

2022 Annual Implementation Plan

for improving student outcomes

Plenty Parklands Primary School (1915)



Submitted for review by Julie Nixon (School Principal) on 21 February, 2022 at 11:55 AM
Endorsed by Rachel Corben (Senior Education Improvement Leader) on 20 March, 2022 at 05:34 PM
Endorsed by Fiona Taylor (School Council President) on 21 March, 2022 at 01:17 PM

Self-evaluation Summary - 2022

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

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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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>Whole school approach to Writing imbedded, with some work needed to better implement Reading approach and HITS. Staff continued to implement PLCs and worked collaboratively to develop their own teaching practices.</p> <p>Tutor Learning Initiative and EAL program successfully ran throughout the year, with changes made to these programs when needed. Remote and Flexible Learning was again another challenge faced, however staff managed well and continued to implement a Teaching and Learning program as close to their regular classroom program as possible. Once onsite learning returned, challenges were faced with ensuring the community felt safe and comfortable returning their</p>
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	children to the classroom environment. Work will continue in 2022 to develop a safe and inclusive classroom culture, built on trust and strong relationships.
Considerations for 2022	Continued work to develop a consistent understanding and approach to the PLC inquiry cycle across the school. Will work with a PLC mentor and NEMA PLC manager. Implement Reading approach across the school. Continuing to build strong relationships with the community in order to transition students back into school in a safe and supported manner.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve literacy and numeracy outcomes for all students
Target 2.1	<p>NAPLAN By 2023, increase the percentage of Year 3 students achieving in the <i>top 2 bands of NAPLAN Reading, Writing and Numeracy</i></p> <ul style="list-style-type: none"> • <i>Reading</i> to increase from 64 per cent in 2019 to 68 per cent in 2023 • <i>Writing</i> to increase from 67 per cent in 2019 to 70 per cent in 2023 • <i>Numeracy</i> to increase from 45 per cent in 2019 to 50 per cent in 2023
Target 2.2	<p>NAPLAN By 2023, increase the percentage of Year 5 students achieving in the <i>top 2 bands of NAPLAN Reading, Writing and Numeracy</i></p> <ul style="list-style-type: none"> • <i>Reading</i> to increase from 40 per cent in 2019 to 44 per cent in 2023

	<ul style="list-style-type: none"> • <i>Writing</i> to increase from 21 per cent in 2019 to 40 per cent in 2023 • <i>Numeracy</i> to increase from 26 per cent in 2019 to 38 per cent in 2023
Target 2.3	<p>NAPLAN By 2023, reduce percentage of year 5 students achieving low benchmark growth in NAPLAN Reading Writing and Numeracy</p> <ul style="list-style-type: none"> • <i>Reading</i> to decrease from 35 per cent in 2019 to 18 per cent in 2023 • <i>Writing</i> to decrease from 19 per cent in 2019 to 15 per cent in 2023 • <i>Numeracy</i> to decrease from 26 per cent in 2019 to 18 per cent in 2023
Target 2.4	<p>School Staff survey</p> <ul style="list-style-type: none"> • By 2023, increase the percentage of positive responses to Academic Emphasis from 70% in 2019 to 75% by 2023.
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed the current school pedagogy to a high level consistently across the school
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Review and embed an evidence based whole school approach to a cycle of planning, implementation and evaluation
Key Improvement Strategy 2.c	Build teacher capacity to deliver a curriculum that addresses the point of need of every student

Building practice excellence	
Key Improvement Strategy 2.d Building practice excellence	Build teacher capacity in data literacy
Goal 3	To improve engagement in learning for all students
Target 3.1	<p>Student Attitudes to School Survey By 2023, increase the percentage of positive responses for <i>the motivation and interest, self-regulation and goal setting, student voice and agency</i> and <i>Stimulated learning</i> factors on the Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> • <i>Motivation and interest</i> to increase from 82 per cent in 2019 to 86 per cent in 2023 • <i>Self regulation and goal setting</i> to increase from 88 per cent in 2019 to 90 per cent in 2023 • <i>Student voice and agency</i> to increase from 71 per cent in 2019 to 75 per cent in 2023 • <i>Stimulated learning</i> to increase from 82 per cent in 2019 to 86 per cent in 2023.
Target 3.2	<p>Student Attendance By 2023, decrease the percentage of Prep to year 6 students with 20 or more days absent from 23 per cent in 2018 to 20 per cent.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	Develop, document and implement a whole school strategy to maximize/optimize student voice, learner agency and student leadership
Key Improvement Strategy 3.b Vision, values and culture	Develop a culture of high expectation and excellence throughout the school community
Goal 4	To improve the wellbeing and resilience of all students

