

2023 Annual Implementation Plan

for improving student outcomes

Chandler Park Primary School (5533)



Submitted for review by Jo Hillman (School Principal) on 19 December, 2022 at 01:28 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

Chandler Park Primary School (5533)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving	A whole school Teaching and Learning Model (TLM) was agreed on in 2021. Consistent implementation of the TLM is outlined over the current strategic plan.
	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	PLTs have engaged in using the Improvement Cycle to analyse student learning, set goals and drive teaching and learning that is student centred. Use of assessment strategies and measurement practices, in particular formative assessment was a focus in Mathematics for 2022. Further work is required to develop these practices in English and Wellbeing.
	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	Evolving	PLC practices continue to evolve with norms and protocols being used to engage in the improvement cycle work to improve student learning outcomes. While PLC practices have been re-established, and there has been a shift to a more positive school culture, we acknowledge that there is still more work required to establish shared high expectations, and develop a consistent safe and orderly learning environment that ensures equity for all learners.
	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	Early work in re-establishing the school home partnership began in 2022 i.e Seesaw Connect and Inviting parents and families back onsite to engage in learning and community events. Activation of student voice and agency to strengthen students' participation and engagement in school requires further development.
	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	Embedding	The school has put a lot of work in to providing resources to create equity for our students enabling and creating equality in access to learning. We support students with SSR resources including uniforms and educational supplies, we offer access to an occupational therapist, speech therapist, psychologist, SSS services along with a number of Tier One supports including breakfast club. We have engaged inclusion coaching and professional learning around inclusion and the development of meaningful IEP's. We remove financial barriers for students by assisting with excursions, camps and access to paediatricians. We have a number of tier one supports including breakfast club for all, fruit provided in every building and lunch provided when not provided.
	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>The school has strong supports and resources in place for supporting learning, wellbeing and inclusion that have been in place prior to remote learning, and were able to be built on and strengthened over that time.</p> <p>Re-establishing whole school practices post remote learning has been a focus of strategic plan that was . The school is in the evolving stages for most of the dimensions and the implementation of the whole school teaching and learning model.</p> <p>School improvement work over 2022 was heavily impacted by staff and student absences. Illness with Covid, Flu etc impacted staff and students. Many parents also requested holidays to see extended family overseas.</p>
Considerations for 2023	<p>FISO 2.0 places equal importance on learning and wellbeing. Supporting staff, students and families to see these concepts as inextricably linked is the next step to ensuring that the outcomes and experiences of our students are equitable and improving in attainment growth and quality. We aim to continue to focus on implementing the TLM with a high degree of</p>

	fidelity and that the work of PLC will continue with a particular focus on integrating wellbeing into the improvement cycle.
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	Improve achievement and learning growth for all students in literacy and numeracy.
Target 2.1	By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN: <ul style="list-style-type: none"> • Reading from 26% (2021) to 30% • Writing from 11% (2021) to 15% • Numeracy from 22% (2021) to 25% By 2025 decrease the percentage of Year 5 students below benchmark growth on NAPLAN: <ul style="list-style-type: none"> • Reading from 28% (2021) to 24% • Writing from 27% (2021) to 23% • Numeracy from 22% (2021) to 18%

Target 2.2	Commercial/ licensed assessment tool data to show an increase of 4% in stanine 5+ and a decrease of 4% of students in stanine 4 (and below) in reading and mathematics for each cohort over the course of the strategic plan.
Target 2.3	Teacher Judgement: By 2025, decrease the variation between teacher judgement data and NAPLAN data for numeracy in Years 3 & 5 to within an 8% range (baseline data NAPLAN 2021 & 2021 Semester 2 Teacher Judgement data).
Target 2.4	School Staff Survey: Positive Endorsement of Instructional Leadership in the School Staff Survey (SSS) to move from an average of 44% (2018 – 2020) to 60% by 2025 (School Leadership Module – Instructional Leadership factor)
Key Improvement Strategy 2.a Building practice excellence	To develop / finalise and consistently implement a whole-school teaching and learning model.
Key Improvement Strategy 2.b Evaluating impact on learning	Build each Professional Learning Team's capability to use data.
Key Improvement Strategy 2.c Instructional and shared leadership	Build the instructional and shared leadership capability of all staff.
Goal 3	Empower students to take ownership of their learning and wellbeing.

