**2023 Annual Implementation Plan**

Submitted for review by George Danson (School Principal) on 20 December, 2022 at 04:34 PM  
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 10 February, 2023 at 12:13 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Le Page Primary School (5422)



**Self-evaluation Summary - 2023**

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|  | 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 |

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| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Embedding |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

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| **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 |

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Embedding |
| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |

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| **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 |

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| **Enter your reflective comments** | Looking forward to the implementation of PLCs for inquiry cycles, Little Learners Love Literacy and Scaffolding Numeracy in the Middle Years. |
| **Considerations for 2023** | Little Learners Love Literacy P-2 A more structured, systematic approach to monitoring attendance Using the Scaffolding Numeracy in the Middle Years, Learning Assessment Frameworks and Growing Mathematically resources |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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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. |
| 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 | Maximise the learning growth for all students. |
| Target 2.1 | **Top 2 bands NAPLAN**  Increase the percentage of Year 5 students achieving in the top 2 bands in NAPLAN for:   * Reading and viewing from 27% (2021) to 40% (2025) * Writing from 13% (2021) to 25% (2025) * Numeracy from 20% (2021) to 30% (2025). |
| Target 2.2 | **Benchmark growth**  Increase the percentage of students rated to be at or above benchmark growth in NAPLAN for:   * Reading from 72% (2021) to 80% (2025) * Writing from 66% (2021) to 80% (2025) * Number and algebra from 72% (2021) to 80% (2025). |
| Target 2.3 | **Teacher judgement**  Increase the percentage of Years F-6 students rated by teacher judgement to be at or above age expected levels on the Victorian Curriculum for:   * Reading and viewing from 85% (2020) to 89% (2025) * Writing from 74% (2020) to 80% (2025) * Number and algebra from  87% (2020) to 89% % (2025). |
| Target 2.4 | **School Staff Survey**  Increase the percentage of positive endorsement by teachers for the factors:   * understand how to analyse data from 78% (2020) to 80% (2025) * moderate assessment tasks together from 78% (2020) to 80% (2025) * academic emphasis from 71% (2020) to 80% (2025) * collective efficacy from 74% (2020) to 80% (2025). |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy. |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Build the capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning |
| Key Improvement Strategy 2.c Building practice excellence | Build a culture of teacher collaboration through the implementation of PLCs. |
| Goal 3 | Increase active participation of all students in their learning. |
| Target 3.1 | **Attitudes to School Survey**  Increase the percentage of positive endorsement by students for the factors:   * student voice and agency from 66% (2020) to 70% (2025). |
| Target 3.2 | **School Staff Survey**  Increase the percentage of positive endorsement by teachers for the factors in the teaching and learning implementation module of the SSS:   * believe student engagement is key from 89% (2020) to 90% (2025) * promote student ownership of learning from 89% (2020) to 90% (2025). |
| Target 3.3 | **Parent Opinion Survey**  Increase the percentage of positive endorsement by parents for the factor:   * student agency and voice from 88% (2019) to 90% (2025). |
| Key Improvement Strategy 3.a Empowering students and building school pride | Strengthen opportunities for student voice, agency and leadership. |
| Key Improvement Strategy 3.b Empowering students and building school pride | Develop teacher capability to support students to set goals and monitor own learning progress. |
| Goal 4 | Enhance the wellbeing of all students. |
| Target 4.1 | **School Staff Survey**  Increase the percentage of positive endorsement by teachers for the factor:   * support growth and learning of the whole student from 89% (2020) to 90% (2025). |
| Target 4.2 | **Attitudes to School Survey:**  Increase the percentage of positive endorsement by students for the factors:   * sense of confidence from 71% (2020) to 75% (2025). * sense of connectedness from 78% (2020) to 82% (2025). |
| Target 4.3 | **Attendance:**  Reduce the percentage of students with 20+ days absence from 35% (2019) to 25% (2025). |
| Key Improvement Strategy 4.a Health and wellbeing | Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers |
| Key Improvement Strategy 4.b Health and wellbeing | Develop, document and implement a tiered and responsive approach to support student wellbeing and inclusion. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | Yes | Support for the 2023 Priorities | Please see below goals |
| Maximise the learning growth for all students. | Yes | **Top 2 bands NAPLAN**  Increase the percentage of Year 5 students achieving in the top 2 bands in NAPLAN for:   * Reading and viewing from 27% (2021) to 40% (2025) * Writing from 13% (2021) to 25% (2025) * Numeracy from 20% (2021) to 30% (2025). | Reading and Viewing move to 33%Writing move to 20%Numeracy move to 25% |
| **Benchmark growth**  Increase the percentage of students rated to be at or above benchmark growth in NAPLAN for:   * Reading from 72% (2021) to 80% (2025) * Writing from 66% (2021) to 80% (2025) * Number and algebra from 72% (2021) to 80% (2025). | Reading and Viewing move to 75%Writing move to 70%Numeracy move to 75% |
| **Teacher judgement**  Increase the percentage of Years F-6 students rated by teacher judgement to be at or above age expected levels on the Victorian Curriculum for:   * Reading and viewing from 85% (2020) to 89% (2025) * Writing from 74% (2020) to 80% (2025) * Number and algebra from  87% (2020) to 89% % (2025). | Reading and Viewing move to 87%Writing move to 76%Number and Algebra move to 88% |
| **School Staff Survey**  Increase the percentage of positive endorsement by teachers for the factors:   * understand how to analyse data from 78% (2020) to 80% (2025) * moderate assessment tasks together from 78% (2020) to 80% (2025) * academic emphasis from 71% (2020) to 80% (2025) * collective efficacy from 74% (2020) to 80% (2025). | Maintain 2022 all results as followsAnalyse Data 91%Moderating 82%Academic emphasis 91%Collective efficacy 91% |
| Increase active participation of all students in their learning. | No | **Attitudes to School Survey**  Increase the percentage of positive endorsement by students for the factors:   * student voice and agency from 66% (2020) to 70% (2025). |  |
| **School Staff Survey**  Increase the percentage of positive endorsement by teachers for the factors in the teaching and learning implementation module of the SSS:   * believe student engagement is key from 89% (2020) to 90% (2025) * promote student ownership of learning from 89% (2020) to 90% (2025). |  |
| **Parent Opinion Survey**  Increase the percentage of positive endorsement by parents for the factor:   * student agency and voice from 88% (2019) to 90% (2025). |  |
| Enhance the wellbeing of all students. | Yes | **School Staff Survey**  Increase the percentage of positive endorsement by teachers for the factor:   * support growth and learning of the whole student from 89% (2020) to 90% (2025). | Maintain in 2023 |
| **Attitudes to School Survey:**  Increase the percentage of positive endorsement by students for the factors:   * sense of confidence from 71% (2020) to 75% (2025). * sense of connectedness from 78% (2020) to 82% (2025). | Maintain in 2023Confidence 83%Connectedness 89% |
| **Attendance:**  Reduce the percentage of students with 20+ days absence from 35% (2019) to 25% (2025). | in 2023 we aim to have 25% of students with 20+ days absence. |

