

2023 Annual Implementation Plan

for improving student outcomes

Langwarrin Park Primary School (5257)



Submitted for review by Richard Barren (School Principal) on 20 December, 2022 at 12:13 PM
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 20 February, 2023 at 10:28 AM
Endorsed by Mel Schmidt (School Council President) on 20 February, 2023 at 10:37 AM

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>Leadership Across 2022 we had a clearly defined school leadership framework- 2 APs (Curriculum and Wellbeing), 2 substantive LS (Literacy and Numeracy) and a whole school inclusion leader. A decision was also made to include our Numeracy Intervention teacher on SIT, due to her expertise and knowledge of Numeracy. We invested in our middle leaders through targeted professional learning across 2022. This was facilitated by our PLC instructor and Tim Harper.</p>
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	<p>Teaching and Learning PLC continued to be the main driver with improving student outcomes and building teacher capabilities in the classroom.</p> <p>Assessment Use of assessment was central with the running of our PLCs and them engaging in an inquiry cycle approach. PAT has been re-introduced as a way to track student achievement levels (summative purposes). The whole school assessment schedule has continued to be refined throughout 2022.</p> <p>Engagement Building consistency with the implementation of IEPs has been a priority in 2022. Our student school leaders have been provided multiple opportunities to fulfil their roles- school tours, assemblies, ANZAC Day and Remembrance Day services and whole school fundraising events.</p> <p>Support and Resources 2022 has seen the initial expenditure of our Tier 2 Disability Inclusion funding: Whole School Inclusion Leader (Adrian Burrage); Network Speech (Fiona Biss); School Inclusion Leader (Sharna Dean-Wright); Numeracy Intervention Teacher (Jo Smith) A considerable amount of time has been invested in learning more about the DIP process and how to successfully obtain Tier 3 funding for students THRIVE has remained a central part of the school's wellbeing curriculum</p>
<p>Considerations for 2023</p>	<p>Leadership Priorities will include: 1. Continued focus on building the capabilities of middle leaders: PLC; coaching and observation; general leadership capabilities 2. Maintenance of SIT structure: Principal, 2 APs (Curriculum and Wellbeing), 3 LS (Literacy, Numeracy and Inclusion) 3. Main focus being on numeracy- whole school professional learning (Top 10 implementation and embedding) 4. PCO and SIT team walk throughs</p> <p>Teaching and Learning Priorities will include: 1. Build consistency with team engagement with PLC inquiry cycles 2. Continue to have a staged response to whole school coaching and observation model 3. Monitoring teacher engagement with whole school instructional model during Numeracy sessions</p> <p>Assessment Priorities will include:</p>

	<ol style="list-style-type: none"> 1. Identifying and implementing reliable formative assessment tools in Numeracy 2. Embedding formative assessment practices during Numeracy Units of Inquiry 3. Refining who school data tracking tools- data walls, whole school data spreadsheets <p>Engagement</p> <ol style="list-style-type: none"> 1. Continue refine and improve whole school IEP processes 2. Review whole school behaviour management framework; particularly focused on consequences 3. Implementation of final two days of Berry St training with all staff <p>Support and Resources</p> <p>Priorities will include:</p> <ol style="list-style-type: none"> 1. Continue focus on refining and improving the building of DIP profiles 2. Continue to work closely with the THRIVE network of schools on disability inclusion initiatives- Possible paeds in school project; One Love Anti-Racism project
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	Improve student achievement and growth in literacy and numeracy
Target 2.1	By 2022 the percentage of year 3 students assessed in the top 2 bands in NAPLAN reading and writing will increase by 5 percentage points from 50% to 55% By 2022 the percentage of year 5 students assessed in the top 2 bands in NAPLAN reading will increase by 5 percentage points from 37% to 42% and in writing will increase by 9 percentage points from 7% to 16%.
Target 2.2	By 2022, 30% of students will achieve high growth in NAPLAN reading and 18% in writing.
Target 2.3	By 2022, the percentage of students achieving at or above the age expected level (Panorama report – teacher judgement) will be at or above 94% in reading and 90% in writing.