Target 3.1	AToSS Domain Teacher Student Relations ‘Teacher concern’ factor increases overall from 68% (2021) to 75% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement.
Target 3.2	AToSS Domain Learner Characteristics and Dispositions ‘Sense of confidence’ factor increase overall from 76% (2021) to 85% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement.
Target 3.3	AToSS Domain Social Engagement ‘Student Voice & Agency’ factor increase overall from 69% (2021) to 80% by 2025.
Target 3.4	By 2025, reduce the whole school average student absence rate to 10 days or less.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop a shared understanding amongst staff and students of ownership for and engagement in their learning and wellbeing.
Key Improvement Strategy 3.b Empowering students and building school pride	Consistently implement an agreed approach to building student wellbeing, voice and agency.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2023 increase the percentage of Year 5 students above benchmark growth on NAPLAN:</p> <p>Reading from 26% (2021) to 28% Writing from 11% (2021) to 13% Numeracy from 22% (2021) to 24%</p> <p>By the end of 2023 decrease the percentage of Year 5 students below benchmark growth on NAPLAN:</p> <p>Reading from 28% (2021) to 26% Writing from 27% (2021) to 25% Numeracy from 22% (2021) to 20%</p> <p>Commercial/ licensed assessment tool data to show an increase of 2% in stanine 5+ and a decrease of 2% of students in stanine 4 (and below) in reading and mathematics for each cohort, in comparison with the 2021 data.</p> <p>Positive Endorsement of Instructional Leadership in the School Staff Survey (SSS) to be at least at 60% (School Leadership Module – Instructional Leadership factor)</p>

			<p>AToSS Domain Teacher Student Relations 'Teacher concern' factor increases to 71% with a particular focus on improving the Year 5 & Year 6 positive endorsement.</p> <p>AToSS Domain Learner Characteristics and Dispositions 'Sense of confidence' factor increase to 83% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement.</p> <p>AToSS Domain Social Engagement 'Student Voice & Agency' factor increase to 78%</p> <p>Reduce the whole school average student absence rate to below 20 days with a particular focus on reducing the number of unexplained absences.</p>
<p>Improve achievement and learning growth for all students in literacy and numeracy.</p>	No	<p>By 2025 increase the percentage of Year 5 students above benchmark growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 26% (2021) to 30% • Writing from 11% (2021) to 15% • Numeracy from 22% (2021) to 25% <p>By 2025 decrease the percentage of Year 5 students below benchmark growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 28% (2021) to 24% • Writing from 27% (2021) to 23% 	

		<ul style="list-style-type: none"> Numeracy from 22% (2021) to 18% 	
		Commercial/ licensed assessment tool data to show an increase of 4% in stanine 5+ and a decrease of 4% of students in stanine 4 (and below) in reading and mathematics for each cohort over the course of the strategic plan.	
		<p>Teacher Judgement:</p> <p>By 2025, decrease the variation between teacher judgement data and NAPLAN data for numeracy in Years 3 & 5 to within an 8% range (baseline data NAPLAN 2021 & 2021 Semester 2 Teacher Judgement data).</p>	
		<p>School Staff Survey:</p> <p>Positive Endorsement of Instructional Leadership in the School Staff Survey (SSS) to move from an average of 44% (2018 – 2020) to 60% by 2025 (School Leadership Module – Instructional Leadership factor)</p>	
Empower students to take ownership of their learning and wellbeing.	No	AToSS Domain Teacher Student Relations ‘Teacher concern’ factor increases overall from 68% (2021) to 75% by 2025	

		with a particular focus on improving the Year 5 & Year 6 positive endorsement.	
		AToSS Domain Learner Characteristics and Dispositions ‘Sense of confidence’ factor increase overall from 76% (2021) to 85% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement.	
		AToSS Domain Social Engagement ‘Student Voice & Agency’ factor increase overall from 69% (2021) to 80% by 2025.	
		By 2025, reduce the whole school average student absence rate to 10 days or less.	

Goal 1	<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>By the end of 2023 increase the percentage of Year 5 students above benchmark growth on NAPLAN:</p> <p>Reading from 26% (2021) to 28% Writing from 11% (2021) to 13%</p>

	<p>Numeracy from 22% (2021) to 24% By the end of 2023 decrease the percentage of Year 5 students below benchmark growth on NAPLAN:</p> <p>Reading from 28% (2021) to 26% Writing from 27% (2021) to 25% Numeracy from 22% (2021) to 20%</p> <p>Commercial/ licensed assessment tool data to show an increase of 2% in stanine 5+ and a decrease of 2% of students in stanine 4 (and below) in reading and mathematics for each cohort, in comparison with the 2021 data.</p> <p>Positive Endorsement of Instructional Leadership in the School Staff Survey (SSS) to be at least at 60% (School Leadership Module – Instructional Leadership factor)</p> <p>AToSS Domain Teacher Student Relations ‘Teacher concern’ factor increases to 71% with a particular focus on improving the Year 5 & Year 6 positive endorsement.</p> <p>AToSS Domain Learner Characteristics and Dispositions ‘Sense of confidence’ factor increase to 83% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement.</p> <p>AToSS Domain Social Engagement ‘Student Voice & Agency’ factor increase to 78%</p> <p>Reduce the whole school average student absence rate to below 20 days with a particular focus on reducing the number of unexplained absences.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable Yes

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

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

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>By the end of 2023 increase the percentage of Year 5 students above benchmark growth on NAPLAN:</p> <p>Reading from 26% (2021) to 28% Writing from 11% (2021) to 13% Numeracy from 22% (2021) to 24%</p> <p>By the end of 2023 decrease the percentage of Year 5 students below benchmark growth on NAPLAN:</p> <p>Reading from 28% (2021) to 26% Writing from 27% (2021) to 25% Numeracy from 22% (2021) to 20%</p> <p>Commercial/ licensed assessment tool data to show an increase of 2% in stanine 5+ and a decrease of 2% of students in stanine 4 (and below) in reading and mathematics for each cohort, in comparison with the 2021 data.</p> <p>Positive Endorsement of Instructional Leadership in the School Staff Survey (SSS) to be at least at 60% (School Leadership Module – Instructional Leadership factor)</p> <p>AToSS Domain Teacher Student Relations ‘Teacher concern’ factor increases to 71% with a particular focus on improving the Year 5 & Year 6 positive endorsement.</p> <p>AToSS Domain Learner Characteristics and Dispositions ‘Sense of confidence’ factor increase to 83% by 2025 with a particular focus on improving the Year 5 & Year 6 positive endorsement.</p> <p>AToSS Domain Social Engagement ‘Student Voice & Agency’ factor increase to 78%</p> <p>Reduce the whole school average student absence rate to below 20 days with a particular focus on reducing the number of unexplained absences.</p>
<p>KIS 1 Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<p>TLM - Building teacher practice with using the teaching and learning model in particular the elements of modelling and explicit instruction in the 'Purposeful Teaching and Learning Phase'</p> <p>Data - Develop teacher capacity to lead data driven conversations to identify a problem of practice, using agreed data sets and protocols</p> <p>Leadership Capacity - Coaching of middle leaders to facilitate inquiry cycle discussions with a focus on 'Evaluate & Diagnose' and 'Prioritise & Set Goals'</p>			
Outcomes	<p>Leaders will build the capacity of staff to strengthen their professional practice through the implementation of the agreed TLM phase, with a focus on modelling and explicit instruction</p> <p>PLTs will demonstrate maturity evident through their ability to engage in data discussions and productive conflict to strengthen practice</p> <p>Staff work collaboratively to agree consistent schoolwide practices in Number & Reading to maximise inclusive educational offerings i.e. guaranteed and viable curriculum</p> <p>All teachers will consistently use school agreed planning documents i.e. termly, weekly planners, IEPs</p> <p>Teachers will work collaboratively to identify and plan student learning at point of need</p> <p>Teachers will identify appropriate rich assessment tasks and analyse assessment data - particularly formative assessment - to make accurate judgements, inform planning and support student learning</p> <p>Students will make progress in their learning and experience success</p>			
Success Indicators	<p>Professional Learning & Meeting Schedules</p> <p>Meeting minutes</p> <p>Consistent implementation of the middle phase of the TLM across the school</p> <p>Established school wide norms and protocols to support productive discussion and decision making</p> <p>Pre and Post subject unit data (i.e. place value, comprehension analysis)</p> <p>Pre and Post student survey data - learning dispositions (possibly through the use of PIVOT)</p> <p>Identified data champions across the school to provide support in each PLT</p> <p>Teachers complete self observation (filmed) and coaching reflections</p> <p>Whole school student learning data</p> <p>AToSS Data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Identify and schedule professional learning related to PLC and data (informed by Data Wise)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$33,000.00

				<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
Continue to recruit and build the capacity of the school's Data Champions (e.g. through Data Wise in Action)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continuing engagement with school improvement consultant (Pamela Macklin)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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
Support the continued implementation of our TLM by building consistent practice in the Modelling and Explicit Instruction elements (including the purchase of Promethean Boards to support teaching and learning)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <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
Create a data base of expertise within the the school collated from a self-identification tool and colleagues' recommendations.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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

<p>Create a professional learning video resource of teaching/pedagogical expertise</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Whole school professional learning focused on extending and enabling prompts, considered through the lens of formative assessment (delivered by MAV)</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 2</p>	<p>\$2,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Engagement with external Data Wise coach working through context specific improvement cycle/s</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$6,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Developing and implementing agreed coaching practices through the use of the Jim Knight framework/s	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Each teacher to film their practice at least once per semester, complete self-reflection and set focused improvement goal (connected to PDP), with a particular focus on the middle phase of the TLM (with either a Teaching and Learning or a Wellbeing focus)	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
All staff members to engage with at least one coaching conversation each semester with a member of the leadership team	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Ownership & Engagement - Developing a whole school approach to inclusion through alignment of our beliefs and practices, with a particular focus on IEPs Wellbeing, Voice & Agency Approach - Investigate the pre-conditions that underpin optimal learning and wellbeing for all			
Outcomes	Leaders will build the capacity of staff to strengthen their professional practice in building strong relationships with students Students will feel supported, engaged and safe at school in their interactions with peers and staff which will reflect a strong, healthy school culture Staff have a stronger understanding and commitment to inclusion, student voice and agency Staff has a clear understanding of the future direction for establishing a social regulation / engagement model (e.g. SWPBS) Community trust and relationship are strengthened through improved communication practices			
Success Indicators	Professional Learning & Meeting Schedules PLT Meeting minutes Consistent implementation of Respectful Relationships across the school Established school wide pre-conditions, norms and protocols to underpin optimal learning and wellbeing for all			

	Pre and Post student survey data - learning dispositions (i.e. PIVOT) Teachers complete self observation (filmed) and coaching reflections Whole staff agreement about a school wide approach to positive behaviour support AToSS Data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Investigate a tiered social regulation/engagement model such as School Wide Positive Behaviour Support (SWPBS)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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
Identify current practice in establishing and maintaining a calm and orderly learning environment i.e. behaviour management and engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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
Strengthen the use of IEPs as authentic ongoing planning and monitoring documents, through the use of the improvement cycle, with support from a new partnership agreement with Southern Autistic School	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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
Strengthening the implementation of the Respectful Relationships curriculum to ensure schoolwide consistency of practice through professional learning i.e. coaching, peer observation, workshops, etc.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$54,929.01 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" 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	\$0.00	\$382,500.00	-\$382,500.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$54,929.01	-\$54,929.01
Total	\$0.00	\$437,429.01	-\$437,429.01

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Identify and schedule professional learning related to PLC and data (informed by Data Wise)	\$33,000.00
Continue to recruit and build the capacity of the school's Data Champions (e.g. through Data Wise in Action)	\$10,000.00
Continuing engagement with school improvement consultant (Pamela Macklin)	\$20,000.00
Support the continued implementation of our TLM by building consistent practice in the Modelling and Explicit Instruction elements (including the purchase of Promethean Boards to support teaching and learning)	\$22,000.00
Whole school professional learning focused on extending and enabling prompts, considered through the lens of formative assessment (delivered by MAV)	\$2,500.00
Developing and implementing agreed coaching practices through the use of the Jim Knight framework/s	\$5,000.00

Investigate a tiered social regulation/engagement model such as School Wide Positive Behaviour Support (SWPBS)	\$5,000.00
Identify current practice in establishing and maintaining a calm and orderly learning environment i.e. behaviour management and engagement	\$2,000.00
Strengthen the use of IEPs as authentic ongoing planning and monitoring documents, through the use of the improvement cycle, with support from a new partnership agreement with Southern Autistic School	\$4,000.00
Strengthening the implementation of the Respectful Relationships curriculum to ensure schoolwide consistency of practice through professional learning i.e. coaching, peer observation, workshops, etc.	\$54,929.01
Totals	\$158,429.01

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Identify and schedule professional learning related to PLC and data (informed by Data Wise)	from: Term 1 to: Term 4	\$33,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Continue to recruit and build the capacity of the school's Data Champions (e.g. through Data Wise in Action)	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Continuing engagement with school improvement consultant (Pamela Macklin)	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Support the continued implementation of our TLM by building consistent practice in the Modelling and Explicit Instruction elements (including the purchase of Promethean Boards to support teaching and learning)	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
Whole school professional learning focused on extending and enabling prompts, considered through the lens of formative assessment (delivered by MAV)	from: Term 2 to: Term 2	\$2,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Developing and implementing agreed coaching practices through the use of the Jim Knight framework/s	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Investigate a tiered social regulation/engagement model such as School Wide Positive Behaviour Support (SWPBS)	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> CRT
Identify current practice in establishing and maintaining a calm and orderly learning environment i.e. behaviour management and engagement	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Strengthen the use of IEPs as authentic ongoing planning and monitoring documents, through the use of the improvement cycle, with support from a new partnership agreement with Southern Autistic School	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$103,500.00	

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
Strengthening the implementation of the Respectful Relationships curriculum to ensure schoolwide consistency of practice through professional learning i.e. coaching, peer observation, workshops, etc.	from: Term 1 to: Term 4	\$54,929.01	<input checked="" type="checkbox"/> Respectful Relationships (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (Edupay) ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member ○ Employ additional teacher to release staff member (Edupay)
Totals		\$54,929.01	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Ongoing ICT Chromebook leases	\$70,000.00
Breakfast Club provision	\$20,000.00
Wellbeing curriculum support, family planning, bullying, etc.	\$20,000.00

Occupational Therapist salary @ 0.2FTE	\$20,000.00
Speech Therapist salary @ 0.6FTE	\$35,000.00
Learning Support Teacher salary @ 0.2FTE	\$33,000.00
Additional Teacher Support	\$66,000.00
Multicultural Aide salary @ 0.2FTE	\$15,000.00
Totals	\$279,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Ongoing ICT Chromebook leases	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Assets
Breakfast Club provision	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Student food
Wellbeing curriculum support, family planning, bullying, etc.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Occupational Therapist salary @ 0.2FTE	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Speech Therapist salary @ 0.6FTE	from: Term 1	\$35,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Learning Support Teacher salary @ 0.2FTE	from: Term 1 to: Term 4	\$33,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional Teacher Support	from: Term 1 to: Term 4	\$66,000.00	<input checked="" type="checkbox"/> School-based staffing
Multicultural Aide salary @ 0.2FTE	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$279,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Ongoing ICT Chromebook leases	from: Term 1 to: Term 4		
Breakfast Club provision	from: Term 1 to: Term 4		
Wellbeing curriculum support, family planning, bullying, etc.	from: Term 1		

	to: Term 4		
Occupational Therapist salary @ 0.2FTE	from: Term 1 to: Term 4		
Speech Therapist salary @ 0.6FTE	from: Term 1 to: Term 4		
Learning Support Teacher salary @ 0.2FTE	from: Term 1 to: Term 4		
Additional Teacher Support	from: Term 1 to: Term 4		
Multicultural Aide salary @ 0.2FTE	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Ongoing ICT Chromebook leases	from: Term 1	\$0.00	

	to: Term 4		
Breakfast Club provision	from: Term 1 to: Term 4	\$0.00	
Wellbeing curriculum support, family planning, bullying, etc.	from: Term 1 to: Term 4	\$0.00	
Occupational Therapist salary @ 0.2FTE	from: Term 1 to: Term 4	\$0.00	
Speech Therapist salary @ 0.6FTE	from: Term 1 to: Term 4	\$0.00	
Learning Support Teacher salary @ 0.2FTE	from: Term 1 to: Term 4	\$0.00	
Additional Teacher Support	from: Term 1 to: Term 4	\$0.00	
Multicultural Aide salary @ 0.2FTE	from: Term 1 to: Term 4	\$0.00	

Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Identify and schedule professional learning related to PLC and data (informed by Data Wise)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Data Wise PL @ VATL and onsite components
Continuing engagement with school improvement consultant (Pamela Macklin)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Pamela Macklin	<input checked="" type="checkbox"/> On-site
Support the continued implementation of our TLM by building consistent practice in the Modelling and Explicit Instruction elements (including the purchase of Promethean Boards to support teaching and learning)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Whole school professional learning focused on extending and enabling prompts, considered through the lens of formative assessment (delivered by MAV)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants MAV consultant	<input checked="" type="checkbox"/> On-site

Engagement with external Data Wise coach working through context specific improvement cycle/s	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Data Wise coaches	<input checked="" type="checkbox"/> On-site
Each teacher to film their practice at least once per semester, complete self-reflection and set focused improvement goal (connected to PDP), with a particular focus on the middle phase of the TLM (with either a Teaching and Learning or a Wellbeing focus)	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Identify current practice in establishing and maintaining a calm and orderly learning environment i.e. behaviour management and engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Strengthening the implementation of the Respectful Relationships curriculum to ensure	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>schoolwide consistency of practice through professional learning i.e. coaching, peer observation, workshops, etc.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>DET RRRR curriculum & regional support staff</p>	
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