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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 | Please see below goals | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a**  Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 1.b**  Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023. | |
| Goal 2 | **Maximise the learning growth for all students.** | |
| 12 Month Target 2.1 | Reading and Viewing move to 33% Writing move to 20% Numeracy move to 25% | |
| 12 Month Target 2.2 | Reading and Viewing move to 75% Writing move to 70% Numeracy move to 75% | |
| 12 Month Target 2.3 | Reading and Viewing move to 87% Writing move to 76% Number and Algebra move to 88% | |
| 12 Month Target 2.4 | Maintain 2022 all results as follows Analyse Data 91% Moderating 82% Academic emphasis 91% Collective efficacy 91% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Curriculum planning and assessment | Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy. | No |
| **KIS 2.b**  Curriculum planning and assessment | Build the capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning | No |
| **KIS 2.c**  Building practice excellence | Build a culture of teacher collaboration through the implementation of PLCs. | 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. | 2022 some of the SIT were trained for PLCs.  In 2023 we have scheduled our timetable so that valued time to meet as a PLC group. At the start of 2023, all staff will participate in PLC professional learning to further understand the process. Staff will then work in PLC groups weekly with our curriculum focus of literacy (P-2), numeracy (3-6). | |
| Goal 4 | **Enhance the wellbeing of all students.** | |
| 12 Month Target 4.1 | Maintain in 2023 | |
| 12 Month Target 4.2 | Maintain in 2023 Confidence 83% Connectedness 89% | |
| 12 Month Target 4.3 | in 2023 we aim to have 25% of students with 20+ days absence. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 4.a**  Health and wellbeing | Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers | Yes |
| **KIS 4.b**  Health and wellbeing | Develop, document and implement a tiered and responsive approach to support student wellbeing and inclusion. | No |
| 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. | Late in 2022, social skills groups and specific clubs were introduced to support students to build positive relationships with their peers.  We wont to keep improving how student voice is utilised through Student Lighthouse and the Leader in Me. | |