Target 2.4	<p>By 2022 the percentage of year 3 and students assessed in the bottom 2 bands in NAPLAN numeracy will decrease by 4 percentage points from 12% to 8%.</p> <p>By 2022 the percentage of year 5 students assessed in the bottom 2 bands in NAPLAN numeracy will decrease by 8 percentage points from 15% to 7%.</p>
Target 2.5	<p>By 2022, 24% of students will achieve high growth in NAPLAN numeracy.</p>
Target 2.6	<p>By 2022, the percentage of students achieving at or above the age expected level (Panorama report – teacher judgement) will be at or above that for similar schools in number and 95% in number and algebra.</p>
Key Improvement Strategy 2.a Building practice excellence	<p>Build the consistency of practice in Professional Learning Communities – staff are inquiring of their own, and team practice to ensure they impact student learning outcomes to achieve at, or higher than expected achievement and growth.</p>
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	<p>Build teacher capacity to routinely utilise high impact teaching strategies.</p>
Key Improvement Strategy 2.c Instructional and shared leadership	<p>Develop instructional and distributed leadership capabilities across the school to monitor improvement and student learning impact.</p>
Goal 4	<p>Improve student and community engagement in learning</p>
Target 4.1	<p>By 2022 the percentage of positive responses on the Student Attitude to School survey for Student Voice and Agency will increase by 18 percentage points from 60% to 78%.</p>

Target 4.2	By 2022 the percentage of positive responses on the Parent Opinion Survey for Parent Community Engagement will increase by 15 percentage points from 60% to 75%.
Target 4.3	By 2022 the percentage positive endorsement for the Collective Efficacy will increase by 7 percentage points from 68% to 75% and for Academic Emphasis will increase by 13 percentage points from 62% to 75%
Key Improvement Strategy 4.a Empowering students and building school pride	Developing teacher knowledge, understanding and capacity to activate student voice, agency and leadership.
Key Improvement Strategy 4.b Empowering students and building school pride	Develop student knowledge, understanding and skills to activate SVAL
Key Improvement Strategy 4.c Building communities	Identifying the barriers to parent/community engagement and addressing these through THRIVE to strengthen communication and relationships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 5 Writing 21% in the top 2 bands Year 5 Reading 32% in the top 2 bands Year 5 Numeracy 29% in the top 2 bands Benchmark Growth 13% in Writing Benchmark Growth 20% in Reading Benchmark Growth 20% in Numeracy Year 3 Reading 58% in top 2 bands AtoSS--Sense of confidence from 74% to 76%- Perseverance from 76% to 77%- Connectedness from 77% to 79%- Student vice and agency from 64% to 66%- Self regulation and goal setting 82% to 84%- Simulated learning from 78% to 79%</p>
Improve student achievement and growth in literacy and numeracy	No	<p>By 2022 the percentage of year 3 students assessed in the top 2 bands in NAPLAN reading and writing will increase by 5 percentage points from 50% to 55%</p> <p>By 2022 the percentage of year 5 students assessed in the top 2 bands in NAPLAN reading will increase by 5 percentage points from 37% to 42% and in writing will increase by 9 percentage points from 7% to 16%.</p>	
		<p>By 2022, 30% of students will achieve high growth in NAPLAN reading and 18% in writing.</p>	

		By 2022, the percentage of students achieving at or above the age expected level (Panorama report – teacher judgement) will be at or above 94% in reading and 90%in writing.	
		By 2022 the percentage of year 3 and students assessed in the bottom 2 bands in NAPLAN numeracy will decrease by 4 percentage points from 12% to 8%. By 2022 the percentage of year 5 students assessed in the bottom 2 bands in NAPLAN numeracy will decrease by 8 percentage points from 15% to 7%.	
		By 2022, 24% of students will achieve high growth in NAPLAN numeracy.	
		By 2022, the percentage of students achieving at or above the age expected level (Panorama report – teacher judgement) will be at or above that for similar schools in number and 95% in number and algebra.	
Improve student and community engagement in learning	No	By 2022 the percentage of positive responses on the Student Attitude to School survey for Student Voice and Agency will increase by 18 percentage points from 60% to 78%.	
		By 2022 the percentage of positive responses on the Parent Opinion Survey for Parent Community Engagement will increase by 15 percentage points from 60% to 75%.	
		By 2022 the percentage positive endorsement for the Collective Efficacy will increase by 7 percentage points from 68% to 75% and for Academic Emphasis will increase by 13 percentage points from 62% to 75%	

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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	<p>Year 5 Writing 21% in the top 2 bands Year 5 Reading 32% in the top 2 bands Year 5 Numeracy 29% in the top 2 bands</p> <p>Benchmark Growth 13% in Writing Benchmark Growth 20% in Reading Benchmark Growth 20% in Numeracy</p> <p>Year 3 Reading 58% in top 2 bands</p> <p>AtoSS- -Sense of confidence from 74% to 76% -Perseverance from 76% to 77% -Connectedness from 77% to 79% -Student vice and agency from 64% to 66% -Self regulation and goal setting 82% to 84% -Simulated learning from 78% to 79%</p>	
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.

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	Year 5 Writing 21% in the top 2 bands Year 5 Reading 32% in the top 2 bands Year 5 Numeracy 29% in the top 2 bands Benchmark Growth 13% in Writing Benchmark Growth 20% in Reading Benchmark Growth 20% in Numeracy Year 3 Reading 58% in top 2 bands AtoSS- -Sense of confidence from 74% to 76% -Perseverance from 76% to 77% -Connectedness from 77% to 79% -Student vice and agency from 64% to 66% -Self regulation and goal setting 82% to 84% -Simulated learning from 78% to 79%
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	By the end of 2023, the following actions will be achieved at a whole school, classroom and individual level: - Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support in Numeracy - Embed consistent approaches to formative assessment and frequent low stakes testing in Numeracy. - With staff input, establish a targeted Numeracy support program for students.
Outcomes	By the end of 2023, the expected changes in knowledge, skills and behaviours that might be observable in teachers, students and community members will be: - Teachers will confidently and accurately identify students learning needs of their students in Numeracy.

	<ul style="list-style-type: none"> - Teachers will provide students with the opportunity to work at their level using differentiated resources. - Students in need of targeted academic support or intervention in Numeracy, will be identified and supported. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Teachers formative assessment data and teacher judgement data in Numeracy - Classroom observations and learning walks demonstrating use of strategies from professional learning; particularly Top 10 Mathematics/Michael Ymer - Documentation and data from Numeracy formative assessments - Data used to identify students for tailored supports. <p>Later Indicators</p> <ul style="list-style-type: none"> - NAPLAN: AIP targets - Post test results in PAT - Top 10 Assessments - Semester Teacher data walls- achievement versus growth 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes with the implementation of Top 10: 1. Professional learning	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,194.00

<p>2. Top 10 Resources 3. Release teachers for classroom visits</p>			<p>to: Term 4</p>	<p><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>
<p>Schedule times for individual and tailored support to occur (Numeracy intervention, IEP development, SSG meetings).</p>	<p><input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Engagement with EAL to work with SIT team and/or PLC leaders to build data literacy expertise- particularly NAPLAN. - Attend any data literacy workshops facilitated by EALs</p>	<p><input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of Project 22 processes by SIT team- clarifying canvases, Rapid Action Plans, Stand Ups, Retrospectives	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Middle Leadership Professional Learning sessions led by Tim Harper- to build instructional and human leadership capabilities	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,794.00 <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>Involvement and contributions to network Numeracy Community of Practice</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Regional (SEIL) and SIT team classroom learning walks- Numeracy focus. - Engagement with HITs - Engagement with school instructional model</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>SIT team professional learning: Simon Breakspear- Progress Collective PD</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,706.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	By the end of 2023, the following actions will be achieved at a whole school, classroom and individual level: -Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels -Establish an agreed approach to monitoring and responding to student wellbeing concerns -Teachers to conduct daily check-ins with all students. Ensure all students know there is someone who cares about them.			
Outcomes	-Teachers will model and are consistent in agreed routines -Teachers and leaders will use agreed monitoring processes and leaders will ensure these are visible for staff use -Relevant teachers and leaders will implement a homegroup wellbeing program -Families of at-risk students will receive regular communication and support from the school			
Success Indicators	-Classroom and peer observations -Observations of changes to classroom practices -Teacher reports of student wellbeing concerns			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions Berry Street Model</p>	<p><input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$12,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Hold professional learning for teachers implementing wellbeing programs</p>	<p><input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Establish weekly check-ins with families of at-risk students</p>	<p><input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Review, evaluate and update the Whole School Behaviour system-consequences	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review lunch time processes and activities. Lunch time Clubs. Playleaders Buddy Benches, reading areas, quiet areas Reduced lunch time? Consistency for CRTs on yard duty	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Build on resources--physical and human for DIP profiles Speech Therapist (Fiona) to complete Language Assessments and write reports for 2 students a term (ipads and program) Psychologist (Meaghan) to write summary sheets for paediatricians and complete assessments for studnets of low income families	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitoring of IEPs, ensuring SMART goals, ensuring SSGs and relevant documentation is uploaded	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review THRIVE Curriculum and Staff Resource manuals. Review Respectful relationships Curriculum---look at curriculum and policies aiming for a non gender bias view	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$123,694.45	\$123,693.00	\$1.45
Disability Inclusion Tier 2 Funding	\$311,850.99	\$314,556.00	-\$2,705.01
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$435,545.44	\$438,249.00	-\$2,703.56

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish processes with the implementation of Top 10: 1. Professional learning 2. Top 10 Resources 3. Release teachers for classroom visits	\$20,194.00
Middle Leadership Professional Learning sessions led by Tim Harper- to build instructional and human leadership capabilities	\$10,794.00
SIT team professional learning: Simon Breakspear- Progress Collective PD	\$2,706.00
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions Berry Street Model	\$12,000.00
Totals	\$45,694.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Middle Leadership Professional Learning sessions led by Tim Harper- to build instructional and human leadership capabilities	from: Term 1 to: Term 4	\$10,794.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$10,794.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish processes with the implementation of Top 10: 1. Professional learning 2. Top 10 Resources 3. Release teachers for classroom visits	from: Term 1 to: Term 4	\$20,194.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
SIT team professional learning: Simon Breakspear- Progress Collective PD	from: Term 1 to: Term 4	\$2,706.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •

Berry Street Model			
Totals		\$34,900.00	

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
Cash to credit: - To provide smaller class sizes	\$50,000.00
Education Support Staff funding: 1. Sarah Roney 2. Naomi McMaster 3. Kerryn Cornelissen	\$62,899.00
Numeracy Intervention Teacher	\$40,500.00
Allied Health Team : 1. Adrian Burrage (Inclusion Network Leader) 2. Fiona Biss (Speech)	\$48,689.00
Whole School Inclusion Leader: Higher Duty Payments	\$119,539.00
Split ledger for Education Support Staff: 1. Kerryn Cornellisen 2. Naomi McMaster	\$70,928.00

Totals	\$392,555.00
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Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Cash to credit: - To provide smaller class sizes	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
Education Support Staff funding: 1. Sarah Roney 2. Naomi McMaster 3. Kerryn Cornelissen	from: Term 1 to: Term 4	\$62,899.00	<input checked="" type="checkbox"/> School-based staffing
Numeracy Intervention Teacher	from: Term 1 to: Term 3	\$0.00	
Allied Health Team : 1. Adrian Burrage (Inclusion Network Leader) 2. Fiona Biss (Speech)	from: Term 1 to: Term 4	\$0.00	
Whole School Inclusion Leader: Higher Duty Payments	from: Term 1 to: Term 4	\$0.00	
Split ledger for Education Support Staff: 1. Kerryn Cornellisen 2. Naomi McMaster	from: Term 1 to: Term 4	\$0.00	

Totals		\$112,899.00	
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Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Cash to credit: - To provide smaller class sizes	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Education Support Staff funding: 1. Sarah Roney 2. Naomi McMaster 3. Kerryn Cornelissen	from: Term 1 to: Term 4	\$0.00	
Numeracy Intervention Teacher	from: Term 1 to: Term 3	\$40,500.00	<input checked="" type="checkbox"/> Other workforces to support students with disability • Other Numeracy Intervention Teacher
Allied Health Team : 1. Adrian Burrage (Inclusion Network Leader) 2. Fiona Biss (Speech)	from: Term 1 to: Term 4	\$48,689.00	<input checked="" type="checkbox"/> Other workforces to support students with disability • Speech pathologists • Other Network Inclusion Leader
Whole School Inclusion Leader: Higher Duty Payments	from: Term 1 to: Term 4	\$119,539.00	<input checked="" type="checkbox"/> Other workforces to support students with disability • Other Whole School Inclusion Leader

Split ledger for Education Support Staff: 1. Kerry Cornellisen 2. Naomi McMaster	from: Term 1 to: Term 4	\$70,928.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Totals		\$279,656.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Cash to credit: - To provide smaller class sizes	from: Term 1 to: Term 4	\$0.00	
Education Support Staff funding: 1. Sarah Roney 2. Naomi McMaster 3. Kerry Cornelissen	from: Term 1 to: Term 4	\$0.00	
Numeracy Intervention Teacher	from: Term 1 to: Term 3	\$0.00	
Allied Health Team : 1. Adrian Burrage (Inclusion Network Leader) 2. Fiona Biss (Speech)	from: Term 1 to: Term 4	\$0.00	
Whole School Inclusion Leader: Higher Duty Payments	from: Term 1 to: Term 4	\$0.00	

Split ledger for Education Support Staff: 1. Kerry Cornellisen 2. Naomi McMaster	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish processes with the implementation of Top 10: 1. Professional learning 2. Top 10 Resources 3. Release teachers for classroom visits	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Engagement with EAL to work with SIT team and/or PLC leaders to build data literacy expertise- particularly NAPLAN. - Attend any data literacy workshops facilitated by EALs	<input checked="" type="checkbox"/> PLC Leaders <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"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implementation of Project 22 processes by SIT team-clarifying canvases, Rapid Action Plans, Stand Ups, Retrospectives	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> On-site
Middle Leadership Professional Learning sessions led by Tim Harper- to build instructional and human leadership capabilities	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Tim Harper	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team					
SIT team professional learning: Simon Breakspear-Progress Collective PD	<input checked="" type="checkbox"/> School Improvement Team	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"/> External consultants Simon Breakspear	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions Berry Street Model	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site
Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review, evaluate and update the Whole School Behaviour system- consequences	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site