

# 2023 Annual Implementation Plan

## for improving student outcomes

Glenallen School (4968)



Submitted for review by Michael Cole (School Principal) on 03 April, 2023 at 11:06 AM  
Endorsed by Kerry Wood (Senior Education Improvement Leader) on 03 April, 2023 at 11:12 AM  
Endorsed by Danny Williams (School Council President) on 03 April, 2023 at 01:54 PM

## Self-evaluation Summary - 2023

|                       | FISO 2.0 Dimensions  | Self-evaluation Level |
|-----------------------|--|-----------------------|
| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs   | Embedding             |
|                       | 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   |                       |

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| <b>Leadership</b> | 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                              |           |

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|-------------------|---|----------|
| <b>Engagement</b> | 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                                    |          |

|                |   |           |
|----------------|---|-----------|
| <b>Support</b> | 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 |           |

|                                       |  |
|---------------------------------------|--|
| <b>Enter your reflective comments</b> | Throughout the self evaluation process we found that we were strongest in the areas for leadership, teaching and learning, and support and resources, however we need to focus on assessment and engagement. This includes looking at staff collaboration, data literacy and understanding of pedagogical and instructional models as well as student wellbeing, voice and agency. |
|---------------------------------------|--|

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| <b>Considerations for 2023</b>          | Need to focus on: <ul style="list-style-type: none"><li>- Staff collaboration</li><li>- Staff understanding of pedagogical and instructional models</li><li>- Staff data literacy</li><li>- Student wellbeing</li><li>- Student voice and agency</li></ul> |
| <b>Documents that support this plan</b> |  |

## SSP Goals Targets and KIS

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|---|---|
| <b>Goal 1</b>   | <b>2023 Priorities Goal</b><br>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.  |
| <b>Target 1.1</b>   | Support for the 2023 Priorities   |
| <b>Key Improvement Strategy 1.a</b><br>Priority 2023 Dimension                        | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy  |
| <b>Key Improvement Strategy 1.b</b><br>Priority 2023 Dimension                        | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   |
| <b>Goal 2</b>   | To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.   |
| <b>Target 2.1</b>   | Ninety-five per cent of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years during the SSP period in: <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Number and Algebra</li> </ul> <p><i>To be monitored <b>each two school years</b> during the SSP (for example, from end 2019 to end 2022)</i></p> |
| <b>Key Improvement Strategy 2.a</b><br>Evidence-based high-impact teaching strategies | Develop and embed an agreed whole-school instructional model (with initial focus on differentiated point of need models of practice in English and Mathematics).  |

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| <b>Key Improvement Strategy 2.b</b><br>Building practice excellence                  | Use the Professional Learning Community inquiry cycle and other PL activities to embed the instructional model.   |
| <b>Key Improvement Strategy 2.c</b><br>Instructional and shared leadership           | Continue to build leadership capacity at various levels to guide, support and direct implementation of the instructional model, the improvement of instructional practice, and improvement of student learning.   |
| <b>Goal 3</b>  | To create empowered learners who are actively engaged in communication and their learning.  |
| <b>Target 3.1</b>  | By 2022, the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent: <ul style="list-style-type: none"> <li>• Social engagement domain</li> <li>• Student Voice and agency</li> <li>• Sense of inclusion</li> </ul> |
| <b>Target 3.2</b>  | By 2022, the percentage of parents responding positively to the Parent Opinion Survey student agency and voice measure to be at or above 85 per cent (75 per cent in 2018).   |
| <b>Key Improvement Strategy 3.a</b><br>Empowering students and building school pride | Develop a whole-school approach to activating student agency in learning.   |
| <b>Key Improvement Strategy 3.b</b><br>Empowering students and building school pride | Continue to build Glenallen capacity to be a leading Communication Accessible School (CAS).   |
| <b>Key Improvement Strategy 3.c</b><br>Empowering students and building school pride | The school will develop a communication data wall using the Roadmap of Communication Competence (ROCC). The ROCC was developed as a tool to map progress made by schools in smaller increments to ensure 2 key things:  |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• There is a shared understanding of what competent communication looks like – the big picture.</li> <li>• Teams are not overwhelmed by the big picture in setting goals, prioritizing strategies</li> </ul>   |
| <b>Goal 4</b>   | To enhance the safety, connectedness and wellbeing of all students.   |
| <b>Target 4.1</b>   | <p>By 2022 the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness</li> <li>• I feel safe at this school</li> </ul> |
| <b>Target 4.2</b>   | By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey to be at or above 90 per cent.   |
| <b>Key Improvement Strategy 4.a</b><br>Health and wellbeing | Continue to build the whole-school approach to student health, wellbeing and inclusion.   |

## Select Annual Goals and KIS

| Four Year Strategic Goals  | Is this selected for focus this year? | Four Year Strategic Targets  | 12 month target   |
|--|---------------------------------------|--|---|
| <p><b>2023 Priorities Goal</b><br/>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | Yes                                   | Support for the 2023 Priorities  | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>- By 2024, the 50th percentile of the students assessed against PAT Reading will improve from 102.6 (2022) to 104.6. - By 2024, the 50th percentile of the students assessed against PAT Mathematics will improve from 99.4 (2022) to 101.9.</p> |
| <p>To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.</p>   | No                                    | <p>Ninety-five per cent of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years during the SSP period in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Number and Algebra</li> </ul> <p><i>To be monitored <b>each two school years</b> during the SSP (for example, from end 2019 to end 2022)</i></p> |   |
| <p>To create empowered learners who are actively engaged in communication and their learning.</p>  | No                                    | <p>By 2022, the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent:</p> <ul style="list-style-type: none"> <li>• Social engagement domain</li> <li>• Student Voice and agency</li> <li>• Sense of inclusion</li> </ul>   |   |



|   |    |  |  |
|---|----|--|--|
|   |    | By 2022, the percentage of parents responding positively to the Parent Opinion Survey student agency and voice measure to be at or above 85 per cent (75 per cent in 2018).  |  |
| To enhance the safety, connectedness and wellbeing of all students. | No | By 2022 the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent: <ul style="list-style-type: none"> <li>• Sense of connectedness</li> <li>• I feel safe at this school</li> </ul> |  |
|   |    | By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey to be at or above 90 per cent.  |  |

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|---|---|---|
| <b>Goal 1</b>                             | <b>2023 Priorities Goal</b><br>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.                                      |   |
| <b>12 Month Target 1.1</b>                | <ul style="list-style-type: none"> <li>- By 2024, the 50th percentile of the students assessed against PAT Reading will improve from 102.6 (2022) to 104.6.</li> <li>- By 2024, the 50th percentile of the students assessed against PAT Mathematics will improve from 99.4 (2022) to 101.9.</li> </ul> |   |
| <b>Key Improvement Strategies</b>         |   | Is this KIS selected for focus this year? |
| <b>KIS 1.a</b><br>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                                       |
| <b>KIS 1.b</b><br>Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   | Yes                                       |

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

## Define Actions, Outcomes and Activities

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|---|---|
| <b>Goal 1</b>                             | <b>2023 Priorities Goal</b><br>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.  |
| <b>12 Month Target 1.1</b>                | <ul style="list-style-type: none"> <li>- By 2024, the 50th percentile of the students assessed against PAT Reading will improve from 102.6 (2022) to 104.6.</li> <li>- By 2024, the 50th percentile of the students assessed against PAT Mathematics will improve from 99.4 (2022) to 101.9.</li> </ul>   |
| <b>KIS 1.a</b><br>Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy  |
| <b>Actions</b>                            | <ul style="list-style-type: none"> <li>--- Develop a consistent and rigorous approach to teaching across the school</li> <li>--- Build staff capacity to assess, collect and analyse data</li> </ul>  |
| <b>Outcomes</b>                           | <ul style="list-style-type: none"> <li>----- Develop a consistent and rigorous approach to teaching across the school -----</li> <li>- Teachers will display and use learning intentions</li> <li>- Teachers will have quality work programs uploaded to Sentral</li> <li>- Teachers will follow either the 5e's or gradual release model for all lessons</li> <li>- Teachers will develop an understanding of the HITs</li> <li>- Teachers will collaborate to develop units of work</li> <li>- Leaders will provide PD</li> <li>- Leaders will work in classrooms with teachers to provide coaching and mentoring</li> <li>- Students will be able to identify what they are learning</li> <br/> <li>----- Build staff capacity to assess, collect and analyse data -----</li> <li>- Teachers will upload assessment data to Sentral</li> <li>- Teachers will assess students using rubrics in the areas of reading, writing and number and algebra</li> <li>- Teachers will complete summative assessments at least once a year on all students</li> <li>- Teachers will moderate and analyse their assessment data in PLCs</li> <li>- Teachers will use assessment data to inform their teaching</li> <li>- Leaders will review the assessment schedule</li> <li>- Leaders will provide PD on assessment</li> </ul> |

|   |   |                                       |                                  |  |
|---|---|---------------------------------------|----------------------------------|--|
|   | <ul style="list-style-type: none"> <li>- Leaders will facilitate moderation</li> <li>- Students will undertake assessments</li> <li>- Students will receive feedback on their progress</li> </ul>   |                                       |                                  |  |
| <b>Success Indicators</b>   | <p>----- Develop a consistent and rigorous approach to teaching across the school -----</p> <p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Learning intentions displayed in classes</li> <li>- Work programs are on Sentral</li> <li>- Work programs reflect the instructional model</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- School staff survey results for 'collaborate to scaffold student learning', 'use a pedagogical model', 'knowledge of high impact teaching strategies' and 'understand the curriculum' will improve</li> <li>- Collaborative development of unit plans</li> </ul> <p>----- Build staff capacity to assess, collect and analyse data -----</p> <p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Literacy and Numeracy data is uploaded to Sentral throughout the year</li> <li>- PLC reports</li> <li>- Updated assessment schedule</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- School staff survey results for 'understanding how to analyse data', 'understand formative assessment', 'moderate assessment tasks together' and ' monitor effectiveness using data' will increase</li> <li>- Increase in the number of students with assessments completed</li> </ul> |                                       |                                  |  |
| <b>Activities and Milestones</b>  | <b>People Responsible</b>   | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Funding Streams</b>   |
| Update the assessment schedule to include all literacy and numeracy assessments | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> Learning Specialist(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |

|  |   |  |                                  |   |
|--|---|--|----------------------------------|---|
|  |   |  |                                  | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  |
| Provide PD for staff on assessment, including how to assess, upload, analyse and use the data to inform teaching | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$400.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Continue to develop rubrics for English and Maths  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> Learning Specialist(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$4,537.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which                                    |

|   |   |  |                                  |   |
|---|---|--|----------------------------------|---|
|   |   |  |                                  | may include DET funded or free items  |
| Setup of a teacher learning space for teachers to collaborate   | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$856.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items   |
| Provide professional development on learning intentions, work programs, 5e's, gradual release, HITs and collaboration | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$6,500.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Facilitate collaborative planning in PLCs and Workshops   | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> Learning Specialist(s)   | <input type="checkbox"/> PLP Priority            | from:<br>Term 2                  | \$0.00  |

|                                    |  |  |                                  |   |
|------------------------------------|--|--|----------------------------------|---|
|                                    | <input checked="" type="checkbox"/> Teacher(s) |  | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                              |
| Provide PD on Early Years Numeracy | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$4,537.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide PD on phonics              | <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$4,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  |

|  |  |                                       |                                  |   |
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|  |  |                                       |                                  | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items   |
| Continue implement the tutor learning initiative to provide additional support to students | <input checked="" type="checkbox"/> Teacher(s)             | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items                |
| Learning Specialist Coaching   | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$6,500.00<br><br><input checked="" type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |



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|---|---|
| <b>KIS 1.b</b><br>Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable   |
| <b>Actions</b>                            | Strengthen staff knowledge around student voice and learner agency<br><br>Strengthen the whole school approach to social and emotional learning   |
| <b>Outcomes</b>                           | <p>---- Strengthen staff knowledge around student voice and learner agency ----</p> <ul style="list-style-type: none"> <li>- Staff will understand more about student voice and agency</li> <li>- Students will have more opportunities for leadership within the classroom</li> <li>- Students will have more opportunities to provide feedback</li> <li>- Students are involved in making decisions about their learning</li> <li>- Leaders will provide PD on student voice and agency</li> </ul> <p>---- Strengthen the whole school approach to social and emotional learning ----</p> <ul style="list-style-type: none"> <li>- Staff will know about and implement the HIWs</li> <li>- Teachers will implement respectful relationships in their classroom</li> <li>- Staff will track wellbeing and behaviour data on Sentral</li> <li>- Leaders will support to analyse and develop plans from the data</li> <li>- Leaders will provide PD on SWPBS and HIWs</li> <li>- Leaders will share resources for respectful relationships</li> <li>- Leaders will develop a Sharepoint for behaviour and wellbeing</li> <li>- Leaders, teachers and students will develop a set school expectations based on the school values</li> </ul> |
| <b>Success Indicators</b>                 | <p>---- Strengthen staff knowledge around student voice and learner agency ----</p> <p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Teachers plans show evidence of student directed learning</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- ATOSS data will show an increase in 'sense of connectedness', 'perseverance' and 'sense of confidence'</li> <li>- School Staff Survey data will show an increase in 'promote student ownership of learning' and 'use student feedback to inform practice'.</li> </ul> <p>---- Strengthen staff knowledge around student voice and learner agency ----</p>   |

|  | <p>Early Indicators</p> <ul style="list-style-type: none"> <li>- HIWs are being used within PLCs</li> <li>- Staff attend PD on HIWs</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- ATOSS data will show an increase in 'sense of connectedness', 'perseverance' and 'sense of confidence'</li> <li>- School Staff Survey data will show an increase in 'promote student ownership of learning' and 'use student feedback to inform practice'.</li> </ul> |  |                                  |  |
|--|--|--|----------------------------------|--|
| Activities and Milestones              | People Responsible   | Is this a PL Priority                            | When                             | Funding Streams  |
| Provide PD on student voice and agency | <input checked="" type="checkbox"/> Assistant Principal  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide PD on HIWs                     | <input checked="" type="checkbox"/> PLC Leaders  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><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  |
| Provide PD on SWPBS                | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop a Sharepoint for Behaviour | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

|  |   |                                       |                                  |  |
|--|---|---------------------------------------|----------------------------------|--|
| Develop PLCs for Behaviour and Wellbeing                     | <input checked="" type="checkbox"/> PLC Leaders   | <input type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop a set school expectations based on the school values | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Student(s) | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used<br><br><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<br><br><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                      | \$27,248.10                 | \$27,248.10                          | \$0.00                    |
| Disability Inclusion Tier 2 Funding | \$0.00                      | \$0.00                               | \$0.00                    |
| Schools Mental Health Fund and Menu | \$0.00                      | \$0.00                               | \$0.00                    |
| <b>Total</b>                        | <b>\$27,248.10</b>          | <b>\$27,248.10</b>                   | <b>\$0.00</b>             |

### Activities and Milestones – Total Budget

| Activities and Milestones   | Budget             |
|---|--------------------|
| Provide PD for staff on assessment, including how to assess, upload, analyse and use the data to inform teaching      | \$400.00           |
| Continue to develop rubrics for English and Maths   | \$4,537.00         |
| Setup of a teacher learning space for teachers to collaborate   | \$856.00           |
| Provide professional development on learning intentions, work programs, 5e's, gradual release, HITs and collaboration | \$6,500.00         |
| Provide PD on Early Years Numeracy  | \$4,537.00         |
| Provide PD on phonics   | \$4,000.00         |
| Learning Specialist Coaching  | \$6,500.00         |
| <b>Totals</b>   | <b>\$27,330.00</b> |

## Activities and Milestones - Equity Funding

| Activities and Milestones   | When                             | Funding allocated (\$) | Category   |
|---|----------------------------------|------------------------|--|
| Provide PD for staff on assessment, including how to assess, upload, analyse and use the data to inform teaching      | from:<br>Term 1<br>to:<br>Term 4 | \$400.00               | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Continue to develop rubrics for English and Maths   | from:<br>Term 1<br>to:<br>Term 4 | \$455.10               | <input checked="" type="checkbox"/> Teaching and learning programs and resources               |
| Setup of a teacher learning space for teachers to collaborate   | from:<br>Term 2<br>to:<br>Term 4 | \$856.00               | <input checked="" type="checkbox"/> School-based staffing                                      |
| Provide professional development on learning intentions, work programs, 5e's, gradual release, HITs and collaboration | from:<br>Term 1<br>to:<br>Term 4 | \$6,500.00             | <input checked="" type="checkbox"/> School-based staffing                                      |
| Provide PD on Early Years Numeracy  | from:<br>Term 1<br>to:<br>Term 4 | \$4,537.00             | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Provide PD on phonics   | from:<br>Term 1<br>to:<br>Term 2 | \$4,000.00             | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |

|                              |                                  |             |   |
|------------------------------|----------------------------------|-------------|---|
| Learning Specialist Coaching | from:<br>Term 1<br>to:<br>Term 4 | \$6,500.00  | <input checked="" type="checkbox"/> School-based staffing |
| <b>Totals</b>                |                                  | \$23,248.10 |   |

### Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| <b>Totals</b>             |      | \$0.00                 |          |

### Activities and Milestones - Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
| <b>Totals</b>             |      | \$0.00                 |          |

### Additional Funding Planner – Total Budget

| Activities and Milestones | Budget     |
|---------------------------|------------|
| School Incursions         | \$4,000.00 |
| <b>Totals</b>             | \$4,000.00 |

### Additional Funding Planner – Equity Funding

| Activities and Milestones | When                             | Funding allocated (\$) | Category   |
|---------------------------|----------------------------------|------------------------|--|
| School Incursions         | from:<br>Term 1<br>to:<br>Term 4 | \$4,000.00             | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| <b>Totals</b>             |                                  | \$4,000.00             |  |

### Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When                             | Funding allocated (\$) | Category |
|---------------------------|----------------------------------|------------------------|----------|
| School Incursions         | from:<br>Term 1<br>to:<br>Term 4 |                        |          |
| <b>Totals</b>             |                                  | \$0.00                 |          |

### Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When                             | Funding allocated (\$) | Category |
|---------------------------|----------------------------------|------------------------|----------|
| School Incursions         | from:<br>Term 1<br>to:<br>Term 4 | \$0.00                 |          |
| <b>Totals</b>             |                                  | \$0.00                 |          |



## Professional Learning and Development Plan

| Professional Learning Priority  | Who   | When                       | Key Professional Learning Strategies  | Organisational Structure  | Expertise Accessed  | Where                                       |
|---|---|----------------------------|---|---|---|---|
| Provide PD for staff on assessment, including how to assess, upload, analyse and use the data to inform teaching      | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s) | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site |
| Provide professional development on learning intentions, work programs, 5e's, gradual release, HITs and collaboration | <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)<br><input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s) | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Planning<br><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 |
| Provide PD on Early Years Numeracy  | <input checked="" type="checkbox"/> All Staff   | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Curriculum development  | <input checked="" type="checkbox"/> Professional Practice Day                                       | <input checked="" type="checkbox"/> External consultants<br>Top Ten Maths                             | <input checked="" type="checkbox"/> On-site |
| Provide PD on phonics   | <input checked="" type="checkbox"/> Teacher(s)  | from: Term 1<br>to: Term 2 | <input checked="" type="checkbox"/> Curriculum development  | <input checked="" type="checkbox"/> Professional Practice Day                                       | <input checked="" type="checkbox"/> External consultants<br>Little Learners Love Literacy SoundsWrite | <input checked="" type="checkbox"/> On-site |

|  |  |                                  |   |  |   |   |
|--|--|----------------------------------|---|--|---|---|
| Provide PD on student voice and agency | <input checked="" type="checkbox"/> Assistant Principal    | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting /<br>Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff      | <input checked="" type="checkbox"/> On-site |
| Provide PD on HIWs                     | <input checked="" type="checkbox"/> PLC Leaders            | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting /<br>Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff      | <input checked="" type="checkbox"/> On-site |
| Provide PD on SWPBS                    | <input checked="" type="checkbox"/> Learning Specialist(s) | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting /<br>Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |