will continue strengthening of the integration of the instructional model in the identified key areas of the school with a focus on Year 1-6 - Teachers will support students to advance their writing to publishing with a focus on editing their writing - Teachers will celebrate the publication of stories by sharing them in a reading context <p>SIT Leaders</p> <ul style="list-style-type: none"> - SIT Leaders will provide targeted and specific coaching of graduate staff and year levels - SIT Leaders will conduct focused dialogue with PLC leaders to ensure that they are driving shifts in practice
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - Annotated student writing samples - Writer's Notebooks - Teacher conference notes - Anecdotal notes <p>Late Indicators</p> <ul style="list-style-type: none"> - Writing folders of student writing - Continuous and ongoing reporting - Teacher observations and records of student progress

	<ul style="list-style-type: none"> - Assessment data and student surveys from intervention groups are used to review and refine teaching and learning programs - Progress against Individual Education Plan goals - Victorian curriculum judgments will show growth in learning 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Literacy Learning Specialist to facilitate and/or deliver ongoing professional learning in Literacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provision of authentic opportunities for writing challenge: Writer's Festival in Book Week; student led school magazine in Semester 2; student led page in fortnightly newsletter	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Learning Walks to view teacher practice and collect data on student experiences twice a term. (focus areas: HITS, differentiation, relationships, high expectations, engagement, student voice and agency, inclusivity)</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2.b Evaluating impact on learning</p>	<p>Build the capacity of all staff to utilise data, evidence and a range of assessment strategies to improve writing through point of need teaching in Foundation–Year 6.</p>			
<p>Actions</p>	<ul style="list-style-type: none"> - Build the capacity of all staff to utilise a range of assessment strategies - Build the capacity of all staff to interpret a range of data and develop actions arising 			
<p>Outcomes</p>	<p>Students</p> <ul style="list-style-type: none"> - Students in Years 3-6 to provide feedback to each other based on the Writing focus <p>Teachers</p> <ul style="list-style-type: none"> - Teachers will take regular anecdotal notes - Teachers will assess and annotate Writing and upload to Scribbl for tracking - Teachers will confer regularly with students and maintain notes of the conferences - Teachers will differentiate instruction at students point of need - Teachers will make use of regular evidence based assessment <ul style="list-style-type: none"> - formative - summative - diagnostic - Teachers will triangulate data and teacher judgement <p>PLC Leaders</p>			

	<ul style="list-style-type: none"> - PLC Leaders will table regular discussion and monitor student cohort assessment data and cohort Individual Education Plans - PLCs will implement the agreed assessment schedule of formative and summative tasks across F-6 - PLCs will maintain and update student summative assessment data - PLCs will provide student feedback and respond to student feedback - PLCs will monitor student progress using multiple sources of data and adjust teaching <p>SIT Leaders</p> <ul style="list-style-type: none"> - SIT Leaders will deliver Professional tuition for new and existing staff in the assessment of writing - SIT Leaders will provide/organise Professional Learning for staff in Interpreting data from assessments
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - All staff confident in the use of assessment and data - Teachers flexibly using formative, summative and diagnostic assessment - Shared curriculum documentation (teachers and tutors) will demonstrate differentiation and targeted, point of need individual/small group support - Student IEPs will demonstrate adjustments for differentiated need; show progressive monitoring and evaluation - Teacher observations and records of student progress - Classroom observations and learning walks demonstrating take up of professional learning strategies and instructional approaches for Writing - PLC Leaders monitor learning growth F-6 through a range of relevant data sources - PLC documentation and data from formative and summative assessments that demonstrates student progress - Evidence of teachers inputting data and moderating assessment with fidelity - Evidence of student conferencing through observations and teacher note taking - Evidence of student learning at specific levels - Annotation of writing samples - Data and observations used to identify students for tailored point of need support <p>Late Indicators</p> <ul style="list-style-type: none"> - Assessment data and student surveys from intervention groups - Conference notes - Writing folder with evidence of writing growth across the year - Writing samples assessed and uploaded to Scribbi for fidelity of tracking student data - Progress against Individual Education Plan goals - Victorian curriculum judgements will show growth in learning. - SoS factors: instructional leadership, collective efficacy - AtOSS factors: stimulated learning, voice and agency

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Vertical Writing Moderation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Scribii Platform to track and monitor learning growth in writing from F-6.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4 Improve student wellbeing				

12 Month Target 4.1	By 2023, increase both the 'respect for diversity' POS baseline of 80% (mean of 2019, 2020 & 2021); and 'the school communicates the importance of respecting all cultural beliefs and practices' baseline of 74% (mean of 2019, 2020 & 2021), by 10%
12 Month Target 4.2	By 2023, increase the POS, 'Teachers communicate with me often about my child's progress' baseline of 66% (mean of 2019, 2020 & 2021) by 10%
12 Month Target 4.3	By 2023, increase the AToSS (Years 4-6) variable 'respect for diversity—It's okay to be different at this school' baseline of 92% (mean of 2020, 2021 and 2022) to 95%.
KIS 4.b Curriculum planning and assessment	Develop curriculum planning to include a focus on developing student engagement in, and understanding of, diversity in the local and Australian community, global citizenship, sustainability, social justice and human rights, from a range of perspectives
Actions	<ul style="list-style-type: none"> - Build community engagement in, and understanding of diversity through First Nations peoples; social justice, from a range of perspectives - Build community knowledge and understanding of inclusivity: in language and practice
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - Cumulative data from PIVOT well being surveys once per fortnight - Students will participate in increased opportunities for student voice and leadership in class and specialist disciplines <p>Teachers</p> <ul style="list-style-type: none"> - Teachers will teach social and emotional health and intercultural capabilities, explicitly and embed these across the curriculum - Teachers will provide a safe, welcoming and inclusive learning environment that the students, staff and community respects, and values - Teachers will use a range of strategies targeted at students, parents/carers and the broader community that proactively support a safe, respectful and inclusive learning environment - Teachers will use a range of data sources to measure the effectiveness of the goal (e.g. Atoss, PoS and Pivot) - Teachers will monitor the progress of IEPs for each of their students and IEP strategies will be actioned in the classroom to advance learning growth <p>PLCs</p> <ul style="list-style-type: none"> - PLCs will focus on data trends within the Atoss and PIVOT surveys - PLCs will discuss the Atoss and PIVOT data and articulate strategies/actions to maintain data strengths and identify areas of further improvement - PLC planning documentation will demonstrate evidence of the integration of the social and intercultural capabilities, where applicable

	<ul style="list-style-type: none"> - PLC planning documents and minutes will show where student voice and agency has been actioned <p>SIT Leaders</p> <ul style="list-style-type: none"> - Leaders will consult with students, parents and allied health professionals when developing student IEPs - Leaders will lead the curriculum audit of all subject disciplines 			
Success Indicators	<p>Early indicators</p> <p>The refinement of the Whole School Wellbeing Framework, will include:</p> <ul style="list-style-type: none"> - Consolidation of the Zones of Regulation (F-1), School Values and Restorative Practices (F-6) - Respectful Relationships - inclusive language implemented - Reflective feedback measures embedded with students, staff and parents - Evidence of planning and teaching adjustments for student voice and agency <p>Late indicators</p> <ul style="list-style-type: none"> - Progressive growth in Pivot well-being surveys - Attitudes to School Survey data will provide evidence of targeted outcomes - Termly overviews and PLC planning documentation that incorporates the Social and Personal and Intercultural Capabilities curriculum - School Staff Survey data. - Parent Opinion Survey Results - Semester 2 Teacher assessments against the Victorian Curriculum. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ongoing review of PLC planning documentation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

					may include DET funded or free items
Learning Walks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	
Curriculum audit completed for all subject disciplines	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	
KIS 4.c Building communities	Develop the focus on the Community engagement Priority, Building communities (BC) dimension in school planning documents				

Actions	<ul style="list-style-type: none"> - Trial of continuous and ongoing reporting in Years 3-6 - Trial of student led conferences in Years 3-6 - Development of a shared language for conferencing in Literacy and Numeracy for clarity and student agency in learning - Professional learning focus on supporting neuro diverse students
Outcomes	<ul style="list-style-type: none"> - Students will develop a shared and progressive responsibility for their learning - Students will have regular involvement in feedback cycles using co-developed norms and protocols <p>Teachers</p> <ul style="list-style-type: none"> - Teachers will use a range of evidence-based formative assessment strategies to effectively track student learning growth - Parents and students (Years 2-6) will be adopt a shared responsibility for achieving growth against IEP goals - Teachers in Years 3-6 will provide regular and specific academic progress updates to students and parents through the pilot of continuous and ongoing reporting - Teachers will use continuous and ongoing reporting to inform point of need teaching and learning for all students <p>PLCs</p> <ul style="list-style-type: none"> - PLCs will commit time to discuss and advance the efficiency/effectiveness of student/teacher conferencing - PLC documentation will reflect the focus on effective conferencing in Literacy and Numeracy <p>SIT Leaders</p> <ul style="list-style-type: none"> - Develop the norms and protocols and accountability measures for trial of continuous and ongoing reporting (Years 3-6) in consultation with all PLCs with a view to full implementation in second semester - Review assessment contexts in Google classrooms (Years 3-6) for improved clarity for students and parents/care givers - Through consistent monitoring by Well-being leader student IEPs better meet the needs of individual students and remain specific, measurable and interventions are timely
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> - Planning documentation will articulate scheduled conferencing cycles for Literacy and Numeracy - Student voice and agency embedded within continuous and ongoing reporting <p>Late indicators</p> <ul style="list-style-type: none"> - Formative and summative assessment data will indicate growth against IEP goals - Student IEP goal growth will be reflective of the collective support efforts of the teacher and parent/care givers - Student reflections will be reflective of their IEP growth against set goals

Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Whole staff training - Compass to assess and report	<ul style="list-style-type: none"> - Students will understand their next learning steps and how to achieve these - Growth in the POS Factor: 'Teachers communicate with me often enough about my child's progress' (49% 2018) by 10% (Parent Community Engagement Domain) following a trial of continuous and ongoing reporting in Years 3-6. - Growth in the AtOSS 'Respect for diversity' and Pivot Wellbeing Surveys 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<ul style="list-style-type: none"> from: Term 2 to: Term 3 	<ul style="list-style-type: none"> \$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Trial of Student Led conferencing in Semester 1		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<ul style="list-style-type: none"> from: Term 1 to: Term 2 	<ul style="list-style-type: none"> \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

					may include DET funded or free items
Professional learning focus on inclusivity and neuro diversity	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	
Trial of continuous and ongoing reporting Semester 2	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input 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	\$8,287.30	\$2,000.00	\$6,287.30
Disability Inclusion Tier 2 Funding	\$136,208.07	\$112,000.00	\$24,208.07
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$144,495.37	\$114,000.00	\$30,495.37

Activities and Milestones – Total Budget

Activities and Milestones	Budget
STEAM Learning Specialist to support Numeracy PLC as the driver of change in instructional practice	\$25,000.00
Targeted Learning Support for our most vulnerable students in F-4	\$62,000.00
Pivot wellbeing survey fortnightly across the year in Years 5 and 6 to monitor and take action (as required) for ongoing student wellbeing.	\$5,000.00
Consolidation of the Zones of Regulation wellbeing approach in Foundation and Year 1 including qualitative feedback	\$2,000.00
Targeted learning support for vulnerable students in Years 5/6	\$18,000.00
Professional learning focus on inclusivity and neuro diversity	\$2,000.00
Totals	\$114,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Consolidation of the Zones of Regulation wellbeing approach in Foundation and Year 1 including qualitative feedback	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$2,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
STEAM Learning Specialist to support Numeracy PLC as the driver of change in instructional practice	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Teaching and learning programs and resources
Targeted Learning Support for our most vulnerable students in F-4	from: Term 1 to: Term 4	\$62,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Pivot wellbeing survey fortnightly across the year in Years 5 and 6 to monitor and take action (as	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •

required) for ongoing student wellbeing.	to: Term 4		
Targeted learning support for vulnerable students in Years 5/6	from: Term 1 to: Term 4	\$18,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Professional learning focus on inclusivity and neuro diversity	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Totals		\$112,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget

Totals		\$0.00
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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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Engagement with Kathy Palmer as a Numeracy Consultant - Professional Learning, Coaching and Mentoring	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Kathy Palmer <input checked="" type="checkbox"/> Departmental resources Numeracy Toolkit	<input checked="" type="checkbox"/> On-site
STEAM Learning Specialist to support Numeracy PLC as the driver of change in instructional practice	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	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"/> Formalised PLC/PLTs	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Numeracy Toolkit <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Learning Walks in Numeracy and Literacy to view teacher practice and collect data on student experiences twice a	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

term. (focus areas: HITS, differentiation, relationships, high expectations, engagement, student voice and agency, inclusivity)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team		<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons		<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	
Targeted Learning Support for our most vulnerable students in F-4	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	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"/> 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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Pivot wellbeing survey fortnightly across the year in Years 5 and 6 to monitor and take action (as required) for ongoing student wellbeing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Pivot	<input checked="" type="checkbox"/> On-site
Consolidation of the Zones of Regulation wellbeing approach in Foundation and Year 1 including qualitative feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SSSO staff	<input checked="" type="checkbox"/> On-site

<p>Literacy Learning Specialist to facilitate and/or deliver ongoing professional learning in Literacy</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Learning Walks to view teacher practice and collect data on student experiences twice a term. (focus areas: HITS, differentiation, relationships, high expectations, engagement, student voice and agency, inclusivity)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Vertical Writing Moderation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<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
<p>Scribii Platform to track and monitor learning growth in writing from F-6.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)						<input checked="" type="checkbox"/> On-site
Ongoing review of PLC planning documentation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff		<input checked="" type="checkbox"/> On-site
Learning Walks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff		<input checked="" type="checkbox"/> On-site
Whole staff training - Compass to assess and report	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Compass Management System		<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> Principal 					
Trial of Student Led conferencing in Semester 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
Professional learning focus on inclusivity and neuro diversity	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <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"/> Departmental resources DET assigned SSSO 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

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