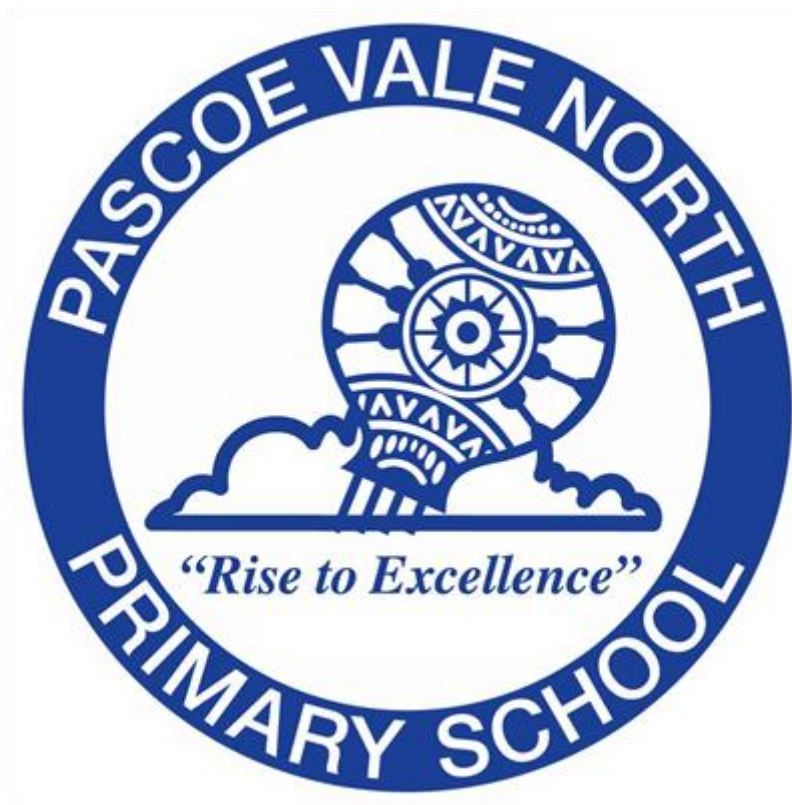


2023 Annual Implementation Plan

for improving student outcomes

Pascoe Vale North Primary School (4731)



Submitted for review by Deborah Crane (School Principal) on 12 December, 2022 at 01:07 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 20 February, 2023 at 06:27 AM
Endorsed by Peter Van Buuren (School Council President) on 08 March, 2023 at 05:04 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	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.	Emerging
	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	Evolving
	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	Evolving
	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	Evolving
	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>We have prioritised reading for the past 24mths, continuing the work in 2021 with Regional Teaching Partners. We have seen improved growth in curriculum planning and teacher practice. Areas for improvement are small group instruction, formative assessment, improving feedback and student goal setting in reading. We want to form a structured process for coaching and peer observation.</p> <p>Mathematics will be a major priority for 2023 supporting teachers to make connections between mathematics and numeracy, develop mathematical knowledge & Know How, an understanding of four proficiencies and developing productive</p>
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	<p>learner dispositions. This will be achieved through collaboratively developing maths units of work and reviewing our instructional practice through a revised instructional model.</p>
<p>Considerations for 2023</p>	<p>Goal 1 - Literacy & Numeracy. School is on track with Reading SSP targets, although we need to prioritise mathematics to show improved learning gain. 2023 will have a major focus on mathematics curriculum planning and assessment, teacher practice, whilst we continue to implement and monitor our reading KIS and improve agency in learning through self-reflection, feedback and goal setting.</p> <p>Goal 2: Wellbeing. The school will have fulltime teacher to students/staff wellbeing. The focus will be on establishment of a caseload meeting and identifying students with behaviour and learning needs and then determining a course of action. The employment of a new teacher for Program for Disabilities will also be involved. Classroom coaching and social groups will also be implemented for greater student engagement. Developing the capacity of teachers with de-escalation strategies and the consistent use of the zones of regulation will be a priority.</p> <p>Goal 3 : Formative assessment and goal setting will be embedded into our literacy outcomes in goal 1, although a stronger emphasis on learner Agency will be prioritised in 2023/2024. Our maths improvement cycle will include a review our our maths instructional model which we anticipate will address stimulated learning, motivation and real life problems.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve Literacy and Numeracy outcomes for all students.
Target 2.1	By 2025, the proportion of students assessed as being in the top two NAPLAN bands for: <ul style="list-style-type: none"> • Year 5 Reading increases from 33 per cent (2021) to 40 per cent. • Year 5 Grammar and Punctuation from 25 per cent (2021) to 40 per cent • Year 5 Numeracy increases from 16 per cent (2021) to 28 per cent. • Year 3 Reading increases from 45 per cent (2021) to 55 per cent • Year 3 Numeracy increases from 33 per cent (2021) to 42 per cent
Target 2.2	By 2025, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth for: <ul style="list-style-type: none"> • Reading to be at least 25 per cent from 17 per cent (2021) • Numeracy to be at least 26 per cent from 0 per cent (2021)

	<ul style="list-style-type: none"> • Grammar and Punctuation to be at least 24 percent from 8 per cent (2021)
Target 2.3	<p>By 2025, the proportion of students assessed against the Victorian Curriculum as being at or above expected levels for:</p> <ul style="list-style-type: none"> • Writing will increase by five percentage points from 73 per cent (2020) to 78 per cent • Mathematics will increase by eight percentage points from 80 per cent (2020) to 88 per cent
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Develop teacher knowledge of evidence-based practices.
Key Improvement Strategy 2.b Building practice excellence	Strengthen Professional Learning Communities to monitor and improve student outcomes.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capacity in curriculum planning and assessment.
Goal 3	To improve the wellbeing of all students.
Target 3.1	<p>By 2025, the percentage positive endorsement of Years 4–6 AtoSS factors:</p> <ul style="list-style-type: none"> • Effective classroom behaviour increases from 71 per cent (2020) to 80 per cent • Sense of confidence increases from 79 per cent (2020) to 86 per cent • Teacher concern factor increases from 78 per cent (2020) to 83 per cent

Target 3.2	By 2025, the percentage endorsement of the SSS factor Trust in students and parents increases from 68 per cent (2020) to 75 per cent.
Target 3.3	Build the capabilities of the students to manage challenges, seek opportunities and develop a positive sense of identity.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed consistent wellbeing approaches to develop positive student relationships.
Key Improvement Strategy 3.b Health and wellbeing	Build the capacity of teachers to implement the Victorian curriculum capabilities to address social and emotional learning.
Key Improvement Strategy 3.b Health and wellbeing	Build the capabilities of the students to manage challenges, seek opportunities and develop a positive sense of identity.
Goal 4	To improve student voice and agency.
Target 4.1	By 2025, the proportion of Years 4–6 student positive endorsement of the AtoSS factors: <ul style="list-style-type: none"> • Student voice and agency increases from 65 per cent (2020) to 80 per cent. • Stimulated Learning increases from 77 per cent (2020) to at least 85 per cent • Effective teaching time from 71 per cent to 82 per cent

Target 4.2	<p>By 2025, the percentage of positive endorsement of the POS factors:</p> <ul style="list-style-type: none"> • Student agency and voice will increase from 82 per cent to 86 per cent • Student motivation and support from 82 per cent to 88 per cent
Target 4.3	<p>By 2025, the positive endorsement of SSS statements:</p> <ul style="list-style-type: none"> • Focus on developing learning programs around real-life problems will increase by 15 per cent from 57 percent positive endorsement (2020) • Promote student ownership of learning goals and learning focus from 65 per cent to 80 per cent
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	<p>Increase the capacity of students to provide feedback and have input into decision-making.</p>
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	<p>Develop and strengthen student agency in learning.</p>
Key Improvement Strategy 4.c Empowering students and building school pride	<p>Increase the range of opportunities for student initiative and leadership</p>

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Learning key improvement strategy - see Literacy, Numeracy and Wellbeing targets below.
To improve Literacy and Numeracy outcomes for all students.	Yes	<p>By 2025, the proportion of students assessed as being in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 5 Reading increases from 33 per cent (2021) to 40 per cent. • Year 5 Grammar and Punctuation from 25 per cent (2021) to 40 per cent • Year 5 Numeracy increases from 16 per cent (2021) to 28 per cent. • Year 3 Reading increases from 45 per cent (2021) to 55 per cent • Year 3 Numeracy increases from 33 per cent (2021) to 42 per cent 	<p>By 2023, the proportion of students assessed as being in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Year 5 Reading increases from 40 % (2022) to 42%. • Year 5 Numeracy increases from 16 % (2022) to 20 %. • Year 3 Reading increases from 50 % (2022) to 52% • Year 3 Numeracy increases from 28 % (2022) to 33 %
		<p>By 2025, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth for:</p> <ul style="list-style-type: none"> • Reading to be at least 25 per cent from 17 per cent (2021) • Numeracy to be at least 26 per cent from 0 per cent (2021) • Grammar and Punctuation to be at least 24 percent from 8 per cent (2021) 	<p>By 2023, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth for:</p> <ul style="list-style-type: none"> • Reading to be at least 21 % from 17 % (2021) • Numeracy to be at least 9 % from 0 % (2021)

		<p>By 2025, the proportion of students assessed against the Victorian Curriculum as being at or above expected levels for:</p> <ul style="list-style-type: none"> • Writing will increase by five percentage points from 73 per cent (2020) to 78 per cent • Mathematics will increase by eight percentage points from 80 per cent (2020) to 88 per cent 	<p>By 2023, the proportion of students assessed against the Victorian Curriculum as being at or above expected levels for:</p> <ul style="list-style-type: none"> • Mathematics will increase from 74% to 84%
To improve the wellbeing of all students.	Yes	<p>By 2025, the percentage positive endorsement of Years 4–6 AtoSS factors:</p> <ul style="list-style-type: none"> • Effective classroom behaviour increases from 71 per cent (2020) to 80 per cent • Sense of confidence increases from 79 per cent (2020) to 86 per cent • Teacher concern factor increases from 78 per cent (2020) to 83 per cent 	<p>By 2023, the percentage positive endorsement of Years 4–6 AtoSS factors:</p> <ul style="list-style-type: none"> • Effective classroom behaviour increases from 77 % (2022) to 78 % • Sense of confidence increases from 74 % (2022) to 78% • Teacher concern factor increases from 70 % (2022) to 75 %
		<p>By 2025, the percentage endorsement of the SSS factor Trust in students and parents increases from 68 per cent (2020) to 75 per cent.</p>	<p>By 2023, the percentage endorsement of the SSS factor Trust in students and parents increases from 56% (2022) to 61%</p>
		<p>Build the capabilities of the students to manage challenges, seek opportunities and develop a positive sense of identity.</p>	<p>By 2023, there will be a reduction in the percentage of students with 20 or more absence days from 14% (2020) to 12%</p>
To improve student voice and agency.	No	<p>By 2025, the proportion of Years 4–6 student positive endorsement of the AtoSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency increases from 65 per cent (2020) to 80 per cent. • Stimulated Learning increases from 77 per cent (2020) to at least 85 per cent • Effective teaching time from 71 per cent to 82 per cent 	
		<p>By 2025, the percentage of positive endorsement of the POS factors:</p>	

		<ul style="list-style-type: none"> • Student agency and voice will increase from 82 per cent to 86 per cent • Student motivation and support from 82 per cent to 88 per cent 	
		<p>By 2025, the positive endorsement of SSS statements:</p> <ul style="list-style-type: none"> • Focus on developing learning programs around real-life problems will increase by 15 per cent from 57 percent positive endorsement (2020) • Promote student ownership of learning goals and learning focus from 65 per cent to 80 per cent 	

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	Learning key improvement strategy - see Literacy, Numeracy and Wellbeing targets below.	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes

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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To improve Literacy and Numeracy outcomes for all students.	
12 Month Target 2.1	By 2023, the proportion of students assessed as being in the top two NAPLAN bands for: <ul style="list-style-type: none"> Year 5 Reading increases from 40 % (2022) to 42%. Year 5 Numeracy increases from 16 % (2022) to 20 %. Year 3 Reading increases from 50 % (2022) to 52% Year 3 Numeracy increases from 28 % (2022) to 33 % 	
12 Month Target 2.2	By 2023, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth for: <ul style="list-style-type: none"> Reading to be at least 21 % from 17 % (2021) Numeracy to be at least 9 % from 0 % (2021) 	
12 Month Target 2.3	By 2023, the proportion of students assessed against the Victorian Curriculum as being at or above expected levels for: <ul style="list-style-type: none"> Mathematics will increase from 74% to 84% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Evidence-based high-impact teaching strategies	Develop teacher knowledge of evidence-based practices.	Yes
KIS 2.b Building practice excellence	Strengthen Professional Learning Communities to monitor and improve student outcomes.	Yes

KIS 2.c Curriculum planning and assessment	Build teacher capacity in curriculum planning and assessment.	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>We are currently in the second year of the strategic plan and in the implement and monitor stage of the FISO improvement model for reading, with consistent practice of our instructional model. Further growth and development of small reading groups practices, formative assessment, feedback and goal setting will be a priority.</p> <p>Our numeracy data has not shown growth in 2022. The leadership team and staff have undertaken an analysis of data and evidence from all stakeholders; parents, staff, students and our regional data coach. Our priority of developing maths unit plans will deepen teacher knowledge in curriculum planning and assessment. Throughout our 2022 COP on a 'maths instructional model'; we engaged in professional learning highlighted the need for us to review our current model and instructional practices.</p> <p>Our 2022 PLC data has indicated that we have built the capacity of our PLC facilitators, strengthening our inquiries across the school. After reviewing the school's PLC Maturity Matrix, our areas for continued growth will be:</p> <ul style="list-style-type: none"> - Data used to focus and drive collaborative improvement and evaluate impact on learning, including the use of evidence to provide feedback on teaching practice and student learning. - Structures and systems to support collaboration for improvement. We will need to ensure all new staff are inducted and the upskilling of PLC facilitators, new to their role. 	
Goal 3	To improve the wellbeing of all students.	
12 Month Target 3.1	<p>By 2023, the percentage positive endorsement of Years 4–6 AtoSS factors:</p> <ul style="list-style-type: none"> • Effective classroom behaviour increases from 77 % (2022) to 78 % • Sense of confidence increases from 74 % (2022) to 78% • Teacher concern factor increases from 70 % (2022) to 75 % 	
12 Month Target 3.2	By 2023, the percentage endorsement of the SSS factor Trust in students and parents increases from 56% (2022) to 61%	
12 Month Target 3.3	By 2023, there will be a reduction in the percentage of students with 20 or more absence days from 14% (2020) to 12%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a	Embed consistent wellbeing approaches to develop positive student relationships.	Yes

Setting expectations and promoting inclusion		
KIS 3.b Health and wellbeing	Build the capacity of teachers to implement the Victorian curriculum capabilities to address social and emotional learning.	Yes
KIS 3.b Health and wellbeing	Build the capabilities of the students to manage challenges, seek opportunities and develop a positive sense of identity.	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>KIS 3.a Positive Education and developing relationships will continue to be part of the culture through professional learning for staff. The ATOSS survey data confirms that our students feel that teacher concern for them has decreased. In response to this, we believe that we need to investigate what teacher concern 'looks like' for students and address what changes to practices need to occur with teacher engagement with students.</p> <p>KIS 3.b Going into the second year of our strategic plan will be a continued focus on building the capacity of our staff to address social and emotional strategies to assist all students. The 'Staff Opinion' survey identified that staff don't feel confident to deal with the range of behaviours presented by their students. We will adopt a greater priority for coaching and mentoring within classrooms, by the Wellbeing Leader who will also work to develop individualised and cohort PL as required for staff.</p> <p>KIS 3.c The ATOSS survey data highlighted that our students' 'sense of confidence' has decreased. We have also experienced a significant increase in the number of students being referred for psychology services. In response to the recent impact of the pandemic we will be making it a continued priority to empower our students with the skills to help develop their sense of identity and their ability to manage challenges. The consistent implementation of the zones of regulation within all classrooms will further develop skills for students to identify and regulate their emotions. This will allow students to self-manage and therefore have greater confidence and engagement within learning.</p>	

