

2023 Annual Implementation Plan

for improving student outcomes

Cambridge Primary School (5312)



Submitted for review by Jane Budd (School Principal) on 09 December, 2022 at 02:24 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	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	Our focus for 2023 will be to implement the 2023 priorities and goals and review these in a 6 month timeframe and re-set for the remainder of the year. Curriculum, planning and assessment will be monitored closely to ensure learning, catch up and extension priorities are achieved within the given timeframe. Health and wellbeing and building communities will also be monitored to ensure all goals are achieved within the 12 months.
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Considerations for 2023	<ul style="list-style-type: none">- Provision of differentiated Literacy and Numeracy learning tasks that target the needs of all learners and challenge higher achievers..- Build leaders and teachers data literacy and capacity to evaluate the impact of teaching practices on student learning.- Strengthening parent/carer involvement in learning catch up activities- Implementing Disability Inclusion leader-Chaplin funding for 2023
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning outcomes in Literacy and Numeracy.
Target 2.1	<p>Increase percentage of students showing high relative growth from Year 3 to 5.</p> <ul style="list-style-type: none"> • Reading - Increase the percentage of students showing high relative growth from 24% in 2018 to more than 31% in 2022 • Writing - Increase the percentage of students showing high relative growth from 30% in 2018 to more than 43% in 2022 • Numeracy - Increase the percentage of students showing high relative growth from 19% in 2018 to more than 31% in 2022
Target 2.2	<p>To increase the number of students in the top two bands in Reading, Writing and Numeracy.</p> <p>Reading</p>

	<ul style="list-style-type: none"> • Increase the number of students in the top two NAPLAN bands in Year 3 from 63% in 2018 to 78% in 2022. (This is equivalent to approximately 95 students in 2018 and 117 students in 2022.) • Increase the number of students in the top two NAPLAN bands in Year 5 from 39% in 2018 to 55% in 2022. (This is equivalent to approximately 51 students in 2018 and 63 students in 2022.) <p>Writing</p> <ul style="list-style-type: none"> • Increase the number of students in the top two NAPLAN bands in Year 3 from 51% in 2018 to 63% in 2022. • Increase the number of students in the top two NAPLAN bands in Year 5 from 18% in 2018 to 34% in 2022. <p>Numeracy</p> <ul style="list-style-type: none"> • Increase the number of students in the top two NAPLAN bands in Year 3 from 57% in 2018 to 69% in 2022. • Increase the number of students in the top two NAPLAN bands in Year 5 from 34% in 2018 to 48% in 2022. • (This is an increase of 4% per year, this is equivalent of approximately 5 students increase per year or one per grade.)
<p>Target 2.3</p>	<p>By 2022, decrease the variability between NAPLAN Writing results in Years 3 and 5 and teacher judgement data by comparing;</p> <ul style="list-style-type: none"> • teacher judgment percentages of A-B with Writing NAPLAN results in the top two bands.

- teacher judgment percentages of D-E with NAPLAN results of the bottom two bands.

2017 Teacher Judgements and NAPLAN results (2018 data not available as yet)

Writing TJ	% A-B (2017)	%D-E (2017)
Year 3	20%	18%
Year 5	16%	6%
Writing NAPLAN	% Top 2 Bands	% Bottom Two Bands
Year 3	57%	8%
Year 5	26%	5%

Target 2.4

By the end of 2022, increase the percentage of positive endorsement for school climate factor scores on the Staff opinion Survey by measuring;

- Collective efficacy from 69% in 2018 to 81% in 2022.
- Academic emphasis from 65% in 2018 to 77% in 2022
- Teacher collaboration from 47% in 2018 to 59% in 2022.

