2023 Annual Implementation Plan

for improving student outcomes

Garrang Wilam Primary School (5574)

Submitted for review by Natalie Nelson (School Principal) on 12 December, 2022 at 01:37 PM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 30 January, 2023 at 11:10 AM
Endorsed by Quenton Walsh (School Council President) on 26 April, 2023 at 09:16 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.	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	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	All members of the executive leadership team participated in the self evaluation using opinion survey data, NAPLAN data, teacher judgement data, observations and feedback from all stakeholders. These comments and levels agreed upon against the FISO 2.0 dimensions are fair and accurate.
Considerations for 2023	The following action will be taken in 2023. - steer the development of the school wide literacy and numeracy documentation

	- develop a varied scope and sequence to enable the shared distribution of physical resources to support student learning - continuing to work on the whole school assessment schedule - continue to build on the whole school moderation for literacy and numeracy - develop rich assessment tasks and rubrics to make informed assessments - Co-create learning goals with teacher and share these learning goals with their family developing student voice and agency around their learning - Begin the implementation of Disability Inclusion Funding
Documents that support this plan	

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	In 2023 we will continue to focus on student wellbeing through the 2023 Priorities Goal and a wellbeing Key Improvement Strategy.
Target 2.1	• By 2023, maintain student voice and agency above 80% (taking into account a 60% increase in the amount of students enrolled from grades 4-6) as evidenced by ATOSS • To increase the number of students in grades 4-6 assessed as "at standard" for Personal Social Capabilities from 24% to above 40%. • To increase the number of students in grades 4-6 assessed as "above standard" for Personal Social Capabilities from 0% to 8%

Key Improvement Strategy 2.a Health and wellbeing	Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 3	In 2023 we will continue to focus on student learning - with an increased focus on Reading
Target 3.1	To decrease the variable between Semester 1 Teacher Judgements and 2023 NAPLAN results to be within 10% for Reading in years 3 and 5. To increase the number of students working above expected level and decrease the number of students working below expected level in Teacher Judgement Growth (Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6. Teacher Judgements in Semester 1 2022: Year 1: 28% Above, 14% Below Year 4: 8% Above, 60% Below Year 5:14% Above, 39% Below.
Key Improvement Strategy 3.a Building practice excellence	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in reading
Goal 4	In 2023 we will continue to focus on student learning - with an increased focus on Mathematics
Target 4.1	To decrease the variable between Semester 1 Teacher Judgements 2023 and 2023 NAPLAN results to be within 10% for Number & Algebra in Years 3 and 5. To increase the number of students working above expected level and decrease the number of students working below expected level in Number & Algebra Teacher Judgements (Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6.

	Teacher Judgements in Semester 1 2022:
	Year 2: 6% Above, 34% Below,
	Year 5:10% Above, 34% Below,
	Year 6: 6% Above, 47% Below.
	Year 6: 6% Above, 47% Below.
Key Improvement Strategy 4.a Curriculum planning and assessment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2023 Priorities	See goals 2,3&4
In 2023 we will continue to focus on student wellbeing through the 2023 Priorities Goal and a wellbeing Key Improvement Strategy.	Yes	• By 2023, maintain student voice and agency above 80% (taking into account a 60% increase in the amount of students enrolled from grades 4-6) as evidenced by ATOSS • To increase the number of students in grades 4-6 assessed as "at standard" for Personal Social Capabilities from 24% to above 40%. • To increase the number of students in grades 4-6 assessed as "above standard" for Personal Social Capabilities from 0% to 8%	By 2023, maintain student voice and agency above 80% (taking into account a 60% increase in the amount of students enrolled from grades 4-6) as evidenced by ATOSS To increase the number of students in grades 4-6 assessed as "at standard" for Personal Social Capabilities from 24% to above 40%. To increase the number of students in grades 4-6 assessed as "above standard" for Personal Social Capabilities from 0% to 8%
In 2023 we will continue to focus on student learning - with an increased focus on Reading	Yes	To decrease the variable between Semester 1 Teacher Judgements and 2023 NAPLAN results to be within 10% for Reading in years 3 and 5. To increase the number of students working above expected level and decrease the number of students working below expected level in Teacher Judgement Growth (Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6. Teacher Judgements in Semester 1 2022: Year 1: 28% Above, 14% Below	To decrease the variable between Semester 1 Teacher Judgements and 2023 NAPLAN results to be within 10% for Reading in years 3 and 5.To increase the number of students working above expected level and decrease the number of students working below expected level in Teacher Judgement Growth