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	Learning key improvement strategy - see Literacy, Numeracy and Wellbeing targets below.
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	Implement intervention and extension programs in Literacy and Numeracy to support student development and growth.
Outcomes	Students will: Show improved reading and maths outcomes Have individual learning goals Have a positive disposition towards themselves as learners in reading and maths Tutors will: Increase collaboration with classroom teachers on progress of students Understand the importance of evidence based research to inform their practice Strengthen the partnership between home and school Leaders will: Be data literate by monitoring growth and achievement Build the capacity of tutors to implement effective catch up learning programs

	Community will: Have a shared understanding of their children's learning needs and strategies to support at home.			
Success Indicators	Data: F & P data tracking sheet, Whole school maths test, PAT Maths adaptive test, Evidence: Tutor work programs, Artefacts: Student Learning Goals			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Tutors to participate in professional learning activities for reading and mathematics as listed below in Goal 2.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
Increase tutor time fraction and provide opportunities to liase with classroom teachers	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$21,000.00 <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
Identify students working 6 -12mths below expected level and monitor achievement and growth to participate in the Reading and Maths intervention program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Principal	<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
Provide an extension program for students working 12mths or more above in mathematics.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Principal	<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

Information sessions for parents of students involved in the intervention programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthening the wellbeing practices across the school.			
Outcomes	Students will: * Develop the skill set to express, manage and deal with their changing emotions effectively * Practise the core values within our Wellbeing Program on a daily basis * Feel more connected, confident and engaged with their learning * Feel that they have the capacity to express their voice and needs and the support network to respond appropriately Teachers will: * Have confidence in utilising a tool-kit of strategies to assist with responding to challenging behaviour * Have greater knowledge and confidence in implementing the 'Zones of Regulation' on a regular basis * Through collaboratively PLT discussions, will have a greater sense of support to manage student wellbeing. * A greater awareness of the 'climate' of their classroom in relation to wellbeing and positive relationships.			

	<p>Leaders will:</p> <ul style="list-style-type: none"> * Have a greater awareness of the 'climates' of classrooms * Have a greater skill-set and professional knowledge for coaching and mentoring, in relation to wellbeing and behaviour management * Have a more in-depth knowledge of the patterns of wellbeing and behavioural needs throughout the school <p>Community will:</p> <ul style="list-style-type: none"> * Have a greater knowledge of their children's wellbeing * Have a greater sense of partnership with the school, in relation to their child's wellbeing needs * Have the resources to help make links at home with school wellbeing practices 			
Success Indicators	<ul style="list-style-type: none"> * Meet the ATOSS survey key indicator performance targets * Staff Opinion Survey data * Wellbeing Leading Teacher coaching timetables and minutes * Wellbeing minutes from PLTs * Surveying parent use of 'The Resilience Project' parent portal * Youth Mental Health survey data * Wellbeing Leader observational notes * Notes and observations from Behavioural/Wellbeing Learning walks * Student Feedback Station data from the Student Website 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implementation of Caseload meetings	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Employ a full-time Wellbeing Teacher	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Employ a part-time PSD and Additional Learning needs coordinator	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$52,000.00 <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

Goal 2	To improve Literacy and Numeracy outcomes for all students.
12 Month Target 2.1	By 2023, the proportion of students assessed as being in the top two NAPLAN bands for: <ul style="list-style-type: none"> • Year 5 Reading increases from 40 % (2022) to 42%. • Year 5 Numeracy increases from 16 % (2022) to 20 %. • Year 3 Reading increases from 50 % (2022) to 52% • Year 3 Numeracy increases from 28 % (2022) to 33 %
12 Month Target 2.2	By 2023, the proportion of Year 5 students achieving above NAPLAN Benchmark Growth for: <ul style="list-style-type: none"> • Reading to be at least 21 % from 17 % (2021) • Numeracy to be at least 9 % from 0 % (2021)
12 Month Target 2.3	By 2023, the proportion of students assessed against the Victorian Curriculum as being at or above expected levels for: <ul style="list-style-type: none"> • Mathematics will increase from 74% to 84%
KIS 2.a Evidence-based high-impact teaching strategies	Develop teacher knowledge of evidence-based practices.
Actions	Reading Develop teacher pedagogical knowledge and confidence in reading. Mathematics Review and refine our instructional model
Outcomes	Reading Students will: Be engaged in reading and responding to texts Be able to use the success criteria to reflect on their learning Be able to articulate personal learning goals Have improved reading outcomes Teachers will: Deepen their understanding of small group reading practices; including reciprocal teaching and literature circles Provide differentiated feedback to students to enable them to set personal learning goals Engage in coaching cycles/peer observations to reflect of their teaching practice and student outcomes

	<p>Leaders will: Make greater connections with the community so families feel confident to support home reading Create structures and time for teachers to engage in coaching cycles</p> <p>Community will: Families will support the home reading program.</p> <p>Mathematics Students will: Have a growth mindset when learning Show improved mathematics outcomes</p> <p>Teachers will: Provide learning experiences for students that connect their learning to real life contexts Deliver mathematics lessons that engage students in productive struggle Become more confident to differentiate the learning</p> <p>Leaders will: Provide the evidence based research on effective teaching practices that will increase motivation.</p> <p>Community will: Be involved in school events that promote stimulated maths learning environments that present challenges to solve.</p>			
Success Indicators	<p>Reading Evidence of student learning goals Teacher planner: explicit small group instruction Home reading parent and student feedback Learning Specialist Coaching Cycle timetables/templates</p> <p>Mathematics Revised Instructional model Maths Learning Walks P - 6</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Workshop Team Release - reading small group practices including literature circles, reciprocal teaching (Release Year 3/4 and Year 5/6 teams), conferences and goal setting.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</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
<p>Curriculum Day Professional learning delivered by Peter Sullivan on maths instructional practices (4 lesson templates), to assist us to revise our instructional model</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 2</p>	<p>\$3,500.00</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
<p>Create and deliver a coaching model. Provide PL to staff on purpose and processes of Coaching. Teachers to engage in coaching cycle with Learning Specialist.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 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
Purchase reading resources including F & P Guided Reading books Level U - Z, and home readers	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <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
Maths Learning Walks	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 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
Revise current maths instructional model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$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
Strengthen the partnership between home and school through the home reading program by upgrading resources and through communication and goal setting	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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
KIS 2.b Building practice excellence	Strengthen Professional Learning Communities to monitor and improve student outcomes.			

Actions	Build the capacity of teachers to collaboratively use data to evaluate the impact on learning.			
Outcomes	<p>Students will: Show improved learning outcomes through PLC Inquiry cycles</p> <p>Teachers will Use questioning skills to facilitate data conversations Have greater skills and knowledge by reflecting on their current practice through peer observations. (PLC facilitators) will further develop their skills in the area of questioning to analyse data (PLC facilitators) will have greater knowledge of areas for improvement/goals to lead inquiry cycles</p> <p>Leaders will: Feel successful in developing capacity through peer observations during inquiry cycles.</p>			
Success Indicators	<p>PLC Maturity matrix will show growth in the areas of Data used to focus and drive collaborative improvement and evaluate impact on learning and Structures and systems to support collaboration for improvement – focus on strategic resource management</p> <p>Observation feedback to facilitators</p> <p>Staff Opinion Survey - Peer Observations</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning delivered by Anita Calore - Reginal PLC Manager to PLC facilitators	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Staff Development Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00 <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
Staff to engage in peer observation during their PLC Inquiry cycles	<input checked="" type="checkbox"/> Teacher(s)	<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
Leaders to provide feedback to PLC facilitators on improvement goals.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 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
KIS 2.c Curriculum planning and assessment	Build teacher capacity in curriculum planning and assessment.			

Actions	<p>Reading Implement and monitor the reading unit plans.</p> <p>Mathematics Implement Maths Unit Plans across P - 6 Develop a whole school understanding of the 'Big Ideas' in mathematics.</p>
Outcomes	<p>Reading Student will: Be engaged in reading Have improved outcomes</p> <p>Teachers will: Evaluate and revise their Reading Unit plans Have a greater knowledge of the VC curriculum through evaluative discussions with colleagues</p> <p>Leaders will: Gain an understanding of the effectiveness of reading unit plans across the school.</p> <p>Mathematics Students will: Be engaged in mathematics lessons Have improved outcomes Feel challenged and take risk during problem solving.</p> <p>Teachers will: Gain an understanding of connection between mathematics and numeracy. Develop mathematical knowledge and know How, and an understanding of the four proficiencies</p> <p>Leaders will: Create timeline, structures and provide support to teams to collaboratively plan maths units of work Identify professional learning opportunities to further teachers understanding of mathematics and numeracy</p>
Success Indicators	<p>Reading Revised Reading Unit plan Staff Opinion Survey - Teaching and Learning</p>

	Mathematics Units of work Staff Opinion Survey - Teaching and Learning Observational notes from Learning Walk/Observations			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Workshop Team Release All teams to be released to collaboratively plan maths units of work	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$6,000.00 <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
Professional Learning on mathematics and numeracy; including the proficiencies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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 3	To improve the wellbeing of all students.			
12 Month Target 3.1	By 2023, the percentage positive endorsement of Years 4–6 AtoSS factors: <ul style="list-style-type: none"> • Effective classroom behaviour increases from 77 % (2022) to 78 % • Sense of confidence increases from 74 % (2022) to 78% • Teacher concern factor increases from 70 % (2022) to 75 % 			
12 Month Target 3.2	By 2023, the percentage endorsement of the SSS factor Trust in students and parents increases from 56% (2022) to 61%			
12 Month Target 3.3	By 2023, there will be a reduction in the percentage of students with 20 or more absence days from 14% (2020) to 12%			
KIS 3.a Setting expectations and promoting inclusion	Embed consistent wellbeing approaches to develop positive student relationships.			
Actions	<ul style="list-style-type: none"> * Implementing the whole-school Wellbeing scope and sequence * Implementing 'The Resilience Project' as our primary Wellbeing curriculum 			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> * Will feel positive about their role and connections within the school * Will develop consistent core wellbeing knowledge that scaffolds as they progress to later years * Will become more resilient <p>Teachers</p> <ul style="list-style-type: none"> * Will have a greater knowledge of our school's Wellbeing Curriculum and the different core components (i.e 'The Resilience Project', 'Smiling Minds' and 'RRRR') * Will feel supported with knowledge and resources to help better address the wellbeing needs of their students <p>Leaders</p> <ul style="list-style-type: none"> * Develop greater coaching skills and professional knowledge in Wellbeing field * Have greater knowledge of the teacher's needs, present throughout the school in relation to student wellbeing 			