Key Improvement Strategy 2.a
Curriculum planning and assessment

Document and implement a guaranteed and viable curriculum to enhance student learning in Reading and Writing. (CPA)

Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies. (EHITS)
Key Improvement Strategy 2.c Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)
Goal 3	Improve students' engagement in their learning.
Target 3.1	By the end of 2022, increase the percentage of positive endorsement for indicators on the student AToSS by measuring; <ul style="list-style-type: none"> • student voice and agency from 76% in 2018 to 88% in 2022. • stimulated learning from 86% in 2018 to 98% in 2022. • learning confidence from 85% in 2018 to 97% in 2022
Target 3.2	By the end of 2022, increase the percentage of positive endorsement on the SSS by measuring; <ul style="list-style-type: none"> • Parent and community from 75% in 2018 to 87% in 2022
Target 3.3	By the end of 2022, increase the percentage of positive endorsement in the POS by measuring; <ul style="list-style-type: none"> • parent participation and involvement from 78% in 2018 to 90% in 2022 • teacher communication from 63% in 2018 to 75% in 2022 • stimulated learning environment from 73% in 2018 to 85% in 2022

<p>Key Improvement Strategy 3.a Intellectual engagement and self-awareness</p>	<p>Develop student learning opportunities and goals that are challenging, engaging and promote curiosity. (IESA)</p>
<p>Key Improvement Strategy 3.b Intellectual engagement and self-awareness</p>	<p>Develop a culture of high expectation for all students. (IESA)</p>
<p>Key Improvement Strategy 3.c Parents and carers as partners</p>	<p>Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of the year, 100% of targeted students will make a minimum of 12 months growth in 12 months of learning.</p> <p>Learning catch up and extension</p> <p>By the end of the year 100% of students who participate in the tutoring program will make a minimum of 12 months growth using the F& P continuum in reading in ten months of learning</p> <p>By the end of the year 100% of students in the tutoring program will make a minimum of 12 months growth using MOI (maths Interview online) in Place Value in twelve months of learning</p> <p>Differentiated instruction By the end of 2023 we will increase the planned differentiated learning activities based on students learning needs from 85% in 2022 to 89% in 2023</p>

			<p>Wellbeing</p> <p>By the end of 2023 we will encourage 100% of our staff to become involved in matters of health safety and wellbeing.</p> <p>By the end of 2023 students individual social and emotional wellbeing will increase from 71% in 2022 to 77% in 2023.</p>
Improve student learning outcomes in Literacy and Numeracy.	Yes	<p>Increase percentage of students showing high relative growth from Year 3 to 5.</p> <ul style="list-style-type: none"> • Reading - Increase the percentage of students showing high relative growth from 24% in 2018 to more than 31% in 2022 • Writing - Increase the percentage of students showing high relative growth from 30% in 2018 to more than 43% in 2022 • Numeracy - Increase the percentage of students showing high relative growth from 19% in 2018 to more than 31% in 2022 	<p>Reading</p> <p>Increase the percentage of students showing high relative growth from 31% in 2022 to more than 36% in 2023</p> <p>Writing - Increase the percentage of students showing high relative growth from 43% in 2022 to more than 49% in 2023</p> <p>Numeracy - Increase the percentage of students showing high relative growth 31% in 2022 to more than 36% in 2023</p>
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		<p>By 2022, decrease the variability between NAPLAN Writing results in Years 3 and 5 and teacher judgement data by comparing;</p> <ul style="list-style-type: none"> • teacher judgment percentages of A-B with Writing NAPLAN results in the top two bands. • teacher judgment percentages of D-E with NAPLAN results of the bottom two bands. 	<p>Year 3 Writing TJ - 2021 data</p> <p>Writing results in A-B (TJ) -13%</p> <p>Writing results in D-E (TJ) -32%</p> <p>Year 3 Top 2 Bands - Writing</p> <p>Top 2 bands -67%</p> <p>Bottom 2 bands -3%</p> <p>Year 5 Writing TJ - 2021 data</p>

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<p>Improve students' engagement in their learning.</p>	<p>Yes</p>	<p>By the end of 2022, increase the percentage of positive endorsement for indicators on the student AToSS by measuring;</p> <ul style="list-style-type: none"> • student voice and agency from 76% in 2018 to 88% in 2022. 	<p>Student Voice and agency from 66% in 2022 increase by 15% to 88% in 2023 Stimulated learning increase from 85% in 2022 by 12% to 97% in</p>																		

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Goal 1	<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>By the end of the year, 100% of targeted students will make a minimum of 12 months growth in 12 months of learning.</p> <p>Learning catch up and extension</p>

	<p>By the end of the year 100% of students who participate in the tutoring program will make a minimum of 12 months growth using the F& P continuum in reading in ten months of learning</p> <p>By the end of the year 100% of students in the tutoring program will make a minimum of 12 months growth using MOI (maths Interview online) in Place Value in twelve months of learning</p> <p>Differentiated instruction By the end of 2023 we will increase the planned differentiated learning activities based on students learning needs from 85% in 2022 to 89% in 2023</p> <p>Wellbeing By the end of 2023 we will encourage 100% of our staff to become involved in matters of health safety and wellbeing.</p> <p>By the end of 2023 students individual social and emotional wellbeing will increase from 71% in 2022 to 77% in 2023.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	Improve student learning outcomes in Literacy and Numeracy.	

<p>12 Month Target 2.1</p>	<p>Reading Increase the percentage of students showing high relative growth from 31% in 2022 to more than 36% in 2023 Writing - Increase the percentage of students showing high relative growth from 43% in 2022 to more than 49% in 2023 Numeracy - Increase the percentage of students showing high relative growth 31% in 2022 to more than 36% in 2023</p>
<p>12 Month Target 2.2</p>	<p>Reading Increase the number of students in Year 3 in the top two NAPLAN band from 57% in 2022 to 63% in 2023 (This is equivalent to approximately 79 students.) Increase the number of students in Year 5 in the top two NAPLAN bands from 48% in 2022 to 58% in 2023. (This is equivalent to approximately 69 students.) Writing Increase the number of students in Year 3 in the top two NAPLAN bands from 45% in 2022 to 51% in 2023. (This is equivalent to approximately 71 students.) Increase the number of students in Year 5 in the top two NAPLAN bands from 37% in 2022 to 42% in 2023. (This is equivalent to approximately 55 students.) Numeracy Increase the number of students in Year 3 in the top two NAPLAN bands from 36% in 2022 to 46% in 2023.(This is equivalent to approximately 60 students.) Increase the number of students in Year 5 in the top two NAPLAN bands from 30% in 2022 to 36% in 2023. (This is equivalent to approximately 47 students.) Increase the participation rate to 100%</p>
<p>12 Month Target 2.3</p>	<p>Year 3 Writing TJ - 2021 data Writing results in A-B (TJ) -13% Writing results in D-E (TJ) -32%</p> <p>Year 3 Top 2 Bands - Writing Top 2 bands -67% Bottom 2 bands -3%</p> <p>Year 5 Writing TJ - 2021 data Writing results in A-B (TJ) -13% Writing results in D-E (TJ) -30%</p> <p>Year 5 Top 2 Bands - Writing Top 2 bands -41% Bottom 2 bands -8%</p>

12 Month Target 2.4	Collective efficacy increase from 69% in 2022 to 73% in 2023 Academic emphasis increase from 68% in 2022 to 73% in 2023 Teacher collaboration increase from 48% in 2022 to 51% in 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Document and implement a guaranteed and viable curriculum to enhance student learning in Reading and Writing. (CPA)	No
KIS 2 Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies. (EHITS)	Yes
KIS 3 Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)	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.	As we embark in a new strategic plan we will be part of the DET coaching do that we will have high expectations on embedding a consistent approach to PLC . We will review our instructional model to ensure we have consistency across the whole school and that staff are able to implement the (EHITS) within their work programs.	
Goal 3	Improve students' engagement in their learning.	
12 Month Target 3.1	Student Voice and agency from 66% in 2022 increase by 15% to 88% in 2023 Stimulated learning increase from 85% in 2022 by 12% to 97% in 2023 Learning confidence increase from 74% in 2022 by 14% to 97% in 2023 Increase participation rate to 100%	
12 Month Target 3.2	Parent and community involvement from 71% in 2022 to 75 % in 2023	

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Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Intellectual engagement and self-awareness	Develop student learning opportunities and goals that are challenging, engaging and promote curiosity. (IESA)	No
KIS 2 Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)	Yes
KIS 3 Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)	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.	With a new strategic plan we will be part of the DET coaching do that we will have high expectations on embedding a consistent approach to PLC	

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	<p>By the end of the year, 100% of targeted students will make a minimum of 12 months growth in 12 months of learning.</p> <p>Learning catch up and extension</p> <p>By the end of the year 100% of students who participate in the tutoring program will make a minimum of 12 months growth using the F& P continuum in reading in ten months of learning</p> <p>By the end of the year 100% of students in the tutoring program will make a minimum of 12 months growth using MOI (maths Interview online) in Place Value in twelve months of learning</p> <p>Differentiated instruction By the end of 2023 we will increase the planned differentiated learning activities based on students learning needs from 85% in 2022 to 89% in 2023</p> <p>Wellbeing By the end of 2023 we will encourage 100% of our staff to become involved in matters of health safety and wellbeing.</p> <p>By the end of 2023 students individual social and emotional wellbeing will increase from 71% in 2022 to 77% in 2023.</p>
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment and differentiated instruction in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs
Outcomes	Students will: Set targeted learning goals Articulate the next steps to progress in their learning Provide continual evidence to track progress and achievement of goals Use and apply a growth mindset

	<p>Bounce back from setbacks Strive for excellence</p> <p>Teachers and tutors will: Identify student learning needs based on diagnostic assessment data Plan for differentiation based on student learning data Implement differentiated instruction to meet individual student needs Follow the assessment schedule Provide targeted academic support to students Partake in the PLC inquiry cycle to identify vulnerable students</p> <p>Leaders will: Support teaching staff to build assessment and differentiation practices through clear processes and professional learning Make adjustments to instructional and pedagogical models in consultation with staff Develop protocols for monitoring planning and assessment expectations</p>			
Success Indicators	<p>Early indicators: Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Collaboratively developed formative and summative assessment tools to show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the implementation of the instructional and pedagogical model.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$17,000.00 <input type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit staff skillset in formative and summative assessment and differentiation for all students.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$23,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on differentiated instruction and AIP goals.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Refresh peer observations with a focus on differentiated instruction in the classroom.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Build and develop a Disability and Inclusion leader Establish a multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice			
Outcomes	Students will: Articulate their needs and emotions Be able to recognise, respond to and refer to mental health support services Be able to explain what positive mental health means and where they can seek support at school Respond to AtoSS with an improved understanding of mental health Support and engage peers to contribute to a strong classroom culture through living values Teachers will: Recognise, monitor and respond to student mental health needs Collaborate with students to create a wellbeing display that is inclusive and evolving that responds to mental health encompassing the school values and vision			

	<p>Establish and build understanding around DIS and SSG preparation and gathering supporting information for profile meetings Unpack and discuss results of AtoSS with students Make actions in response to AtoSS results Incorporate social and emotional learning in the PLC cycle Plan for and implement social and emotional learning within their curriculum areas Be able to recognise, respond to and refer students' mental health needs</p> <p>Leaders will: Support leaders to unpack, understand and deliver actions back to their year levels Advocate for students with disability and additional needs Provide PL for staff to understand the role of the DIS Leader Ensure all staff have a working understanding of how to write, develop and implement a high quality IEP Support the continuous development, documentation and revision of a multi-tiered response model to mental health Directly support students' mental health and/or provide referrals</p>			
Success Indicators	<p>Early indicators: Curriculum documentation will show plans for differentiation Notes from Wellbeing meetings will show plans to support individual students needs Student IEP's will describe adjustments to meet student needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student Engagement and Wellbeing AP, DIS and MHWC to work with wellbeing staff to develop a response model that meets the mental health needs of the school.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,700.49 <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>Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed.</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$11,400.00</p> <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>Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability.</p> <p>Develop and document a scope and sequence for the teaching of the Personal and Social General Capability.</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$15,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Goal 2	Improve student learning outcomes in Literacy and Numeracy.			
12 Month Target 2.1	<p>Reading Increase the percentage of students showing high relative growth from 31% in 2022 to more than 36% in 2023 Writing - Increase the percentage of students showing high relative growth from 43% in 2022 to more than 49% in 2023 Numeracy - Increase the percentage of students showing high relative growth 31% in 2022 to more than 36% in 2023</p>			
12 Month Target 2.2	<p>Reading Increase the number of students in Year 3 in the top two NAPLAN band from 57% in 2022 to 63% in 2023 (This is equivalent to approximately 79 students.) Increase the number of students in Year 5 in the top two NAPLAN bands from 48% in 2022 to 58% in 2023. (This is equivalent to approximately 69 students.) Writing Increase the number of students in Year 3 in the top two NAPLAN bands from 45% in 2022 to 51% in 2023. (This is equivalent to approximately 71 students.) Increase the number of students in Year 5 in the top two NAPLAN bands from 37% in 2022 to 42% in 2023. (This is equivalent to approximately 55 students.) Numeracy Increase the number of students in Year 3 in the top two NAPLAN bands from 36% in 2022 to 46% in 2023. (This is equivalent to approximately 60 students.) Increase the number of students in Year 5 in the top two NAPLAN bands from 30% in 2022 to 36% in 2023. (This is equivalent to approximately 47 students.) Increase the participation rate to 100%</p>			
12 Month Target 2.3	<p>Year 3 Writing TJ - 2021 data Writing results in A-B (TJ) -13% Writing results in D-E (TJ) -32%</p> <p>Year 3 Top 2 Bands - Writing Top 2 bands -67% Bottom 2 bands -3%</p> <p>Year 5 Writing TJ - 2021 data Writing results in A-B (TJ) -13%</p>			

	<p>Writing results in D-E (TJ) -30%</p> <p>Year 5 Top 2 Bands - Writing Top 2 bands -41% Bottom 2 bands -8%</p>
12 Month Target 2.4	<p>Collective efficacy increase from 69% in 2022 to 73% in 2023 Academic emphasis increase from 68% in 2022 to 73% in 2023 Teacher collaboration increase from 48% in 2022 to 51% in 2023</p>
KIS 1 Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies. (EHITS)
Actions	<p>Establish an agreed definition of evidenced based Instructional and Pedagogical Models. Implement an agreed, understood and consistent whole school Instructional and Pedagogical Models which utilises high impact teaching strategies (EHITS). Consistently implement learning goals across the school. Conduct student conferences where goals are set and strategies are provided to achieve success.</p>
Outcomes	<p>Students will: work with teachers in making decisions about teaching and learning guided by the Victorian curriculum take responsibility for their learning and are, on the whole, independent and self-regulating learners be able to clearly articulate their learning goals and provide examples of strategies that assist in achieving success.</p> <p>Teachers will: include student voice and agency in student learning and assessment have the Pedagogical and Instructional Models visible in all classrooms engage in Peer Observations specific to the instructional and pedagogical models and high impact teaching strategies engage in PL to build teacher capacity in implementing the Instructional and Pedagogical Models and high impact teaching strategies through coaching, PL workshops. consistently implement the Instructional and Pedagogical Models in classrooms.</p> <p>School leaders will: deliver PL around student voice and agency provide professional learning for the implementation of the Pedagogical and Instructional models and the use of HITS</p>

	<p>support teams in the effective use of the Pedagogical and Instructional Models in PLCs complete peer observations and track staff that have engaged in peer observations monitor the implementation of the Pedagogical and Instructional model, and seek feedback from staff through a survey build teacher data literacy and capacity to evaluate and celebrate the impact of teaching practices on student learning lead in the implementation of a guaranteed and viable curriculum.</p>			
Success Indicators	<p>Peer observations coaching instructional model visible in every classroom teachers able to articulate and demonstrate pedagogical model in their classrooms.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PL delivered specific to student voice and agency, directly linked to the school's instructional and pedagogical models (EHITS).	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$10,000.00</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>
Provide whole school protocols around Peer Observation	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<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
Adjust and refine the capacity of PLC leaders through targeted leadership & consultant development sessions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)			
Actions	Adjust and consistently improve Professional Learning Communities to build teacher capacity in differentiated instruction. Enhance data literacy of teachers to inform understanding of students' needs and progress, and identify students who require additional support for intervention or extension. Continue to implement a consistent approach to PLCs using DuFour's questions. Conduct student conferences where goals are set and strategies are provided to achieve success. Peer observations conducted by all teachers. Develop a system of tracking students that do not meet the expected growth targets (putting faces to the data).			