		Year 4: 8% Above, 60% Below Year 5:14% Above, 39% Below.	(Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6. Teacher Judgements in Semester 1 2022:Year 1: 28% Above, 14% BelowYear 4: 8% Above, 60% Below Year 5:14% Above, 39% Below.
In 2023 we will continue to focus on student learning - with an increased focus on Mathematics	Yes	To decrease the variable between Semester 1 Teacher Judgements 2023 and 2023 NAPLAN results to be within 10% for Number & Algebra in Years 3 and 5. To increase the number of students working above expected level and decrease the number of students working below expected level in Number & Algebra Teacher Judgements (Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6. Teacher Judgements in Semester 1 2022: Year 2: 6% Above, 34% Below, Year 5:10% Above, 34% Below, Year 6: 6% Above, 47% Below. Year 6: 6% Above, 47% Below.	To decrease the variable between Semester 1 Teacher Judgements 2023 and 2023 NAPLAN results to be within 10% for Number & Algebra in Years 3 and 5.To increase the number of students working above expected level and decrease the number of students working below expected level in Number & Algebra Teacher Judgements (Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6.Teacher Judgements in Semester 1 2022:Year 2: 6% Above, 34% Below,Year 5:10% Above, 34% Below,Year 6: 6% Above, 47% Below.

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	See goals 2,3&4	
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	**In 2023 we will continue to focus on student wellbeing through the 2023 Priorities Goal and a wellbeing Key Improvement Strategy.**	
12 Month Target 2.1	By 2023, maintain student voice and agency above 80% (taking into account a 60% increase in the amount of students enrolled from grades 4-6) as evidenced by ATOSS To increase the number of students in grades 4-6 assessed as "at standard" for Personal Social Capabilities from 24% to above 40%. To increase the number of students in grades 4-6 assessed as "above standard" for Personal Social Capabilities from 0% to 8%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Health and 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.	Based on our analysis of opinion survey data, NAPLAN data, teacher judgements, absence data, staff feedback, self evaluation against FISO 2.0 and our school review due in 2023 Garrang Wilam PS has selected this KIS as a focus for 2023.	
Goal 3	**In 2023 we will continue to focus on student learning - with an increased focus on Reading**	

12 Month Target 3.1	To decrease the variable between Semester 1 Teacher Judgements and 2023 NAPLAN results to be within 10% for Reading in years 3 and 5.
	To increase the number of students working above expected level and decrease the number of students working below expected level in Teacher Judgement Growth (Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6. Teacher Judgements in Semester 1 2022:
	Year 1: 28% Above, 14% Below
	Year 4: 8% Above, 60% Below
	Year 5:14% Above, 39% Below.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Building practice excellence	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in reading	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.	Based on our analysis of opinion survey data, NAPLAN data, teacher judgements, absence data, staff feedback, self evaluation against FISO 2.0 and our school review due in 2023 Garrang Wilam PS has selected this KIS as a focus for 2023.ere	

Goal 4	**In 2023 we will continue to focus on student learning - with an increased focus on Mathematics**
12 Month Target 4.1	To decrease the variable between Semester 1 Teacher Judgements 2023 and 2023 NAPLAN results to be within 10% for Number & Algebra in Years 3 and 5.
	To increase the number of students working above expected level and decrease the number of students working below expected level in Number & Algebra Teacher Judgements (Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6.
	Teacher Judgements in Semester 1 2022:

	Year 2: 6% Above, 34% Below, Year 5:10% Above, 34% Below, Year 6: 6% Above, 47% Below.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Curriculum planning and assessment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	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.	Based on our analysis of opinion survey data, NAPLAN data, teacher judgements, absence data, staff feedback, self evaluation against FISO 2.0 and our school review due in 2023 Garrang Wilam PS has selected this KIS as a focus for 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	See goals 2,3&4
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	Please see Goal 2, 3 and 4
Outcomes	Please see Goal 2, 3 and 4
Success Indicators	Please see Goal 2, 3 and 4

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Please see Goal 2, 3 and 4	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$1.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ 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	See Goals 2,3,& 4
Outcomes	See Goals 2,3,& 4
Success Indicators	See Goals 2,3,& 4

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See Goals 2, 3 and 4	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	In 2023 we will continue to focus on student wellbeing through the 2023 Priorities Goal and a wellbeing Key Improvement Strategy.
12 Month Target 2.1	By 2023, maintain student voice and agency above 80% (taking into account a 60% increase in the amount of students enrolled from grades 4-6) as evidenced by ATOSS

	To increase the number of students in grades 4-6 assessed as "at standard" for Personal Social Capabilities from 24% to above 40%. To increase the number of students in grades 4-6 assessed as "above standard" for Personal Social Capabilities from 0% to 8%
KIS 2.a Health and wellbeing	Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Embed peer observation and coaching practices and protocols focusing on improving student voice and agency - Building teacher capability to deliver social emotional learning curriculum to increase resilience and encourage positive mental health in all students - Establish practices and protocols focusing on supporting students with additional wellbeing / behavioural needs.
Outcomes	Leaders will: - Provide ongoing support to RR partner schools in the network - Coach and build capacity of teaching and education support staff - Attend Disability Inclusion Professional Learning and training sessions - Embed student leadership roles and responsibilities - Provide professional learning for staff around implementation of SWPBS / Respectful Relationships - Provide professional learning, scaffolded documentation and coaching for staff on writing and reviewing effective IEP's in alignment with Disability Inclusion processes - Schedule and honour time in the timetable to facilitate staff participating in coaching and observational practice - Continue to support PLC's to write, review and analyse compass chronicles and school incident data - Conduct regular behavioural reflection sessions for students requiring additional support to interact safely / productively with their peers - Develop a timetable of tiered intervention to support students with additional needs based on a range of wellbeing data. SWPBS / RR KLT will: - Share learning, resources and professional learning with cluster of partner schools through RR Lead / Partner model - Review the School Behaviour Matrix incorporating student voice from students in grades 4-6 - Embed an approach to explicitly teach social and emotional learning (aligning RRRR, Zones of Regulation and SWPBS) - Undertake professional learning in RRRR to support their team with implementation of schoolwide SEL program

	- Audit and monitor classrooms to ensure SWPBS tools, frameworks and class reward systems are referred to and maintained. Wellbeing team will: - Refine and implement a wellbeing referral process - Directly support students' mental health through Tier 1, 2 and 3 support - Encourage family involvement to provide wraparound supports for students with mental and/or physical health concerns - Build staff capability to recognise and response to student disengagement or emerging mental health concerns - Work with external stakeholders to implement best practice strategies and actions to support students requiring Tier 2 and Tier 3 intervention. Teachers will: - Develop and maintain classroom environments using school values, SWPBS behaviour matrix, SWPBS behaviour continuum - Develop informative, detailed and targeted IEP's that represent best practice and align with Disability Inclusion professional learning. - Explicitly teach the RRRR mandated curriculum topics throughout the year, incorporated into relevant curriculum areas - Explicitly teach consent and refer to teaching to address incidents both inside and outside the classroom - Actively reward positive behaviours and values through use of whole school reward system - Review and analyse cohort specific chronicle data to inform teaching and identify students requiring further support / intervention. Students will: - provide feedback on school behaviour matrix and behaviour continuum (grades 4,5&6) - engage in and then facilitate upstander / bystander actions for other students (grades 5&6) - engage in behaviour reflection sessions with members of leadership after serious incidents as required - engage in lessons and strategies to build resilience and improve overall mental health - engage in lessons to understand and uphold the concept of consent - engage in small group and individual tiered support if/when required.
Success Indicators	- By 2023, curriculum documentation stored on google drive will show plans for social and emotional learning - Revised SWPBS whole school documentation on display in every classroom - Increase in student resilience of grades 4-6 students according to AtoSS - Increase in number of students receiving tier 2 intervention from 2022 - Decrease in compass incident data categorised as "major" from term 1 to term 4