Target 4.1	<p>Student Attitudes to School survey By 2023, increase the percentage of positive responses for the <i>sense of confidence</i>, <i>sense of connectedness</i> and <i>resilience</i> factors on the Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> • <i>Sense of Confidence</i> to increase from 86 per cent in 2019 to 90 per cent in 2023 • <i>Sense of Connectedness</i> to increase from 76 per cent in 2019 to 80 per cent in 2023 • <i>Resilience</i> to increase from 80 per cent in 2019 to 85 per cent in 2023
Target 4.2	<p>School Staff Survey By 2023, increase the percentage of positive responses for the <i>Trust in students and parents</i> and <i>school climate</i>, factors on the School Staff Survey.</p> <ul style="list-style-type: none"> • <i>Trust in students and parents</i> to increase from 75 per cent in 2019 to 80 per cent in 2023 • <i>School climate</i> to increase from 82 per cent in 2019 to 85 per cent in 2023
Key Improvement Strategy 4.a Curriculum planning and assessment	Embed a consistent model across the school that supports the needs of current and future students
Key Improvement Strategy 4.b Health and wellbeing	Further develop a safe and respectful environment for all students with a focus on resilience

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reduce by 3% the number of students working below the expected level and increase by 3% the number of students working above the expected level in Number and Algebra (Teacher Judgement Aged Expected Level) compared to 2021 data.</p> <p>Reduce by 2% the number of students working below the expected level and increase by 2% the number of students working above the expected level in Reading and Viewing (Teacher Judgement Aged Expected Level) compared to 2021 data.</p> <p>Increase the positive responses in the areas of Confidence, Connectedness and Motivation and Interest by 3 % in the Attitudes to School Survey each area compared to 2021 data</p>
To improve literacy and numeracy outcomes for all students	No	NAPLAN By 2023, increase the percentage of Year 3 students achieving in the <i>top 2 bands of NAPLAN Reading, Writing and Numeracy</i>	

		<ul style="list-style-type: none"> • <i>Reading</i> to increase from 64 per cent in 2019 to 68 per cent in 2023 • <i>Writing</i> to increase from 67 per cent in 2019 to 70 per cent in 2023 • <i>Numeracy</i> to increase from 45 per cent in 2019 to 50 per cent in 2023 	
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		<p>School Staff survey</p> <ul style="list-style-type: none"> • By 2023, increase the percentage of positive responses to Academic Emphasis from 70% in 2019 to 75% by 2023. 	
To improve engagement in learning for all students	No	<p>Student Attitudes to School Survey</p> <p>By 2023, increase the percentage of positive responses for <i>the motivation and interest, self-regulation and goal setting, student voice and agency</i> and <i>Stimulated learning</i> factors on the Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> • <i>Motivation and interest</i> to increase from 82 per cent in 2019 to 86 per cent in 2023 • <i>Self regulation and goal setting</i> to increase from 88 per cent in 2019 to 90 per cent in 2023 • <i>Student voice and agency</i> to increase from 71 per cent in 2019 to 75 per cent in 2023 • <i>Stimulated learning</i> to increase from 82 per cent in 2019 to 86 per cent in 2023. 	

		<p>Student Attendance By 2023, decrease the percentage of Prep to year 6 students with 20 or more days absent from 23 per cent in 2018 to 20 per cent.</p>	
To improve the wellbeing and resilience of all students	No	<p>Student Attitudes to School survey By 2023, increase the percentage of positive responses for the <i>sense of confidence</i>, <i>sense of connectedness</i> and <i>resilience</i> factors on the Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> • <i>Sense of Confidence</i> to increase from 86 per cent in 2019 to 90 per cent in 2023 • <i>Sense of Connectedness</i> to increase from 76 per cent in 2019 to 80 per cent in 2023 • <i>Resilience</i> to increase from 80 per cent in 2019 to 85 per cent in 2023 	
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12 Month Target 1.1	<p>Reduce by 3% the number of students working below the expected level and increase by 3% the number of students working above the expected level in Number and Algebra (Teacher Judgement Aged Expected Level) compared to 2021 data.</p> <p>Reduce by 2% the number of students working below the expected level and increase by 2% the number of students working above the expected level in Reading and Viewing (Teacher Judgement Aged Expected Level) compared to 2021 data.</p> <p>Increase the positive responses in the areas of Confidence, Connectedness and Motivation and Interest by 3 % in the Attitudes to School Survey each area compared to 2021 data</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	
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 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Schoolwide adoption of Essential Assessment - Mathematics to be used as a diagnostic assessment to collect student data</p> <p>Participate in a 15 week Leading Differentiated Teaching in Mathematics professional learning course delivered by The Victorian Academy of Teaching and Leadership</p> <p>Track those students who have excelled in remote learning as indicated in their teacher judgement data and plan to maintain their rate of growth</p> <p>Provide a targeted EAL, language support and tutoring program (TLI) to meet the learning needs of identified students</p> <p>Employ Deb Sukarna to provide whole school professional learning on the Reader's Workshop with a focus on comprehension</p> <p>Follow up Reader's Workshop Professional learning during PLC</p> <p>Build staff capacity to analyse student data through the use of the PLC inquiry cycle and identify specific learning needs. Teachers plan for engaging and differentiated learning sequences.</p>