	Documentation of peer observation evident in term planning. Continue to embed highly effective differentiated curriculum planners.			
Outcomes	<p>Students will: articulate what they are learning and why through learning intentions seek and act on feedback to reflect on their learning, making connections to success criteria and learning goals be able to provide examples of strategies that assist in achieving success.</p> <p>Teachers will: collectively and collaboratively engage in PLC inquiry cycles use data to identify the individual learning needs of every student ensure clear learning intentions and success criteria are displayed for each lesson ensure EHIT strategies are embedded in PLC cycles participate in peer observations engage in professional reading to build teaching capacity produce a work program showing differentiation ensure that all relevant documents and data are brought to all PLC meetings provide regular and documented feedback to students.</p> <p>School leaders will: ensure PLC planning time is protected use student data to prioritise PL for PLCs provide time for observations and feedback develop a professional learning calendar lead highly effective PLCs and develop PLC protocols build the capacity of PLC leaders LS to build the capacity of Teacher Leaders so that a consistent approach to PLCs is implemented across the school.</p>			
Success Indicators	Peer observations coaching NAPLAN result Education consultant Meeting minutes Planners			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Work with education consultant to build consistency in practice	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop whole school Peers observation protocols	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Improve students' engagement in their learning.			
12 Month Target 3.1	Student Voice and agency from 66% in 2022 increase by 15% to 88% in 2023 Stimulated learning increase from 85% in 2022 by 12% to 97% in 2023 Learning confidence increase from 74% in 2022 by 14% to 97% in 2023 Increase participation rate to 100%			

12 Month Target 3.2	Parent and community involvement from 71% in 2022 to 75 % in 2023
12 Month Target 3.3	Parent participation and involvement from 71% in 2022 to 78% in 2023 Teacher communication from 70% in 2022 to 75% in 2023 Stimulated learning environment from 73% in 2022 to 78% in 2023
KIS 1 Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)
Actions	Whole school professional learning on the implementation of agreed literacy, numeracy and tutoring. (differentiation, formative assessment, HIT, ILPs and learning goals) Develop a visual representation of high expectations that motivate and empower student agency. Conduct student conferences where goals are set and strategies are provided to achieve success.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> know the lesson structure and how the instructional model supports their learning experience success and celebrate learning growth - Bump it up wall in classrooms set achievable goals for their own learning growth have a growth mindset and believe they can learn represent their school community as confident members of a student leadership team actively participate and contribute to school decision making be able to articulate and embed the school's values and expectations in classroom and non classroom settings use a range of strategies to self regulate and problem solve respectfully challenge others' views around learning and teaching. <p>Teachers will</p> <ul style="list-style-type: none"> empower students to set and maintain high expectations have high expectations of self and others further develop a deeper understanding of core curriculum priority areas identify the specific learning needs of their students engage in reflective practices, respectfully challenge others' views around learning and teaching collaboratively monitor and evaluate curriculum, assessment and lessons through PLCs. <p>Leaders will</p> <ul style="list-style-type: none"> prioritise essential curriculum and ensure these are taught with learning supports for all students

	<p>prioritise time in the timetable for teachers to collaborate</p> <p>establish a targeted tutoring program for students</p> <p>observe a consistent language and use of strategies across the school</p> <p>monitor the implementation of the practice principles and EHITS.</p>			
Success Indicators	<p>Teachers record observations of student progress</p> <p>Bump it up walls/Visible learning wall</p> <p>Parent opinion survey, school performance report, AtoSS, SOS</p> <p>Universal language across whole school.</p> <p>Data walls</p> <p>Peer observation protocols</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PL Targeted at staff building high expectations for all students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PL upskilling staff and students capacity around setting, recording, tracking and celebrating learning goals.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)			
Actions	Strengthen relationships with school families regular check ins Develop and implement a school wide approach to communication with parents carers, families and the wider community Plan for school facilities and ground works that school is a great place to learn Share knowledge with community around social services and external agencies to support families/community			
Outcomes	Students will: negotiate and co-design learning that stretches their thinking track, measure and communicate their learning feel connected to their school and have a positive attitude to come to school feel a sense of connectedness between home and school Teachers will: track, measure and communicate student learning actively connect with families to develop and establish positive relationships celebrate and participate in community events. Leaders will: priorities time for staff to communicate and build relationships with parents/carers provide time for staff to build capacity in teachers to strengthen home/school relationship create opportunities across different platforms for parents to engage and provide feedback support referrals to external agencies for vulnerable families.			

Success Indicators	School based AtoSS POS Compass data - parent communication Surveys Attendance at different parent engagement platforms			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teachers connecting with families to build stronger relationships	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
External agencies to support with wellbeing referrals.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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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	\$0.00	\$144,400.00	-\$144,400.00
Disability Inclusion Tier 2 Funding	\$0.00	\$317,700.49	-\$317,700.49
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$462,100.49	-\$462,100.49

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Review the implementation of the instructional and pedagogical model.	\$17,000.00
Audit staff skillset in formative and summative assessment and differentiation for all students.	\$23,000.00
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on differentiated instruction and AIP goals.	\$15,000.00
Refresh peer observations with a focus on differentiated instruction in the classroom.	\$10,000.00
Student Engagement and Wellbeing AP, DIS and MHWC to work with wellbeing staff to develop a response model that meets the mental health needs of the school.	\$30,700.49
Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed.	\$11,400.00

Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Develop and document a scope and sequence for the teaching of the Personal and Social General Capability.	\$15,000.00
PL delivered specific to student voice and agency, directly linked to the school's instructional and pedagogical models (EHITS).	\$10,000.00
Work with education consultant to build consistency in practice	\$50,000.00
Develop whole school Peers observation protocols	\$10,000.00
PL Targeted at staff building high expectations for all students	\$100,000.00
PL upskilling staff and students capacity around setting, recording, tracking and celebrating learning goals.	\$90,000.00
Teachers connecting with families to build stronger relationships	\$10,000.00
External agencies to support with wellbeing referrals.	\$70,000.00
Totals	\$462,100.49

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Audit staff skillset in formative and summative assessment and differentiation for all students.	from: Term 1 to: Term 2	\$23,000.00	<input checked="" type="checkbox"/> CRT

Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on differentiated instruction and AIP goals.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Refresh peer observations with a focus on differentiated instruction in the classroom.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed.	from: Term 1 to: Term 4	\$11,400.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Develop and document a scope and sequence for the teaching of the Personal and Social General Capability.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> CRT
Work with education consultant to build consistency in practice	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop whole school Peers observation protocols	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> CRT
Teachers connecting with families to build stronger relationships	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> CRT

	to: Term 4		
Totals		\$144,400.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Review the implementation of the instructional and pedagogical model.	from: Term 1 to: Term 2	\$17,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
Student Engagement and Wellbeing AP, DIS and MHWC to work with wellbeing staff to develop a response model that meets the mental health needs of the school.	from: Term 1 to: Term 4	\$30,700.49	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
PL delivered specific to student voice and agency, directly linked to the school's instructional and pedagogical models (EHITS).	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> •
PL Targeted at staff building high expectations for all students	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •

			<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
PL upskilling staff and students capacity around setting, recording, tracking and celebrating learning goals.	from: Term 1 to: Term 4	\$100,000.00	<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 • <input checked="" type="checkbox"/> CRT •
External agencies to support with wellbeing referrals.	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff • <input checked="" type="checkbox"/> CRT •
Totals		\$317,700.49	

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
Review the implementation of the instructional and pedagogical model.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on differentiated instruction and AIP goals.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Refresh peer observations with a focus on differentiated instruction in the classroom.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<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/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student Engagement and Wellbeing AP, DIS and MHWC to work with wellbeing staff to develop a response model that meets the mental health needs of the school.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Define roles and update processes for collaboration between student leaders and	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1	<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

the wellbeing team, to ensure all concerns about student mental health are recorded and addressed.	<input checked="" type="checkbox"/> Wellbeing Team	to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources DIS proformas and protocols	
PL delivered specific to student voice and agency, directly linked to the school's instructional and pedagogical models (EHITS).	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Work with education consultant to build consistency in practice	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Educational Consultant	<input checked="" type="checkbox"/> On-site
PL Targeted at staff building high expectations for all students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PL upskilling staff and students capacity around setting, recording, tracking and celebrating learning goals.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