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. Appoint a learning specialist with a focus on Wellbeing to support implementation of Disability Inclusion	☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$119,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
2. School wellbeing team to meet regularly to discuss student intake and service support	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
3. Wellbeing leadership to attend all professional learning and training relating to implementation of Disability Inclusion	☑ Assistant Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
4. Maintain role as Respectful Relationship lead school and continue to share best practice with a cluster of partner schools	☑ Assistant Principal ☑ Respectful Relationships Implementation Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
5. Review the SWPBS matrix and behaviour continuum incorporating student voice	☑ Student(s) ☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
6. Provide PL and coaching for new staff to utilise SWPBS whole school acknowledgement system	☑ SWPBS Leader/Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
7. Develop consistent reward / recognition processes (3-6) linked to SWPBS whole school acknowledgment system	☑ School Leadership Team ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

8. Recruit new staff to SWPBS / RR Key Learning Team to ensure representation in all year levels	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
9. Continuously review and analyse SWPBS / Chronicle incident data each term to inform teaching and identify tiered support required for student cohorts.	☑ PLT Leaders ☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
10. Creation of whole school documentation to support teaching of consent, Respectful Relationships and Social Emotional Learning	☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
11. Review and implement school wellbeing database to record and monitor students of concern, students requiring additional support and students undertaking DIP	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
12. Staff professional learning, coaching and scaffolding to increase capability of writing and implementing Individual Education Plans in alignment with DI	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
13. Development of student voice forum to promote and encourage student voice and agency hosted by student leaders	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ Student(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
14. Ongoing coaching and support for teaching staff with managing classroom behaviours and effective support for students with additional needs	☑ Learning Specialist(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
15. Revise and develop new RR Action plan to support and monitor implementation of whole school initiative	☑ Respectful Relationships Implementation Team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 1	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
16. Implement regular timetabled tier two targeted intervention support groups for students based on teacher judgement / chronicle data	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
17. Develop and implement professional learning around SWPBS, RRRR, Consent education, Zones of Regulation to support staff to recognise and respond to students with additional needs.	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
18. Build capability of student leaders to actively participate in decision making processes, put forward their views, concerns and ideas and represent their peers.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	In 2023 we will continue to focus on student learning - with an increased focus on Reading
12 Month Target 3.1	To decrease the variable between Semester 1 Teacher Judgements and 2023 NAPLAN results to be within 10% for Reading in years 3 and 5. To increase the number of students working above expected level and decrease the number of students working below expected level in Teacher Judgement Growth (Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6. Teacher Judgements in Semester 1 2022: Year 1: 28% Above, 14% Below Year 4: 8% Above, 60% Below Year 5: 14% Above, 39% Below.

KIS 3.a Building practice excellence	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in reading
Actions	~ Develop school-wide documentation ~ Maintain PLC structure to support teacher collaboration and strengthen teaching practice. ~ Plan whole school professional learning, with evidence based approaches ~ Develop the data literacy of teachers to inform their understanding of student needs and identify students that require additional support
Outcomes	Leaders will: ~ Continually update and review school based documentation to support a consistent and differentiated approach towards teaching reading ~ Provide professional learning to support the teaching and learning of reading ~ Develop, deliver and maintain data literacy documentation to track student progress, identifying students with additional needs. Literacy KLT will: - steer the development of the school wide literacy documentation - facilitate whole school moderation sessions - effectively implement and monitor the whole school assessment schedule for literacy - develop a varied scope and sequence to enable the shared distribution of physical resources to support student learning - develop, upskill staff and manage a whole school data tracking system Teachers will: ~ actively participate in the PLC cycle ~ use PLC's to improve teacher practice by engaging in professional learning and collaborative planning. ~ identify and monitor students in need of targeted academic support ~ develop rich assessment tasks and rubrics to make informed assessments ~ participate in whole school moderation ~ aligning their Fountas & Pinnell data with their teacher judgements ~ Teachers will show evidence of teacher differentiation in planning documentation by using differentiated instruction through a variety of grouping strategies including language experience, conferring, guided reading, reciprocal teaching, close reading, book clubs and strategy groups with flexible groups formed and instruction targeted to students' observed and assessed needs. ~ set learning goals, supported by data sourced from Fountas & Pinnell, Early Years Online Interview (EYOI) Students will: ~ Students will participate in differentiated and targeted learning at their individual level ~ Students will co-create learning goals with teacher and share these learning goals with their family developing student voice and

