

2023 Annual Implementation Plan

for improving student outcomes

Ballarat North Primary School (4690)



Submitted for review by David Garner (School Principal) on 21 November, 2022 at 12:19 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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

Enter your reflective comments	<p>2022 has continued to be a disrupted year with staff illnesses and disruption to programs. Our PLCs have been refreshed through coaching with PLC leaders, and teachers have engaged with PLC inquiries and classroom observations.</p> <p>A focus on differentiation in all classrooms has been a focus for our staff in 2022 and will continue to be in 2023. Staff will need to be supported to improve differentiation in their classrooms and we plan to do this through utilising our learning specialist role and through a targeted and focused professional learning plan.</p>
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	<p>Leadership roles continue to be defined and are an important piece of work moving forward. Developing the capacity of our middle leaders will continue to be a focus moving forward, as we will have a shift in a number of leadership roles and structures for 2023.</p> <p>Structures for student leadership, voice and agency have been a focus in planning for 2023.</p> <p>We began our partnership with Real Schools consultant Sheila Bollard with a focus on Restorative Practices and culture. This will continue in 2023.</p>
<p>Considerations for 2023</p>	<ul style="list-style-type: none"> - Most effective use of disability support inclusion funding will need to be discussed and regularly reviewed to ensure it is having the desired impact. This funding will further support teachers to cater for and support a range of students in their classrooms - A focus on differentiation in our 2023 AIP should enable our school to strengthen our practices in this area and to strengthen student learning outcomes, this will include data collation and data literacy of staff - PLC processes will continue to be strengthened off the back of PLC coaching in 2022 - We began our partnership with Real Schools consultant Sheila Bollard with a focus on Restorative Practices and culture. This will continue in 2023 through the development of an action plan.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<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>
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 maximise the learning growth of every student.
Target 2.1	<p>Teacher Judgement: Reading, Writing and Numeracy</p> <p>Increase the percentage of students achieving above age expected level:</p> <p>In Year 1</p> <ul style="list-style-type: none"> • Reading from 25% (2019) to 38% (2023) • Writing from 23% (2019) to 25% (2023) • Number & Algebra from 11% (2019) to 25% (2023) <p>In Year 3</p>

	<ul style="list-style-type: none"> • Reading from 47% (2019) to 50% (2023) • Writing from 30% (2019) to 35% (2023) • Number & Algebra from 31% (2019) to 36% (2023) <p>In Year 5</p> <ul style="list-style-type: none"> • Reading from 41% (2019) to 45% (2023) • Writing from 34% (2019) to 38% (2023) • Number & Algebra from 34% (2019) to 38% (2023)
<p>Target 2.2</p>	<p>NAPLAN: Reduce the percentage of students in the bottom two bands:</p> <p>Year 3 students:</p> <ul style="list-style-type: none"> • Reading from 18% in 2019 to 10% in 2023 • Number from 11% in 2019 to 8% in 2023 <p>Year 5 students:</p> <ul style="list-style-type: none"> • Reading from 13% in 2018/ 7% in 2019 to 8% in 2023 • Number from 11% in 2019 to 8% in 2023
<p>Target 2.3</p>	<p>Benchmark Growth</p> <p>By 2023, the percentage of Year 5 students will be assessed as meeting at or above NAPLAN Benchmark Growth will be:</p> <ul style="list-style-type: none"> • Reading 84% (84% 2019) • Writing 90% (90% 2019)

	<ul style="list-style-type: none"> Numeracy 89% (89% 2019)
Key Improvement Strategy 2.a Curriculum planning and assessment	Review and improve whole school curriculum planning to ensure alignment with the Victorian Curriculum.
Key Improvement Strategy 2.b Building practice excellence	Enhance teacher practice through the consistent implementation of the agreed school-wide pedagogical model.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capacity in data literacy to support teacher judgment and inform differentiation in teacher practice.
Goal 3	To improve student agency in their learning.
Target 3.1	<p>Drafting note: AToSS is the only student measure target used to measure this goal, suggest you consider including another measure of engagement.</p> <p>Attitudes to School Survey:</p> <p>In every year of the Strategic Plan, the percentage of Year 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be:</p> <p>Learner characteristics and disposition domain</p> <ul style="list-style-type: none"> Self-regulation and goal setting from 92% (2019) to same or above <p>Social engagement domain</p> <ul style="list-style-type: none"> Student Voice and agency from 92% (2019) to same or above
Target 3.2	By 2023, the percentage of parents responding positively to the following measure contained in the Parent Opinion Survey to be:

	<p>Student Cognitive Engagement domain</p> <ul style="list-style-type: none"> • Student motivation and support from 84% in 2019 to 90% • Effective teaching from 86% in 2019 to 90%
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Further develop student involvement and agency in the development and delivery of curriculum.</p>
<p>Key Improvement Strategy 3.b Setting expectations and promoting inclusion</p>	<p>Develop a whole school approach to goal setting.</p>
<p>Key Improvement Strategy 3.c Building communities</p>	<p>Further develop and implement the model for communication with parents in relation to curriculum/goal setting.</p>
<p>Goal 4</p>	<p>To enhance the health and wellbeing of all students.</p>
<p>Target 4.1</p>	<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be:</p> <p>Teacher-student relations domain</p> <ul style="list-style-type: none"> • Teacher concern from 82% (2019) to 88% <p>Not experiencing bullying domain</p> <ul style="list-style-type: none"> • Not experiencing bullying from 59% (2019) to 68%
<p>Target 4.2</p>	<p>By 2023 the percentage of parents responding positively to the following measures contained in the Parent Opinion Survey to be:</p> <p>Safety domain</p> <ul style="list-style-type: none"> • Non-experience of bullying from 63% (2019) to 72% • Promoting positive behaviour from 91% (2019) to 95%

Key Improvement Strategy 4.a Health and wellbeing	Enhance the school's current wellbeing framework.
Key Improvement Strategy 4.b Parents and carers as partners	Further develop a consistent school wide approach to communication with parents and carers.

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</p> <p>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>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING PRIORITY</p> <p>By the end of 2023, increase the percentage of students in the top two bands:</p> <p>Year 3 students:</p> <ul style="list-style-type: none"> • Reading from 48% in 2022 to 50% in 2023 • Number from 34% in 2022 to 40% in 2023 <p>Year 5 students:</p> <ul style="list-style-type: none"> • Reading from 56% in 2022 to 60% in 2023 • Number from 19% in 2022 to 25% in 2023 <p>WELLBEING PRIORITY</p> <p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be:</p> <ul style="list-style-type: none"> - Teacher concern from 67% in 2022 to

			<p>80% in 2023</p> <p>- Managing bullying from 68% in 2022 to 80% in 2023</p> <p>- Respect for diversity from 73% in 2022 to 80% in 2023</p>
To maximise the learning growth of every student.	Yes	<p>Teacher Judgement: Reading, Writing and Numeracy</p> <p>Increase the percentage of students achieving above age expected level:</p> <p>In Year 1</p> <ul style="list-style-type: none"> • Reading from 25% (2019) to 38% (2023) • Writing from 23% (2019) to 25% (2023) • Number & Algebra from 11% (2019) to 25% (2023) <p>In Year 3</p> <ul style="list-style-type: none"> • Reading from 47% (2019) to 50% (2023) • Writing from 30% (2019) to 35% (2023) • Number & Algebra from 31% (2019) to 36% (2023) <p>In Year 5</p> <ul style="list-style-type: none"> • Reading from 41% (2019) to 45% (2023) • Writing from 34% (2019) to 38% (2023) • Number & Algebra from 34% (2019) to 38% (2023) 	<p>Teacher Judgement: Reading, Writing and Numeracy</p> <p>By the end of 2023, increase the percentage of students achieving above age expected level:</p> <p>In Year 1</p> <ul style="list-style-type: none"> • Reading from 25% (2019) to 38% (2023) • Writing from 23% (2019) to 25% (2023) • Number & Algebra from 11% (2019) to 25% (2023) <p>In Year 3</p> <ul style="list-style-type: none"> • Reading from 47% (2019) to 50% (2023) • Writing from 30% (2019) to 35% (2023) • Number & Algebra from 31% (2019) to 36% (2023) <p>In Year 5</p> <ul style="list-style-type: none"> • Reading from 41% (2019) to 45% (2023)

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		<p>Benchmark Growth By 2023, the percentage of Year 5 students will be assessed as meeting at or above NAPLAN Benchmark Growth will be:</p> <ul style="list-style-type: none"> • Reading 84% (84% 2019) • Writing 90% (90% 2019) • Numeracy 89% (89% 2019) 	<p>Benchmark Growth By 2023, the percentage of Year 5 students will be assessed as meeting at or above NAPLAN Benchmark Growth will be:</p> <p>Reading 84% (84% 2019) (68% in 2021) Writing 90% (90% 2019) (76% in 2021) Numeracy 89% (89% 2019) (81% in 2021)</p>

To improve student agency in their learning.	No	<p>Drafting note: AToSS is the only student measure target used to measure this goal, suggest you consider including another measure of engagement.</p> <p>Attitudes to School Survey:</p> <p>In every year of the Strategic Plan, the percentage of Year 4-6 students responding positively to the following measures contained the Attitudes to School Survey to be:</p> <p>Learner characteristics and disposition domain</p> <ul style="list-style-type: none"> • Self-regulation and goal setting from 92% (2019) to same or above <p>Social engagement domain</p> <ul style="list-style-type: none"> • Student Voice and agency from 92% (2019) to same or above 	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 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 maximise the learning growth of every student.	
12 Month Target 2.1	<p>Teacher Judgement: Reading, Writing and Numeracy</p> <p>By the end of 2023, increase the percentage of students achieving above age expected level:</p> <p>In Year 1</p> <ul style="list-style-type: none"> • Reading from 25% (2019) to 38% (2023) • Writing from 23% (2019) to 25% (2023) • Number & Algebra from 11% (2019) to 25% (2023) 	

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12 Month Target 2.3	<p>Benchmark Growth</p> <p>By 2023, the percentage of Year 5 students will be assessed as meeting at or above NAPLAN Benchmark Growth will be:</p> <p>Reading 84% (84% 2019) (68% in 2021)</p> <p>Writing 90% (90% 2019) (76% in 2021)</p> <p>Numeracy 89% (89% 2019) (81% in 2021)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Review and improve whole school curriculum planning to ensure alignment with the Victorian Curriculum.	No

KIS 2 Building practice excellence	Enhance teacher practice through the consistent implementation of the agreed school-wide pedagogical model.	Yes
KIS 3 Evaluating impact on learning	Build teacher capacity in data literacy to support teacher judgment and inform differentiation in teacher practice.	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.	This goal aligns closely to the priorities goal, particularly in the area of learning. Our data indicates that student learning growth has plateaued in the past 2 to 3 years. Data collation, analysis and literacy will be key professional learning areas for staff, as will be a focus on differentiation in the classroom. The school is engaging with consultants, employing a new learning specialist and implementing structures designed at targetting the maximising of student learning growth in 2023.	

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 PRIORITY By the end of 2023, increase the percentage of students in the top two bands: Year 3 students: <ul style="list-style-type: none"> • Reading from 48% in 2022 to 50% in 2023 • Number from 34% in 2022 to 40% in 2023 Year 5 students: <ul style="list-style-type: none"> • Reading from 56% in 2022 to 60% in 2023 • Number from 19% in 2022 to 25% in 2023 WELLBEING PRIORITY By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Attitudes to School Survey to be: <ul style="list-style-type: none"> - Teacher concern from 67% in 2022 to 80% in 2023 - Managing bullying from 68% in 2022 to 80% in 2023 - Respect for diversity from 73% in 2022 to 80% in 2023
KIS 1 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"> - Revise and update our whole school approach to the teaching of numeracy across our school - Embed the F&P benchmarking assessment system so that we can track reading achievement across the school and utilise data for targeted teaching

	<ul style="list-style-type: none"> - Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs, including the development of a plan a to most effectively use disability support inclusion funding and tutor learning funding to further support and differentiate teaching and learning for students. - Develop a school wide approach to differentiation in the classroom in both literacy and numeracy, including the development of non-negotiable expectations for all teachers across the school - Establish a PLC link-school relationship with network school/s to continue to develop and embed our PLC structures and practices
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - participate in differentiated lessons in literacy and numeracy based on their point of need - know and understand their personal learning goals in reading, writing and numeracy which will be reflected upon and changed at least once per term and their next steps for learning - have access to a range of support programs, such as TLI and intervention - experience success and celebrate their achievements <p>Teachers will:</p> <ul style="list-style-type: none"> - trial and incorporate a range of differentiation strategies to ensure that students are taught at their point of need in literacy and numeracy - plan for the use of differentiation strategies and targeted teaching in their weekly planners - participate in weekly PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons - participate in peer observations, aligned to PLC Inquiries and School-wide Key Improvement Strategies - regularly meet and communicate with tutors and education support staff to ensure learning is adapted for all students - complete ABLES testing for identified students - actively participate in regular professional learning and use what is learned to inform their classroom practice <p>Leaders will:</p> <ul style="list-style-type: none"> - plan for, provide and facilitate regular professional learning for staff - ensure that time is prioritised and provided for peer observations and collaboration between teachers, education support staff and tutors to occur on a regular basis - lead the review and updating of our school's approach to teaching numeracy across the school - conduct regular observations and learning walks and share these observations and data with staff on a regular basis - help identify students to participate in the tutor learning initiative and will actively monitor and support the effectiveness of this at our school - support staff to develop and embed a range of differentiation strategies in both literacy and numeracy
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Teacher planners will show differentiation using a range of differentiation strategies - Peer observation records to show observations have occurred - All students have been placed on the F&P benchmarking system

	<ul style="list-style-type: none"> - Student goal reflections will show progress in student learning as will student IEPs - Professional learning schedules will demonstrate a sustained focus on differentiation in 2023 - PLC agendas and inquiry cycle documentation - Student assessment data will show learning growth for students and will be used formatively to inform next steps in learning - Student feedback - develop and implement student surveys focussed on school climate and differentiation - Revised whole school approach to numeracy will be documented and a shared understanding will be evident among staff - Teacher judgements in the semester 1 and 2 reports - 2023 NAPLAN results, i.e. benchmark growth - Pre and post test data comparison for students participating in the tutor learning initiative 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SIT and Leadership Teams to seek feedback on, revise the effectiveness of, and refine our whole school approach to the teaching and learning of numeracy and literacy	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <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
Prioritise time for teachers and education support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <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
Provide ongoing professional learning on evidence based differentiation strategies i.e. Numeracy consultant, Michael Minas; spelling, phonics and guided reading in literacy.	<input checked="" type="checkbox"/> All Staff	<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
Continue to create, understand and implement IEPs and hold regular SSGs for PSD funded students, students at risk and those with additional learning needs and embed practices around the implementation of SMART goals	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <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

<p>Embed the Professional Learning Community improvement cycle (include a focus on differentiation in Numeracy) and set-up a Link-School relationship through PLC regional structures</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <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
<p>Continue to develop and implement processes and models for targeted intervention, learning support, and tutoring.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</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>KIS 2 Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<ul style="list-style-type: none"> - Continue to develop a whole school approach, with the support of Real Schools, to restorative practices across our school - Continue to support students to re-engage and develop positive social connections with other students - Embed our school's behaviour management approach 			

	<ul style="list-style-type: none"> - Develop a whole school professional learning plan based on evidenced based approaches to support student wellbeing across the school - Develop and implement a specific action plan in partnership with Real Schools consultant, Sheila Bollard 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - participate in explicit lessons aimed to develop social and emotional skills - know, understand and reflect upon the expectations of their behaviour in the yard - have access to allied health providers if required and internal access to wellbeing supports <p>Teachers will:</p> <ul style="list-style-type: none"> - implement lunchtime clubs - have a consistent approach to the management of issues in the yard - deliver regular RRRR lessons throughout the year - actively look for and reinforce positive behaviours in the yard - revisit yard rules and boundaries and regularly remind students about these - participate in professional development to respond to trends in student wellbeing data - participate in Real Schools professional learning and apply what has been learned across our school, including the ongoing reflection of these practices e.g. restorative circles, use of affective statements <p>ES staff will:</p> <ul style="list-style-type: none"> - support lunch/recess playtimes - facilitate SIC club for students <p>Leaders will:</p> <ul style="list-style-type: none"> - increase communication with the school community about positive behaviours at our school - support teachers to build their understanding of the personal and social capabilities component of the curriculum <p>Support programs to be offered can include Drumbeat, STAP, Seasons, SIC, Yarning, Clubs</p>			
Success Indicators	<ul style="list-style-type: none"> - Teacher planners will show that RRRR lessons and Smiling Minds lessons are planned and taught on a regular basis - A reduction in behaviour book entries (Compass) for student behaviour across the school - An improvement in ATOSS data in all domains - Anecdotal notes and observations will show improvements in targeted behaviours - Newsletters and communication or communication logs will show an increase in positive communication - Lesson plans and photos for SIC club 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Professional learning for staff around wellbeing initiatives i.e. Disability Inclusion, Mental Health Fund, eSmart, Dogs Connect to ensure consistent implementation across the school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$25,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Continue to embed restorative practices in partnership with Real Schools and include ongoing parent information sessions and communication around wellbeing initiatives within our school.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$18,000.00</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>Embed student management strategies as a staff to develop consistency of practice in line with Real Schools.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<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
Goal 2	To maximise the learning growth of every student.			
12 Month Target 2.1	<p>Teacher Judgement: Reading, Writing and Numeracy</p> <p>By the end of 2023, increase the percentage of students achieving above age expected level:</p> <p>In Year 1</p> <ul style="list-style-type: none"> • Reading from 25% (2019) to 38% (2023) • Writing from 23% (2019) to 25% (2023) • Number & Algebra from 11% (2019) to 25% (2023) <p>In Year 3</p> <ul style="list-style-type: none"> • Reading from 47% (2019) to 50% (2023) • Writing from 30% (2019) to 35% (2023) • Number & Algebra from 31% (2019) to 36% (2023) <p>In Year 5</p> <ul style="list-style-type: none"> • Reading from 41% (2019) to 45% (2023) • Writing from 34% (2019) to 38% (2023) • Number & Algebra from 34% (2019) to 38% (2023) 			

12 Month Target 2.2	<p>By the end of 2023, reduce the percentage of students in the bottom two bands:</p> <p>Year 3 students:</p> <ul style="list-style-type: none"> • Reading from 20% in 2022 to 15% in 2023 • Number from 18% in 2022 to 10% in 2023 <p>Year 5 students:</p> <ul style="list-style-type: none"> • Reading from 7% in 2022 to 7% in 2023 • Number from 12% in 2022 to 8% in 2023
12 Month Target 2.3	<p>Benchmark Growth By 2023, the percentage of Year 5 students will be assessed as meeting at or above NAPLAN Benchmark Growth will be:</p> <p>Reading 84% (84% 2019) (68% in 2021) Writing 90% (90% 2019) (76% in 2021) Numeracy 89% (89% 2019) (81% in 2021)</p>
KIS 1 Building practice excellence	<p>Enhance teacher practice through the consistent implementation of the agreed school-wide pedagogical model.</p>
Actions	<ul style="list-style-type: none"> - Revise and update our whole school approach to the teaching of numeracy across our school - Embed the F&P benchmarking assessment system so that we can track reading achievement across the school and utilise data for targeted teaching - Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs, including the development of a plan a to most effectively use disability support inclusion funding and tutor learning funding to further support and differentiate teaching and learning for students. - Develop a school wide approach to differentiation in the classroom in both literacy and numeracy, including the development of non-negotiable expectations for all teachers across the school
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - participate in differentiated lessons in literacy and numeracy based on their point of need - know and understand their personal learning goals in reading, writing and numeracy which will be reflected upon and changed at least once per term and their next steps for learning - have access to a range of support programs, such as TLI and intervention