**Define Actions, Outcomes and Activities**

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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 | Please see below goals | | | | |
| 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** | Build staff capacity in assessment and differentiation in order to identify and meet students’ individual learning needs | | | | |
| **Outcomes** | Teachers will identify student learning needs based on diagnostic assessment data Teachers will implement differentiated teaching and learning to meet individual student needs Students in need of targeted academic support or intervention will be identified and supported Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning | | | | |
| **Success Indicators** | Curriculum documentation will show plans for differentiation  Student IEP’s will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Observational records will be kept from learning walks and observational rounds. PLC minutes will be used to track students and inquiry cycles. | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Review the assessment schedule and embed time for moderation of student work in the professional learning calendar | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and update IEPs for selected students | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a Little Learners (P-2) and SNMY (3-6) | | 🗹 All Staff  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $10,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Organise Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation | | 🗹 All Staff  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | Embed positive mental health approaches in staff professional practice through the Leader in Me | | | | |
| **Outcomes** | Embed positive mental health approaches in staff professional practice Teachers will plan for and implement social and emotional learning within their curriculum areas through RRRR and Leader in Me | | | | |
| **Success Indicators** | Policies and programs will show documentation of multi-tiered response model  AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Timetable and scheduled weekly specialist sessions of RRRR curriculum | | 🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $25,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Explicit and targeted weekly lessons of the 7 habits | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $8,500.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2 | Maximise the learning growth for all students. | | | | |
| 12 Month Target 2.1 | Reading and Viewing move to 33% Writing move to 20% Numeracy move to 25% | | | | |
| 12 Month Target 2.2 | Reading and Viewing move to 75% Writing move to 70% Numeracy move to 75% | | | | |
| 12 Month Target 2.3 | Reading and Viewing move to 87% Writing move to 76% Number and Algebra move to 88% | | | | |
| 12 Month Target 2.4 | Maintain 2022 all results as follows Analyse Data 91% Moderating 82% Academic emphasis 91% Collective efficacy 91% | | | | |
| KIS 2.c Building practice excellence | Build a culture of teacher collaboration through the implementation of PLCs. | | | | |
| **Actions** | Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice  Use PLC/Ts for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities | | | | |
| **Outcomes** | Teachers will confidently and accurately identify student learning needs of all of their students Teachers will provide students with the opportunity to work at their level using differentiated resources Students and teachers will have more time to work on content at the students point of need | | | | |
| **Success Indicators** | Classroom observations and learning walks demonstrating use of strategies from professional learning  Documentation and data from formative assessments Differentiated resources used in tailored supports | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review the professional calendar and update to prioritise collaboration time in PLCs/PLTs | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and update staff meeting protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports | | 🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 4 | Enhance the wellbeing of all students. | | | | |
| 12 Month Target 4.1 | Maintain in 2023 | | | | |
| 12 Month Target 4.2 | Maintain in 2023 Confidence 83% Connectedness 89% | | | | |
| 12 Month Target 4.3 | in 2023 we aim to have 25% of students with 20+ days absence. | | | | |
| KIS 4.a Health and wellbeing | Support students to be empowered, build resilience, strengthen their social skills and build positive relationships with their peers | | | | |
| **Actions** | Establish/embed a tiered social regulation / engagement model such as Schoolwide Positive Behaviour Support through the Leader in Me Implement the Resilience, Rights and Respectful Relationships curriculum  Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate | | | | |
| **Outcomes** | Teachers will implement and model consistent routines  Teachers will implement a range of interventions in their classroom to support student wellbeing Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers | | | | |
| **Success Indicators** | Documentation of frameworks, policies or programs using the Leader in Me Students engagement in wellbeing programs Documentation of strategies students will use in classes and at school | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Establish lunchtime clubs that promote healthy habits and positive relationships | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health | | 🗹 Administration Team  🗹 All Staff  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students | | 🗹 All Staff  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $118,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding Planner**

Summary of Budget and Allocated Funding

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| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $30,989.30 | $30,989.30 | $0.00 |
| Disability Inclusion Tier 2 Funding | $96,691.14 | $96,691.14 | $0.00 |
| Schools Mental Health Fund and Menu | $0.00 | $0.00 | $0.00 |
| **Total** | $127,680.44 | $127,680.44 | $0.00 |

Activities and Milestones – Total Budget

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| **Activities and Milestones** | **Budget** |
| Timetable and scheduled weekly specialist sessions of RRRR curriculum | $25,000.00 |
| Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health | $5,000.00 |
| Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students | $118,000.00 |
| **Totals** | $148,000.00 |

Activities and Milestones - Equity Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Timetable and scheduled weekly specialist sessions of RRRR curriculum | from: Term 1  to: Term 4 | $25,989.30 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| **Totals** |  | $30,989.30 |  |

Activities and Milestones - Disability Inclusion Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students | from: Term 1  to: Term 1 | $96,691.14 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties  🗹 Teaching and learning programs and resources |
| **Totals** |  | $96,691.14 |  |

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

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| **Activities and Milestones** | **Budget** |
| **Totals** | $0.00 |

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Organise Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation | 🗹 All Staff  🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Learning Specialist | 🗹 On-site |
| Explicit and targeted weekly lessons of the 7 habits | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Learning Specialist  🗹 Numeracy leader | 🗹 On-site |
| Review the professional calendar and update to prioritise collaboration time in PLCs/PLTs | 🗹 School Improvement Team | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative | 🗹 On-site |
| Review and update staff meeting protocols to prioritise time for discussion of assessment data in order to identify students requiring additional supports | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 PLC Initiative  🗹 School improvement partnerships | 🗹 On-site |
| Establish lunchtime clubs that promote healthy habits and positive relationships | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |