2023 Annual Implementation Plan

for improving student outcomes

Valkstone Primary School (4778)

Submitted for review by Angela Dawson (School Principal) on 28 February, 2023 at 10:47 AM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 28 February, 2023 at 05:49 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

| Leadership | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embedding |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

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

| Support | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

| Enter your reflective comments | With the school appointing new roles within leadership it is going to take time to implement and embed some programs. Teacher collaboration will be support through the implementation of PLC's. This process will enable the staff to build their data literacy and with the support of leadership use data to inform teaching. We need to revisit the attitude to school data and identify the specific areas for improvement in relation to student confidence. |

Considerations for 2023	New leadership structure and staff. Giving staff time to learn and implement PLC's . Focus on mental health for both staff and students. Embed and evaluate the implementation of PLC's and data analysis. The tutor learning initiative will support the students identified in both literacy and numeracy for support and extension.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student outcomes in literacy
Target 2.1	By 2024 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN writing from 29 per cent in 2019 to 33 per cent.
Target 2.2	By 2024 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN writing from 32 per cent in 2019 to 35 per cent.
Target 2.3	By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above age expected level will increase in writing from 34 per cent in 2019 to 40 per cent.

Key Improvement Strategy 2.a Evaluating impact on learning	Build capabilities for data analysis and an understanding of data to drive curriculum implementation
Key Improvement Strategy 2.b Building practice excellence	Review and refine the instructional model for writing across the school
Key Improvement Strategy 2.c Instructional and shared leadership	Build capabilities of middle leadership to support high quality instructional practices
Goal 3	To improve student outcomes in numeracy
Target 3.1	By 2024 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy from 48 per cent in 2019 to 55 per cent
Target 3.2	By 2024 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy from 28 per cent in 2019 to 37 per cent
Target 3.3	By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above age expected will increase in number and algebra from 47 per cent in 2019 to 52 per cent.
Key Improvement Strategy 3.a Building practice excellence	Review and refine the instructional model for numeracy across the school
Key Improvement Strategy 3.b	Implement and build effectiveness of PLC's

Building leadership teams	
Key Improvement Strategy 3.c Curriculum planning and assessment	Build teacher confidence and knowledge in Victorian Curriculum content and levels
Goal 4	To amplify student agency in learning
Target 4.1	By 2024 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show: • social engagement domain, student voice and agency factor will increase from 63 per cent in 2019 to 70 per cent • learner characteristics and disposition domain, sense of confidence factor will increase from 79 per cent in 2019 to 83 per cent. • effective teaching practice domain, stimulated learning factor will increase from 80 per cent in 2019 to 84 per cent
Target 4.2	By 2024, the percentage of 20+ days of absence for F-6 students will decrease from 21 per cent in 2019 to at or below 19 per cent.
Target 4.3	By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be above the VC Personal and Social Capability expected achievement standards will increase from 18 per cent in 2019 to 21 per cent
Key Improvement Strategy 4.a	Build the capabilities of all staff and students in giving and receiving feedback to drive learning

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 4.b Empowering students and building school pride	Build student's knowledge and capability in goal setting
Key Improvement Strategy 4.c Empowering students and building school pride	Build staff capabilities to enhance student agency in goal setting and self – regulation

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 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	By the end of 2023 the sense of confidence factor in the AToSS survey will increase from 81% to 83%.By the end of 2023 80% of students involved in the TLI will show 6 or more months growth within their targeted learning area.
To improve student outcomes in literacy	No	By 2024 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN writing from 29 per cent in 2019 to 33 per cent.	
		By 2024 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN writing from 32 per cent in 2019 to 35 per cent.	
		By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above age expected level will increase in writing from 34 per cent in 2019 to 40 per cent.	
To improve student outcomes in numeracy	Yes	By 2024 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy from 48 per cent in 2019 to 55 per cent	By the end of 2023 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy from 54 per cent in 2022 to 58 per cent in 2023.

		By 2024 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy from 28 per cent in 2019 to 37 per cent	By 2023 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy from 28 per cent in 2021 to 37 per cent
		By 2024 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above age expected will increase in number and algebra from 47 per cent in 2019 to 52 per cent.	By 2023 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above age expected will increase in Number and Algebra from 43per cent in 2022 to 48 per cent in 2023.
To amplify student agency in learning	Yes	By 2024 the percentage of Year 4-6 students reporting positive endorsement in the following student Attitudes to School Survey measures will show: • social engagement domain, student voice and agency factor will increase from 63 per cent in 2019 to 70 per cent • learner characteristics and disposition domain, sense of confidence factor will increase from 79 per cent in 2019 to 83 per cent. • effective teaching practice domain, stimulated learning factor will increase from 80 per cent in 2019 to 84 per cent	Learner characteristics and disposition domain, sense of confidence factor will increase from 81 per cent in 2022 to 83 per cent by the end of 2023.
		By 2024, the percentage of 20+ days of absence for F-6 students will decrease from 21 per cent in 2019 to at or below 19 per cent.	The percentage of 20+ days of absence for F-6 students will decrease by 1 percent from 21% in 2022 to 19% in 2023.
		By 2024, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be above the VC Personal and Social Capability expected achievement standards will increase from 18 per cent in 2019 to 21 per cent	The percentage of students marked above the VC Personal and Social Capability expected achievement standards will increase from 46% in 2022 to 50% in 2023.

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	By the end of 2023 the sense of confidence factor in the AToSS survey will increase from 81% to 83%. By the end of 2023 80% of students involved in the TLI will show 6 or more months growth within their targeted learning area.	
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 3	**To improve student outcomes in numeracy**	
12 Month Target 3.1	By the end of 2023 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy from 54 per cent in 2022 to 58 per cent in 2023.	
12 Month Target 3.2	By 2023 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy from 28 per cent in 2021 to 37 per cent	
12 Month Target 3.3	By 2023 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above age expected will increase in Number and Algebra from 43per cent in 2022 to 48 per cent in 2023.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Building practice excellence	Review and refine the instructional model for numeracy across the school	Yes
KIS 3.b Building leadership teams	Implement and build effectiveness of PLC's	Yes
KIS 3.c Curriculum planning and assessment	Build teacher confidence and knowledge in Victorian Curriculum content and levels	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.	Throughout 2023, PLCs are being implemented across the school, with an emphasis on building teacher capability to analyse and utilise relevant data. The ultimate goal is to improve student outcomes in numeracy. An updated instructional model for numeracy, which was developed in 2022, will be discussed and finalised during Maths Curriculum meetings. This will be then be introduced to staff to ensure consistent practice across the school. In consultation with staff a common Maths Term Planner document was developed during Term 4, 2022, with the intention of implementing this document in 2023. Continued work will be done in teams to ensure consistency in planning and the provision of well sequenced learning activities for all students.	

Goal 4	**To amplify student agency in learning**
12 Month Target 4.1	Learner characteristics and disposition domain, sense of confidence factor will increase from 81 per cent in 2022 to 83 per cent by the end of 2023.
12 Month Target 4.2	The percentage of 20+ days of absence for F-6 students will decrease by 1 percent from 21% in 2022 to 19% in 2023.
12 Month Target 4.3	The percentage of students marked above the VC Personal and Social Capability expected achievement standards will increase from 46% in 2022 to 50% in 2023.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a	Build the capabilities of all staff and students in giving and receiving feedback to drive learning	No

Evidence-based high-impact teaching strategies		
KIS 4.b Empowering students and building school pride	Build student's knowledge and capability in goal setting	No
KIS 4.c Empowering students and building school pride	Build staff capabilities to enhance student agency in goal setting and self – regulation	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.	The inclusion of the Personal and Social Capability in the Humanities and Science Overview will enable staff to develop a better understanding of the key skills outlined in the curriculum and assess students against capabilities. Further PD needs to be conducted to develop teacher understanding of the content descriptors outlined in the Vic Curric, which will help improve the assessment of students. Professional Development in the area of student learning goals was undertaken and provided staff with examples of how it could be implemented in the classroom. Follow up to the PD needs to be focused around the implementation of learning goals in classrooms and building teacher confidence to establish learning goals with students. Staff discussion needs to be held in order to ascertain the difficulties teachers are having with establishing, implementing and tracking student goals.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	By the end of 2023 the sense of confidence factor in the AToSS survey will increase from 81% to 83%. By the end of 2023 80% of students involved in the TLI will show 6 or more months growth within their targeted learning area.
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	The TLI will address those students who are identified in the Tier 2 category. Data will drive the selection of students, with the aim of including students of various abilities in the tutoring program in both Literacy and Numeracy. Consultation between class teachers and tutors will enable appropriate targeted teaching and learning for students. Peer coaching will be provided by the school's Learning Specialists. This will support staff in catering for the diverse needs of all learners.
Outcomes	School leaders will provide guidance in strategies for scaffolding learning. Teachers will develop skills in analysing data which will drive teaching and learning. This data analysis will enable teacher to cater for the wide range of students within a classroom. Detailed planning, using the recently developed term planner for Maths, will reflect the data analysis. Students will be provided with activities suitable to their level of understanding.
Success Indicators	Continued use of the following assessments will track the progress of students in Numeracy: Maths Online Interview PAT Maths Essential Assessment Westwood One Minute Basic Number Facts Teacher designed tests, including Valkstone's Number Test

	The 'sense of confidence' factor will be monitored via the AToSS.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Selection of students to participate in TLI & continuous data tracking of students	☑ Homegroup teachers ☑ Student Wellbeing Co-ordinator	☐ 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	- re-deploy staff to ensure that we have a school Mental Health and Wellbeing Leader who is out of the classroom 2 days to support our high-needs students - investigate the possibility of having a staff member with higher duties to oversee whole school wellbeing (curriculum) and run pro-active student sessions - investigate and begin implementation of whole-school approach to wellbeing (curriculum & behaviour management) - Learning Specialist (Disability Inclusion) employed - Higher Duties - to assist staff in implementing reasonable adjustments to the curriculum
Outcomes	- lower numbers of students requiring high-level support - teachers consistently implementing school-wide approach to wellbeing - students having a clear understanding of the school approach to behaviour

Success Indicators	- AToSS results - Staff opinion survey results - planning documents - staff showing improved implementation of adjustments in the classroom for students identified as different levels in the NCCD data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Mental Health and Wellbeing Leader identified and employed within school	☑ Principal	☐ 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
Whole school approach to wellbeing and behaviour identified	☑ Assistant Principal ☑ Principal ☑ School Improvement Team ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 2 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
Employ a higher duties Learning Specialist (Disibility Inclusion)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ 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

Goal 3	To improve student outcomes in numeracy
12 Month Target 3.1	By the end of 2023 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy from 54 per cent in 2022 to 58 per cent in 2023.
12 Month Target 3.2	By 2023 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy from 28 per cent in 2021 to 37 per cent
12 Month Target 3.3	By 2023 the percentage of Year P–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above age expected will increase in Number and Algebra from 43per cent in 2022 to 48 per cent in 2023.
KIS 3.a Building practice excellence	Review and refine the instructional model for numeracy across the school
Actions	The school's Maths Instructional Model, developed in 2022, will be introduced to staff. Learning Specialists will conduct peer observations to provide support and guidance to staff members in implementing the

	instructional model in the classrooms. Learning Specialists will be tagged to a curriculum area (numeracy + literacy + disibility inclusion) to further support specific goals within curriculum areas.				
Outcomes	Consistency in numeracy practice across the school. An increase in staff confidence in the ability to teach numeracy. The Learning Specialist will aim to develop consistency in lesson planning and curriculum delivery. Teachers will utilise data to differentiated and inform lessons.				
Success Indicators	NAPLAN Peer Observations MOLI Essential Assessment Staff Opinion Survey Teacher Judgements				

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Development to staff around the modified instructional model.	☑ Leadership Team	☑ 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
Peer observations to be specifically linked to numeracy, with a dedicated learning specialist tagged to numeracy.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ 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 3.b Building leadership teams	Implement and build effectiveness of PLC's
Actions	PLC leader (with higher duties payment) will be employed to lead PLC implementation across the school and provide staff PD. The introduction of PLCs will ensure that staff utilise data effectively to drive teaching and learning, catering for the needs of all students. The focus for Term One is Maths (Number and Algebra) and the 'Slice' being Whole Number (Prep) Whole Number Operations (Grades 1 - 6). Numeracy assessment tools such as MOLI and PAT Maths will be used as part of this process. Dedicated meeting time once a week has been allocated to PLCs. Professional development will be provided by the PLC leader and PLC teams will work together to complete directed activities. Staff who completed PLC training in 2022 will assist in guiding staff through this process.
Outcomes	School leaders will support staff in the introduction of PLCs, with a focus on effective use of data to guide teaching and learning. Guidance in tracking students will be provided. Data will continue to be updated on SPA so that it is readily available for all staff. Learning Specialists will offer teachers the opportunity to observe their classes and model best practice.
Success Indicators	- Staff understanding of PLC process will increase - PLC trained teachers will be able to 'hand over' running the PLC meetings to their team members, as confidence and