	agency around their learning ~ Students will monitor their learning against their reading goals ~ Students will participate in reading conferences
Success Indicators	~ Teachers will set learning goals, systematically and intentionally, using formative assessment data sourced from Fountas & Pinnell and the Early Years Online Interview (EYOI) to identify where each student is as a reader and what strategies are needed to move them forward. ~ Teachers will participate in reading moderation both at PLC level and whole school. ~ In 2023 all students in Foundation and Year 1 complete the Phonic Screening Assessment and teachers use the data to inform teaching. ~ In 2023 increase the Staff Opinion School Survey factor of feedback from 68% to above 70% ~ In 2023, increase the Staff Opinion School Survey factor of "Use student feedback to improve practice" from 42% to above 45% ~ In 2023, decrease the Staff Opinion School Survey factor of "Understand how to analyse data" from 5% to above 3%

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teachers will establish focused and productive independent reading time where students practice reading goals in their chosen texts and have time to apply strategies taught in the mini lesson when reading independently.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will plan and present short, focused reading mini lessons that are aligned with the unit goals and are responsive to ongoing assessment.	☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will use reading conferences to provide individualised feedback and scaffolding, and to support students to reflect on their progress, set and monitor their reading goals.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support new staff to understand and input data into the Assessment tracking documentation. Staff will be supported on how PLCs use their data to inform teaching and learning in reading.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Reading curriculum documented in PLC planning documents including small group instruction planners.	☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan that supports staff to identify and meet students' learning needs in particular students with disabilities.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Take home readers are sent home each day and checked by all staff at least twice per week.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a collection of authors study and mentor text and a varied scope for staff usage. Purpose of mentor text to be recorded within planning documentation.	☑ Assistant Principal ☑ Literacy Improvement Teacher ☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 3	$1,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
New staff will have a thorough induction on how to teach Reading.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
School books and resources will be updated and purchased as the school grows to enable take home reading, classroom libraries and just right books in book boxes. Resource management will be controlled and monitored.	☑ Assistant Principal ☑ Literacy Improvement Teacher	☑ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Student shadowing and peer observations will inform mentor conversations and professional learning within the PLCs to improve teacher practice.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Leadership will support PLCs to engage in cycles of inquiry into reading, evaluate and diagnose data, develop plans and evaluate students' success.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Begin professional development and implementation of writing cycles within the classroom.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Build a bank of consistent practices and structures to support teacher understanding of the writing process.	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 3	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will use the first 20 days of literacy to set up the reader's workshop model in each classroom.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Students will engage in practise NAPLAN tests. Teachers will collate data and use the data to inform teaching and learning plans.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will triangulate data and collaboratively moderate to make informed teacher judgements in Literacy	☑ Assistant Principal ☑ Literacy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will reference the GWPS Teaching and Learning Handbook to inform their teaching practices and reader's workshop routines and structures.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

The Assistant Principal & Learning Specialist (Literacy) will monitor and support teachers in classrooms through modelling best practice of the Reader's Workshop model, student shadowing opportunities and classroom visits.	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Tutors will create teaching and learning plans for guided reading and phonics and phonemic awareness lessons, supported and monitored by the Assistant Principal.	☑ Assistant Principal ☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
The school will participate in the Multi Tiered Support Strategy Pilot with the Western Regional support team,	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used
	☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	In 2023 we will continue to focus on student learning - with an increased focus on Mathematics
12 Month Target 4.1	To decrease the variable between Semester 1 Teacher Judgements 2023 and 2023 NAPLAN results to be within 10% for Number & Algebra in Years 3 and 5.
	To increase the number of students working above expected level and decrease the number of students working below expected level in Number & Algebra Teacher Judgements (Semester 1 2022 - Semester 1 2023) in Years 2, 5 and 6.
	Teacher Judgements in Semester 1 2022:
	Year 2: 6% Above, 34% Below,
	Year 5:10% Above, 34% Below,
	Year 6: 6% Above, 47% Below.
KIS 4.a Curriculum planning and assessment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	~ Develop school-wide documentation ~ Maintain PLC structure to support teacher collaboration and strengthen teaching practice. ~ Plan whole school professional learning, with evidence based approaches ~ Develop the data literacy of teachers to inform their understanding of student needs and identify students that require additional support

Outcomes	Leaders will: Create school based documentation to support a consistent and differentiated approach for Number & Algebra Provide professional learning to support the teaching, learning and assessment in the strand of Number & Algebra Provide professional learning opportunities to support the implementation of the schools Instructional Model in Numeracy Steer the development of a whole school assessment schedule for numeracy Steer the development of a scope and sequence which covers all relevant areas, underpinned by cohort data Numeracy KLT will: - support the development of the school wide numeracy documentation - provide targeted support for colleagues to extend mathematics practice - facilitate whole school moderation sessions - facilitate whole school professional learning on areas such as use of manipulatives Teachers will: - Actively participate in the PLC cycle - Use PLC's to build teacher capacity in how to utilise the school instructional model in a numeracy session - Identify and monitor students in need of targeted academic support - Utilise and follow the assessment schedule and scope and sequence to support teaching and learning - Develop rich assessment tasks - Participate in whole school moderation - Show evidence of teacher differentiation in planning documentation - Collaborative set learning goals, supported by data sourced from Essential Assessment and Mathematics Online Interview (MOI) Students will: Participate in targeted learning at their individual level Participate in a range of learning experiences to support their understanding of Mathematics Co-create learning goals with teacher and share these learning goals with their family
Success Indicators	Maintain or improve differentiated learning challenge - 2022 AtoSS data is 92% positive Increase the Staff Attitudes to School Survey factor of Collaboration from 76% to 78% (currently 13 new staff to the school in 2023) Consistent documentation of Numeracy practices across the school; Instructional model, scope and sequence, assessment schedule

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Mathematics curriculum documented in PLC/planning documents	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Scope and Sequence review/ development to ensure consistent school-wide practice	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Peer observations with Learning specialist to model teacher practice in a specific focus area	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Essential assessment is used to drive differentiation and identify needs at multiple levels (whole school, year level and individual classes)	☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goals to be co-created between students and teachers and shared with families	☑ Assistant Principal ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Initial Mathematics Online Interviews (MOI) conducted in early years and in relevant year levels based on EA general all data	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school professional learning session on assessment schedule and relevant assessments including formal and informal.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Rich assessment task discussion/development in PLCs	☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 2	$0.00

				to: Term 3	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Documentation in planners to show differentiation of learning, both individual and targeted teaching groups	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority		from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a plan to extend students through the use assessments such Essential Assessment and Victorian High Abilities Program (VHAP).	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority		from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole-school mathematics moderation session/s conducted by KLT	☑ KLA Leader	☐ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole-school assessment schedule developed and documented	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

School Instructional Model is used consistently to deliver teaching and learning programs in the area of Numeracy	☑ Assistant Principal ☑ KLA Leader ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Evidence of the four proficiencies documented in planning	☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Start-up program developed focusing on creating the environment for learning	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

					□ Disability Inclusion Tier 2 Funding will be used
					□ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning for PLC leaders on the use of data in PLCs	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	□ PLP Priority	from: Term 1 to: Term 3	$0.00 □ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items
Students requiring additional support will participate in the tutoring program (TLI)	☑ Numeracy Support	□ PLP Priority	from: Term 2 to: Term 4	$20,000.00 ☑ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ 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	$33,045.50	$34,000.00	-$954.50
Disability Inclusion Tier 2 Funding	$176,385.30	$151,001.00	$25,384.30
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$209,430.80**	**$185,001.00**	**$24,429.80**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Please see Goal 2, 3 and 4	$1.00
1. Appoint a learning specialist with a focus on Wellbeing to support implementation of Disability Inclusion	$119,000.00
16. Implement regular timetabled tier two targeted intervention support groups for students based on teacher judgement / chronicle data	$10,000.00
Support new staff to understand and input data into the Assessment tracking documentation. Staff will be supported on how PLCs use their data to inform teaching and learning in reading.	$10,000.00
Develop a collection of authors study and mentor text and a varied scope for staff usage. Purpose of mentor text to be recorded within planning documentation.	$1,000.00
School books and resources will be updated and purchased as the school grows to enable take home reading, classroom libraries and just right books in book	$1,000.00

boxes. Resource management will be controlled and monitored.	
Tutors will create teaching and learning plans for guided reading and phonics and phonemic awareness lessons, supported and monitored by the Assistant Principal.	$2,000.00
Students requiring additional support will participate in the tutoring program (TLI)	$20,000.00
Totals	**$163,001.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Please see Goal 2, 3 and 4	from: Term 1 to: Term 4	$0.00	☑ Other See Goal 2, 3 and 4
Support new staff to understand and input data into the Assessment tracking documentation. Staff will be supported on how PLCs use their data to inform teaching and learning in reading.	from: Term 1 to: Term 2	$10,000.00	☑ Professional development (excluding CRT costs and new FTE)
Develop a collection of authors study and mentor text and a varied scope for staff usage. Purpose of mentor text to be recorded within planning documentation.	from: Term 1 to: Term 3	$1,000.00	☑ Assets
School books and resources will be updated and purchased as the school grows to enable take home reading, classroom libraries and	from: Term 2	$1,000.00	☑ Assets

just right books in book boxes. Resource management will be controlled and monitored.	to: Term 4		
Tutors will create teaching and learning plans for guided reading and phonics and phonemic awareness lessons, supported and monitored by the Assistant Principal.	from: Term 1 to: Term 4	$2,000.00	☑ Assets
Students requiring additional support will participate in the tutoring program (TLI)	from: Term 2 to: Term 4	$20,000.00	☑ School-based staffing
Totals		**$34,000.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Please see Goal 2, 3 and 4	from: Term 1 to: Term 4	$1.00	☑ Other • Other See Goal 2, 3 and 4
1. Appoint a learning specialist with a focus on Wellbeing to support implementation of Disability Inclusion	from: Term 1 to: Term 1	$119,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Learning Specialist
16. Implement regular timetabled tier two targeted intervention support groups for students based	from: Term 1	$32,000.00	☑ Professional learning for school-based staff • Whole school

on teacher judgement / chronicle data	to: Term 4		☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff ☑ Equipment, adaptive technology, devices, or materials to support learning • Sensory resources
Totals		$151,001.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

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
3. Wellbeing leadership to attend all professional learning and training relating to implementation of Disability Inclusion	☑ Assistant Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources DI regional support	☑ On-site
12. Staff professional learning, coaching and scaffolding to increase capability of writing and implementing Individual Education Plans in alignment with DI	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing Team	from: Term 2 to: Term 4	☑ Preparation ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources DI regional support	☑ On-site
17. Develop and implement professional learning around SWPBS, RRRR, Consent education, Zones of Regulation to support staff to recognise and respond to students with additional needs.	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Support new staff to understand and input data into the Assessment tracking documentation. Staff will be supported on how PLCs use	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Whole School Pupil Free Day ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

their data to inform teaching and learning in reading.	☑ PLC Leaders			☑ PLC/PLT Meeting	☑ Numeracy leader	
School books and resources will be updated and purchased as the school grows to enable take home reading, classroom libraries and just right books in book boxes. Resource management will be controlled and monitored.	☑ Assistant Principal ☑ Literacy Improvement Teacher	from: Term 2 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	☑ Literacy expertise	☑ On-site
Leadership will support PLCs to engage in cycles of inquiry into reading, evaluate and diagnose data, develop plans and evaluate students' success.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Departmental resources PLC regional support and training and Cambridge Education for coaching.	☑ On-site
Teachers will use the first 20 days of literacy to set up the reader's workshop model in each classroom.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Individualised Reflection	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Scope and Sequence review/ development to ensure consistent school-wide practice	☑ Assistant Principal	from: Term 1	☑ Planning ☑ Design of formative assessments	☑ Communities of Practice	☑ Literacy expertise ☑ Maths/Sci Specialist	☑ On-site

	☑ Learning Specialist(s)	to: Term 4	☑ Curriculum development			
Whole school professional learning session on assessment schedule and relevant assessments including formal and informal.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 2 to: Term 3	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Pedagogical Model	☑ On-site
Whole-school assessment schedule developed and documented	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 1	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site