	Community * Parents will have knowledge and transparency of what wellbeing supports exist at school and what the wellbeing curriculum looks like			
Success Indicators	<ul style="list-style-type: none"> * Staff Opinion Survey results relating to teacher's sense of support * ATOSS survey * Youth Mental Health Survey * Wellbeing scope and sequence student survey feedback * Wellbeing scope and sequence staff survey feedback * Wellbeing leader coaching minutes and timetables * Weekly and term planners that demonstrate Wellbeing planning 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
To register and begin to implement 'The Resilience Project' wellbeing curriculum	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Implement the new whole-school Wellbeing scope and sequence	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing 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
Document and communicate to staff the whole school approach to developing positive relationships	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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
Professional Learning for Wellbeing Teacher in Coaching Conversations.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
KIS 3.b Health and wellbeing	Build the capabilities of the students to manage challenges, seek opportunities and develop a positive sense of identity.			
Actions	<ul style="list-style-type: none"> * To develop school-wide consistent use of 'Zones of Regulation' in the classroom * To implement social groups across the school 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * be confident in how to acknowledge their changing emotions and utilise effective emotional regulation strategies * enjoy the benefits of social groups and feel more connected * be more resilient and confident when responding to challenges <p>Teachers</p> <ul style="list-style-type: none"> * Will have the knowledge and confidence to help students to develop their positive wellbeing strategies <p>Leaders</p> <ul style="list-style-type: none"> * Will have the skills to support teachers to improve their capacity to teach emotional regulation 			
Success Indicators	<ul style="list-style-type: none"> * Learning walk observations * Social group timetables * ATOSS survey * Artifact of 'Zones of Regulation' within the classroom * Staff student behaviour analysis data 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning relating to the 'Zones of Regulation' with resources to support	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<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
Modify the 'Ready to Learn' program with further lessons on 'The Zones of Regulation'	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Purchase resources to support social groups	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,663.00 <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
KIS 3.b Health and wellbeing	Build the capacity of teachers to implement the Victorian curriculum capabilities to address social and emotional learning.			
Actions	* To build capacity of teachers to address social and emotional learning			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> * Will feel supported by confident teachers when having their social and emotional needs observed and addressed * Will demonstrate improved learning outcomes * Will feel more engaged within their class * Students with prior significant behavioural challenges with remain in the classroom for longer <p>Teachers</p> <ul style="list-style-type: none"> * Will feel more confident in how to address the social and emotional needs of the students * Will feel more confident in how best to respond to challenging behaviours * Will have greater access to support systems and coaching relating to student wellbeing <p>Leaders</p> <ul style="list-style-type: none"> * Will have greater knowledge and skills for coaching and mentoring * 			
Success Indicators	<ul style="list-style-type: none"> * Staff Opinion Survey results relating to teacher's sense of support * ATOSS survey * Youth Mental Health Survey * Professional learning feedback * Wellbeing leader coaching minutes and timetables * Student classroom withdrawal data 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Professional learning for teachers relating to behaviour management and student wellbeing	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<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
Ongoing maintenance of school-wide use of consistent, formal behavioural response plans	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 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
Developing a protocol for consistent, collaborative discussions about Student Wellbeing during PLC meetings	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 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
Build the capacity of the Wellbeing Leading Teacher to effectively coach and mentor staff in relation to student wellbeing through the Department MHIPS program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$87,479.00	\$85,663.00	\$1,816.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$87,479.00	\$85,663.00	\$1,816.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Increase tutor time fraction and provide opportunities to liaise with classroom teachers	\$21,000.00
Employ a part-time PSD and Additional Learning needs coordinator	\$52,000.00
Purchase reading resources including F & P Guided Reading books Level U - Z, and home readers	\$10,000.00
Purchase resources to support social groups	\$4,663.00
Totals	\$87,663.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Increase tutor time fraction and provide opportunities to liaise with classroom teachers	from: Term 1 to: Term 1	\$21,000.00	<input checked="" type="checkbox"/> School-based staffing
Employ a part-time PSD and Additional Learning needs coordinator	from: Term 1 to: Term 1	\$52,000.00	<input checked="" type="checkbox"/> School-based staffing
Purchase reading resources including F & P Guided Reading books Level U - Z, and home readers	from: Term 1 to: Term 2	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Purchase resources to support social groups	from: Term 1 to: Term 4	\$4,663.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$85,663.00	

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
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Totals		\$0.00	
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Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Workshop Team Release - reading small group practices including literature circles, reciprocal teaching (Release Year 3/4 and Year 5/6 teams), conferences and goal setting.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Narissa Leung - online module possibly	<input checked="" type="checkbox"/> On-site
Curriculum Day Professional learning delivered by Peter Sullivan on maths instructional practices (4 lesson templates), to assist us to revise our instructional model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Peter Sullivan	<input checked="" type="checkbox"/> On-site
Revise current maths instructional model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Professional learning delivered by Anita Calore - Reginal PLC Manager to PLC facilitators	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Staff Development Coordinator					
Staff to engage in peer observation during their PLC Inquiry cycles	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Workshop Team Release All teams to be released to collaboratively plan maths units of work	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
To register and begin to implement 'The Resilience Project' wellbeing curriculum	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Resilience project <input checked="" type="checkbox"/> Departmental resources Network colleagues - SDS	<input checked="" type="checkbox"/> On-site
Document and communicate to staff the whole school approach to developing positive relationships	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Professional Learning for Wellbeing Teacher in Coaching Conversations.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Bastow Grow coaching
Professional learning for teachers relating to behaviour management and student wellbeing	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site
Professional learning relating to the 'Zones of Regulation' with resources to support	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build the capacity of the Wellbeing Leading Teacher to effectively coach and mentor staff in relation to student wellbeing through the Department MHIPS program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Departmental resources HiSp - Professional development etc	<input checked="" type="checkbox"/> Off-site MHiSP - department resources and PD