| | understanding grows
- teachers will show higher levels of data analysis
- student learning growth will occur within PLC identified focus groups
- teacher confidence will grow (AToSS)
- development of middle leader identified as the PLC Lead |

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLC leader identified and participated in high-level PD for this role	☑ Assistant Principal ☑ Principal	☑ 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
Weekly PD for staff will be provided during 'protected time' for PLC meetings	☑ PLC Leaders ☑ Timetable Coordinator	☑ 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	To amplify student agency in learning
12 Month Target 4.1	Learner characteristics and disposition domain, sense of confidence factor will increase from 81 per cent in 2022 to 83 per cent by the end of 2023.
12 Month Target 4.2	The percentage of 20+ days of absence for F-6 students will decrease by 1 percent from 21% in 2022 to 19% in 2023.
12 Month Target 4.3	The percentage of students marked above the VC Personal and Social Capability expected achievement standards will increase from 46% in 2022 to 50% in 2023.
KIS 4.c Empowering students and building school pride	Build staff capabilities to enhance student agency in goal setting and self – regulation
Actions	Review and refine the curriculum planning documents to identify and implement Personal and Social Capability standards in Humanities. Develop a whole-school understanding of the Personal and Social Capabilities standards in order to increase teacher capacity to mark students above in term reporting. Staff forums will be conducted to develop an understanding as to why teachers are finding it difficult to establish, implement and track student learning goals. Learning Specialists and Leading Teachers will conduct teacher coaching, provide support and work with teams to establish student learning goals. Leading Teacher (Curriculum Innovation) will lead this area.
Outcomes	- higher levels of staff understanding of the content of the VC in the capabilities - student achievement accurately reflected in teacher judgement data
Success Indicators	- teacher judgement data for Capabilities will reflect a natural bell curve, rather than vast majority of students graded 'at level' - learner characteristics and disposition domain, sense of confidence factor will show continued growth

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
staff professional development around capabilities (through staff meetings)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ Timetable Coordinator	☐ PLP Priority	from: Term 2 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
Data tracking mid-year to monitor changes in student achievement (in capabilities)	☑ School Improvement Team	☐ PLP Priority	from: Term 2 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$20,833.90	$0.00	$20,833.90
Disability Inclusion Tier 2 Funding	$195,842.94	$20,000.00	$175,842.94
Schools Mental Health Fund and Menu	$0.00	$20,000.00	-$20,000.00
Total	**$216,676.84**	**$40,000.00**	**$176,676.84**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Whole school approach to wellbeing and behaviour identified	$0.00
Employ a higher duties Learning Specialist (Disibility Inclusion)	$20,000.00
Totals	**$20,000.00**

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category

Employ a higher duties Learning Specialist (Disibility Inclusion)	from:
	Term 1
	to:
	Term 4
		$20,000.00	☑ Professional learning for school-based staff
			
			   • Middle school leaders
			   • Teachers
			
			☑ Education workforces and/or assigning existing school staff to inclusive education duties
			
			   • Learning Specialist

Totals		$20,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Whole school approach to wellbeing and behaviour identified	from: Term 2 to: Term 4	$20,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free) **This activity will use Mental Health Menu staffing** o Employ additional teacher to release staff member (eduPay)
Totals		$20,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Development to staff around the modified instructional model.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
PLC leader identified and participated in high-level PD for this role	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ Off-site - school visits to PLC lead schools - also online PD - frequent informal PD with DET PLC leads (e.g. Stephania JT)
Weekly PD for staff will be provided during 'protected time' for PLC meetings	☑ PLC Leaders ☑ Timetable Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Maths/Sci Specialist ☑ Departmental resources DET PLC team	☑ On-site