	<ul style="list-style-type: none"> - experience success and celebrate their achievements <p>Teachers will:</p> <ul style="list-style-type: none"> - trial and incorporate a range of differentiation strategies to ensure that students are taught at their point of need in literacy and numeracy - plan for the use of differentiation strategies and targeted teaching in their weekly planners - participate in weekly PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons - participate in peer observations, aligned to PLC Inquiries and School-wide Key Improvement Strategies - regularly meet and communicate with tutors and education support staff to ensure learning is adapted for all students - complete ABLES testing for identified students - actively participate in regular professional learning and use what is learned to inform their classroom practice <p>Leaders will:</p> <ul style="list-style-type: none"> - plan for, provide and facilitate regular professional learning for staff - ensure that time is prioritised and provided for peer observations and collaboration between teachers, education support staff and tutors to occur on a regular basis - lead the review and updating of our school's approach to teaching numeracy across the school - conduct regular observations and learning walks and share these observations and data with staff on a regular basis - help identify students to participate in the tutor learning initiative and will actively monitor and support the effectiveness of this at our school - support staff to develop and embed a range of differentiation strategies in both literacy and numeracy 			
Success Indicators	<ul style="list-style-type: none"> - Teacher planners will show differentiation using a range of differentiation strategies - Peer observation records to show observations have occurred - All students have been placed on the F&P bench-marking system - Student goal reflections will show progress in student learning as will student IEPs - Professional learning schedules will demonstrate a sustained focus on differentiation in 2023 - PLC agendas and inquiry cycle documentation - Student assessment data will show learning growth for students and will be used formatively to inform next steps in learning - Student feedback - develop and implement student surveys focussed on school climate and differentiation - Revised whole school approach to numeracy will be documented and a shared understanding will be evident among staff - Teacher judgements in the semester 1 and 2 reports - 2023 NAPLAN results, i.e. benchmark growth - Pre and post test data comparison for students participating in the tutor learning initiative 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Continue to develop processes/structures for coaching/mentoring and termly peer observations of out instructional model and Hight Impact Teaching Strategies</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <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
<p>Introduce and conduct regular leadership observations and learning walks to collect data and information that will inform future professional learning, feedback and school improvement foci (Term 1 - choice; Term 2 - Numeracy; Term 3 - Differentiation; Term 4 - Spelling/Phonics Instruction)</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 <input checked="" type="checkbox"/> School Improvement Team 	<p><input type="checkbox"/> PLP Priority</p>	<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
<p>Continue to build teacher's capacity to analyse F&P data to inform differentiation in literacy</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader 	<p><input type="checkbox"/> PLP Priority</p>	<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
Develop teachers' understanding of the levels of reading comprehension and how to plan for and implement this in their daily practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input 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
KIS 2 Evaluating impact on learning	Build teacher capacity in data literacy to support teacher judgment and inform differentiation in teacher practice.			
Actions	<ul style="list-style-type: none"> - Develop data literacy of teacher and ES staff to inform understanding of student needs and progress and identify students requiring additional support - Embed consistent approaches to formative assessment - Support staff to embed the use of SPA, Essential Assessment, EOI/MOI, PAT and other data sets to inform targetted planning - Build staff capacity to access and interpret key data sets within PLCs and inform classroom planning 			
Outcomes	<ul style="list-style-type: none"> - Teachers will confidently and accurately identify student learning needs of their students through regular access to data - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons 			

	<ul style="list-style-type: none"> - Teachers will use HITs, with a focus on differentiation, to plan units and lessons - Teachers will consistently and explicitly implement the school's instructional models - Students will know how lessons are structured and how this supports their learning - Teachers will provide regular feedback and monitor student progress - Students in need of targeted academic support or intervention will be identified and supported - Nominated or relevant teachers, leaders and ES staff will establish intervention/small group programs 			
Success Indicators	<ul style="list-style-type: none"> - Teacher planners will show differentiation using a range of differentiation strategies - Peer observation records to show observations have occurred - All students have been placed on the F&P bench-marking system - Student goal reflections will show progress in student learning as will student IEPs - Professional learning schedules will demonstrate a sustained focus on differentiation in 2023 - PLC agendas and inquiry cycle documentation - Student assessment data will show learning growth for students and will be used formatively to inform next steps in learning - Student feedback - develop and implement student surveys focussed on school climate and differentiation - Revised whole school approach to numeracy will be documented and a shared understanding will be evident among staff - Teacher judgements in the semester 1 and 2 reports - 2023 NAPLAN results, i.e. benchmark growth - Pre and post test data comparison for students participating in the tutor learning initiative 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Re-establish the Student Performance Analyser (SPA) as an ongoing tool for consistent data collation across the school	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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

<p>Design and deliver professional learning on data literacy and formative assessment and collecting, moderating, analysing, responding to and monitoring data throughout the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</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>Continue to build teacher capacity to complete ABLES testing and analyse the results to cater for student needs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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>Review and refine the SMART spelling model with all staff</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader 	<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
Professional learning around explicit phonics instruction for all staff	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Literacy Leader	<input 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$166,859.73	-\$166,859.73
Disability Inclusion Tier 2 Funding	\$0.00	\$198,414.47	-\$198,414.47
Schools Mental Health Fund and Menu	\$0.00	\$5,000.00	-\$5,000.00
Total	\$0.00	\$370,274.20	-\$370,274.20

Activities and Milestones – Total Budget

Activities and Milestones	Budget
SIT and Leadership Teams to seek feedback on, revise the effectiveness of, and refine our whole school approach to the teaching and learning of numeracy and literacy	\$6,000.00
Prioritise time for teachers and education support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities.	\$40,000.00
Continue to create, understand and implement IEPs and hold regular SSGs for PSD funded students, students at risk and those with additional learning needs and embed practices around the implementation of SMART goals	\$30,000.00
Embed the Professional Learning Community improvement cycle (include a focus on differentiation in Numeracy) and set-up a Link-School relationship through PLC regional structures	\$20,000.00
Professional learning for staff around wellbeing initiatives i.e. Disability Inclusion, Mental Health Fund, eSmart, Dogs	\$25,000.00

Connect to ensure consistent implementation across the school.	
Continue to develop processes/structures for coaching/mentoring and termly peer observations of out instructional model and Hight Impact Teaching Strategies	\$20,000.00
Re-establish the Student Performance Analyser (SPA) as an ongoing tool for consistent data collation across the school	\$3,000.00
Continue to build teacher capacity to complete ABLES testing and analyse the results to cater for student needs	\$5,000.00
Totals	\$149,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
SIT and Leadership Teams to seek feedback on, revise the effectiveness of, and refine our whole school approach to the teaching and learning of numeracy and literacy	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Embed the Professional Learning Community improvement cycle (include a focus on differentiation in Numeracy) and set-up a Link-School relationship through PLC regional structures	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Professional learning for staff around wellbeing initiatives i.e. Disability Inclusion, Mental Health Fund, eSmart, Dogs Connect to	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

ensure consistent implementation across the school.			
Continue to develop processes/structures for coaching/mentoring and termly peer observations of out instructional model and Hight Impact Teaching Strategies	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Re-establish the Student Performance Analyser (SPA) as an ongoing tool for consistent data collation across the school	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$64,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Prioritise time for teachers and education support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Continue to create, understand and implement IEPs and hold regular SSGs for PSD funded students, students at risk and those with additional learning needs and embed practices around the implementation of SMART goals	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties

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Professional learning for staff around wellbeing initiatives i.e. Disability Inclusion, Mental Health Fund, eSmart, Dogs Connect to ensure consistent implementation across the school.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Continue to build teacher capacity to complete ABLES testing and analyse the results to cater for student needs	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT •
Totals		\$80,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Professional learning for staff around wellbeing initiatives i.e. Disability Inclusion, Mental Health Fund, eSmart, Dogs Connect to ensure consistent implementation across the school.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Dogs Connect Program
Totals		\$5,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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Assistant Principal overseeing wellbeing and inclusion structures and processes.	\$118,414.47
Employment of a wellbeing teacher or school counsellor	\$43,918.11
CRT release for classroom observations and targeted team planning	\$20,000.00
Staffing for small group social-emotional learning sessions/teacher release for SSGS, planning and PL	\$42,849.73
Furniture, material and resources for social-emotional learning sessions, data collection tools to identify student learning needs, etc.	\$40,000.00
Totals	\$265,182.31

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Assistant Principal overseeing wellbeing and inclusion structures and processes.	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> School-based staffing
Employment of a wellbeing teacher or school counsellor	from: Term 1 to: Term 4	\$0.00	
CRT release for classroom observations and targeted team planning	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> CRT
Staffing for small group social-emotional learning	from: Term 1	\$42,859.73	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

sessions/teacher release for SSGS, planning and PL	to: Term 4		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Furniture, material and resources for social-emotional learning sessions, data collection tools to identify student learning needs, etc.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets
Totals		\$102,859.73	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Assistant Principal overseeing wellbeing and inclusion structures and processes.	from: Term 1 to: Term 4	\$118,414.47	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Employment of a wellbeing teacher or school counsellor	from: Term 1 to: Term 4	\$0.00	
CRT release for classroom observations and targeted team planning	from: Term 1 to: Term 4	\$0.00	
Staffing for small group social-emotional learning sessions/teacher release for SSGS, planning and PL	from: Term 1 to: Term 4	\$0.00	
Furniture, material and resources for social-emotional learning	from: Term 1	\$0.00	

sessions, data collection tools to identify student learning needs, etc.	to: Term 4		
Totals		\$118,414.47	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Assistant Principal overseeing wellbeing and inclusion structures and processes.	from: Term 1 to: Term 4		
Employment of a wellbeing teacher or school counsellor	from: Term 1 to: Term 4	\$43,918.11	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
CRT release for classroom observations and targeted team planning	from: Term 1 to: Term 4	\$0.00	
Staffing for small group social-emotional learning sessions/teacher release for SSGS, planning and PL	from: Term 1 to: Term 4	\$0.00	
Furniture, material and resources for social-emotional learning sessions, data collection tools to identify student learning needs, etc.	from: Term 1 to: Term 4	\$0.00	
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
SIT and Leadership Teams to seek feedback on, revise the effectiveness of, and refine our whole school approach to the teaching and learning of numeracy and literacy	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Michael Minas	<input checked="" type="checkbox"/> On-site
Prioritise time for teachers and education support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <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"/> 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
Provide ongoing professional learning on evidence based differentiation strategies i.e. Numeracy consultant, Michael Minas; spelling, phonics and guided reading in literacy.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Michael Minas <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning for staff around wellbeing initiatives i.e. Disability Inclusion,	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Mental Health Fund, eSmart, Dogs Connect to ensure consistent implementation across the school.	<input checked="" type="checkbox"/> Wellbeing Team	to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Design and deliver professional learning on data literacy and formative assessment and collecting, moderating, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site