Outcomes	<p>Teachers are familiar with all aspects of Essential Assessment - Mathematics and regularly use Essential Assessment throughout the year</p> <p>Teachers able to plan and implement differentiated learning programs based on current student data using both summative and formative assessment</p> <p>Implementation of comprehensive TLI program, catering for both 'Catch up" and extension student needs</p> <p>Clearly evidenced PLC inquiry cycles that show evidence of data analysis, professional learning and learning sequences.</p>			
Success Indicators	<p>Evidence within planning documents of the use of data from essential assessments</p> <ul style="list-style-type: none"> - all homegroup teachers are using Essential Assessment - Mathematics and setting pre and post assessments throughout each term. <p>Evidence of referencing Essential Assessment data in 5 week planner and in Mathematics PLC inquiries (identify the crumb)</p> <p>Students successfully leaving the TLI program once they have achieved their learning goals (Fluid group of students based on their successful learning will be recorded in TLI program notes)</p> <p>Evidence in planning documents and weekly work programs of differentiated learning program.</p> <p>PLC inquiry cycle documentation</p> <p>Student achievement data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Providing PL in Essential Assessment	<input checked="" type="checkbox"/> Leading Teacher(s)	<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
Providing PL in the analysis of data	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

	<input checked="" type="checkbox"/> School Leadership Team		to: Term 4	<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
Consolidating our use of formative assessment	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Working with PLC NWR manager to identify area of need within the school and address these	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Small teaching team to participate in PL from the Academy	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <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
Reading professional learning provided Deb Sukarna	<input checked="" type="checkbox"/> All Staff	<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 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Continue to implement Rights, Responsibility and Respectful Relationship through out the school and implement the Resilience Project</p> <p>Work with RRR support staff to deliver PL to further improve our school approach and implementation of RRR</p> <p>Monitor, support and track identified students who have additional wellbeing and mental health needs, Engaging ESSS staff or Allied Health personnel.</p> <p>Revisit Growth Mindset as a school wide initiative.</p> <p>Established structure of wellbeing support for each year level.</p>			
Outcomes	<p>Teachers will have a deeper understanding of RRR and how to implement it strategically within their classroom to meet specific student needs in a timely fashion.</p> <p>ESSS and allied health workers will be engaged as needed throughout the year and a team approach adopted to support individual students.</p> <p>Relevant and timely staff PL provided to skill teachers or ES staff in handling complex needs of students</p> <p>Teachers will coach their students in growth mindset.</p> <p>There will be a school wide tiered approach to dealing with student welfare issues.</p>			
Success Indicators	<p>RRRR program will be recorded in planning documents.</p> <p>PL will be documented and when appropriate used to inform our whole school processes and policies</p> <p>A strategic approach in dealing with issues will be reflected in the entries on Compass Chronicles.</p> <p>Promotion of growth mindsets displayed in the classrooms and be evident in students reflections.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to implement Resilience, Rights and Respectful Relationship through out the school and implement the Resilience Project	<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
Work with RRR support staff to deliver PL to further improve our school approach and implementation of RRR	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$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
Monitor, support and track identified students who have additional wellbeing and mental health needs, Engaging ESSS staff or Allied Health personnel.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<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
Working with external resource personnel such as the Resilience Project Team as a school wide initiative to provide support to both staff and students to strengthen resilience at our school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <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
Established structure of wellbeing support for each year level and promote Growth Mindsets.	<input checked="" type="checkbox"/> Leadership 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$34,999.00	\$0.00	\$34,999.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$34,999.00	\$0.00	\$34,999.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Providing PL in the analysis of data	\$2,000.00
Small teaching team to participate in PL from the Academy	\$2,000.00
Reading professional learning provided Deb Sukarna	\$10,000.00
Working with external resource personnel such as the Resilience Project Team as a school wide initiative to provide support to both staff and students to strengthen resilience at our school.	\$20,000.00
Totals	\$34,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Providing PL in the analysis of data	from: Term 1 to: Term 4		
Small teaching team to participate in PL from the Academy	from: Term 1 to: Term 2		
Reading professional learning provided Deb Sukarna	from: Term 1 to: Term 4		
Working with external resource personnel such as the Resilience Project Team as a school wide initiative to provide support to both staff and students to strengthen resilience at our school.	from: Term 2 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Providing PL in Essential Assessment	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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
Providing PL in the analysis of data	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Working with PLC NWR manager to identify area of need within the school and address these	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Small teaching team to participate in PL from the Academy	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site On Line from The Academy
Reading professional learning provided Deb Sukarna	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Deb Sukarna	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day		
Continue to implement Resilience, Rights and Respectful Relationship through out the school and implement the Resilience Project	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Work with RRR support staff to deliver PL to further improve our school approach and implementation of RRR	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources RRR Support Teachers	<input checked="" type="checkbox"/> On-site
Monitor, support and track identified students who have additional wellbeing and mental health needs, Engaging ESSS staff or Allied Health personnel.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Working with external resource personnel such as the Resilience Project Team as a school wide initiative to provide support to both staff and students to strengthen resilience at our school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 2 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"/> 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"/> Departmental resources The Resilience Project	<input checked="" type="checkbox"/> On-site
Established structure of wellbeing support for each	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

year level and promote Growth Mindsets.		to: Term 4		<input checked="" type="checkbox"/> PLC/PLT Meeting		
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