

2022 Annual Implementation Plan

for improving student outcomes

Albion Primary School (4265)



Albion Primary School

Submitted for review by Adrienne Williamson (School Principal) on 23 February, 2022 at 04:45 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 01 March, 2022 at 09:01 AM
Endorsed by Adam Bird (School Council President) on 28 March, 2022 at 07:53 AM

Self-evaluation Summary - 2022

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

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

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

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

Enter your reflective comments	<p>Supportive and positive teacher-student relationships are at the forefront of how the school operates. High impact teaching strategies are used throughout the school. We continue to work on essential learnings and guaranteed and viable curriculum.</p> <p>COVID lockdowns and remote learning had a big impact on our ability to deliver the key improvement strategies as outlined in 2021 AIP. We delivered remote learning that was supported by parents. In school-based surveys to our parents and students, 100% positive feedback was received. The school had very positive NAPLAN results. The focus on quality teaching and learning as well as the students' delight at being back at school and with a readiness to learn, the NAPLAN</p>
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	<p>results were very pleasing.</p> <p>The percentage of parental endorsement for the school continues to remain high and above similar schools, network and state in all modules of the survey.</p> <p>The School Staff Survey indicates positive endorsement for Instructional Leadership and School Climate as above similar schools, network and state. Of the other components of the Staff Survey only one had 'not positive' feedback - Professional Learning through peer observation. Given the nature of the last couple of years, peer observation onsite was not a priority. The school received very positive feedback in terms of relationships and communication between the school and families. Supports and resources that the school utilises for teaching and learning as well as student wellbeing continue to develop and improve.</p>
<p>Considerations for 2022</p>	<ul style="list-style-type: none"> • Support for staff and students in the teaching of higher achievers to ensure these students continue to grow in learning outcomes • Continue development of student voice and agency, particularly in student goals, learning growth and knowing where they need to move to next to make improvements with their learning • Focus on literacy and numeracy • Continue with the development of the school's guaranteed and viable curriculum, essential learnings and assessment practices.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>Improve student learning outcomes in literacy and numeracy</p>
Target 2.1	<p>By 2023 the percentage of students achieving above benchmark growth in Years 3-5 NAPLAN for:</p> <ul style="list-style-type: none"> • reading will increase from 19% (2019) to 33% (2023) • writing will increase from 13% (2019) to 33% (2023).
Target 2.2	<p>By 2023 the percentage of students achieving below benchmark growth in Years 3-5 NAPLAN for:</p> <ul style="list-style-type: none"> • writing will decrease from 25% (2019) to 10% (2023) • spelling will decrease from 19% (2019) to 10% (2023).

Target 2.3	By 2023 the percentage of Year 5 students at or above the expected level according to teacher judgement in numeracy (measurement and geometry) will increase from 76% (2019) to 85% (2023).
Target 2.4	By 2023 the School Staff Survey positive endorsement for the <i>teaching and learning</i> module factors: <ul style="list-style-type: none"> • <i>Understand how to analyse data</i> will increase from 77% (2019) to above 90% (2023) • <i>Professional learning through peer observation</i> will increase from 38% (2019) to 50% (2023).
Key Improvement Strategy 2.a Building practice excellence	Embed the instructional model consistently across the school in all areas of learning
Key Improvement Strategy 2.b Evaluating impact on learning	Evaluate the impact of teaching on learning by analysing multiple sources of data
Goal 3	To empower students to improve and engage with their learning
Target 3.1	By 2023 the percentage of positive endorsement for the <i>Social engagement</i> factors on the student Attitudes to School Survey of: <ul style="list-style-type: none"> • <i>student agency and voice</i> will increase from 54% (2019) to 80% (2023) • <i>sense of confidence</i> will increase from 79% (2019) to above 90% (2023) • <i>stimulating learning</i> will increase from 90% (2019) to above 90% (2023) • <i>self-regulation and setting goals</i> will increase from 83% (2019) to above 90% (2023).

Target 3.2	By 2023 the percentage of positive endorsement for the <i>Student Development</i> factor on the Parent Opinion Survey will increase from 96% (2019) to 98% (2023).
Target 3.3	By 2023 the percentage of positive endorsement for the <i>Teaching and Learning</i> factor on the School Staff Survey in <i>use student feedback to inform teaching practice</i> will increase from 62% (2019) to 80% (2023).
Target 3.4	By 2023 the percentage of students with an average of 20 or more days absent will decrease from 27% in 2019 to 17% in 2023.
Key Improvement Strategy 3.a Empowering students and building school pride	Build staff understanding and capability to embed student voice, agency and leadership
Key Improvement Strategy 3.b Empowering students and building school pride	Empower students to have voice and be active participants in their learning
Key Improvement Strategy 3.c Empowering students and building school pride	Empower students to have authentic agency and co-design their learning
Key Improvement Strategy 3.d Empowering students and building school pride	Empower students to have leadership in their learning and beyond
Goal 4	Improve student engagement by strengthening partnerships with parents, carers and the wider community

Target 4.1	By 2023 the <i>sense of confidence</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).
Target 4.2	By 2023 the percentage of positive endorsement for the <i>parent community engagement</i> factor on the Parent Opinion Survey will increase from 95% (2019) to 97% (2023).
Target 4.3	By 2023 the percentage of positive endorsement for the <i>school climate</i> factor on the School Staff Survey for trust in students and parents will increase from 82% (2019) to 92% (2023).
Target 4.4	By 2023 the <i>motivation and interest</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).
Key Improvement Strategy 4.a Parents and carers as partners	Reinforce partnerships to better involve parents, carers and families in their child's learning
Key Improvement Strategy 4.b Building communities	Establish open and sustained communications with parents and carers and use their knowledge and feedback to improve student learning
Key Improvement Strategy 4.c Building communities	Build collaborative learning partnerships between teachers, parents and students in learning within and beyond the school

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Students will make at least one year's growth from previous teacher judgement, Fountas and Pinnell or Abilities Based Learning and Education Support data.</p>
Improve student learning outcomes in literacy and numeracy	No	<p>By 2023 the percentage of students achieving above benchmark growth in Years 3-5 NAPLAN for:</p> <ul style="list-style-type: none"> • reading will increase from 19% (2019) to 33% (2023) • writing will increase from 13% (2019) to 33% (2023). 	

		<p>By 2023 the percentage of students achieving below benchmark growth in Years 3-5 NAPLAN for:</p> <ul style="list-style-type: none"> • writing will decrease from 25% (2019) to 10% (2023) • spelling will decrease from 19% (2019) to 10% (2023). 	
		<p>By 2023 the percentage of Year 5 students at or above the expected level according to teacher judgement in numeracy (measurement and geometry) will increase from 76% (2019) to 85% (2023).</p>	
		<p>By 2023 the School Staff Survey positive endorsement for the <i>teaching and learning</i> module factors:</p> <ul style="list-style-type: none"> • <i>Understand how to analyse data</i> will increase from 77% (2019) to above 90% (2023) • <i>Professional learning through peer observation</i> will increase from 38% (2019) to 50% (2023). 	
<p>To empower students to improve and engage with their learning</p>	<p>No</p>	<p>By 2023 the percentage of positive endorsement for the <i>Social engagement</i> factors on the student Attitudes to School Survey of:</p> <ul style="list-style-type: none"> • <i>student agency and voice</i> will increase from 54% (2019) to 80% (2023) • <i>sense of confidence</i> will increase from 79% (2019) to above 90% (2023) 	

		<ul style="list-style-type: none"> • <i>stimulating learning</i> will increase from 90% (2019) to above 90% (2023) • <i>self-regulation and setting goals</i> will increase from 83% (2019) to above 90% (2023). 	
		By 2023 the percentage of positive endorsement for the <i>Student Development</i> factor on the Parent Opinion Survey will increase from 96% (2019) to 98% (2023).	
		By 2023 the percentage of positive endorsement for the <i>Teaching and Learning</i> factor on the School Staff Survey in <i>use student feedback to inform teaching practice</i> will increase from 62% (2019) to 80% (2023).	
		By 2023 the percentage of students with an average of 20 or more days absent will decrease from 27% in 2019 to 17% in 2023.	
Improve student engagement by strengthening partnerships with parents, carers and the wider community	No	By 2023 the <i>sense of confidence</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).	
		By 2023 the percentage of positive endorsement for the <i>parent community engagement</i> factor on the Parent Opinion Survey will increase from 95% (2019) to 97% (2023).	

		By 2023 the percentage of positive endorsement for the <i>school climate</i> factor on the School Staff Survey for trust in students and parents will increase from 82% (2019) to 92% (2023).	
		By 2023 the <i>motivation and interest</i> factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).	

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	Students will make at least one year's growth from previous teacher judgement, Fountas and Pinnell or Abilities Based Learning and Education Support data.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 2 Priority 2022 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 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Students will make at least one year's growth from previous teacher judgement, Fountas and Pinnell or Abilities Based Learning and Education Support data.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Whole school level</p> <ul style="list-style-type: none"> • Embed PLC structures to support teacher collaboration for the reflection and strengthening of teaching practice • Professional learning in mathematics and literacy to support teachers in extending and supporting learners and differentiating learning <p>Classroom level</p> <ul style="list-style-type: none"> • Use PLCs for staff to collaboratively plan units of work with a focus on differentiation to meet the needs of students who need to be challenged and those who have additional needs and/or disabilities • Build students' self-awareness of their learning and metacognitive skills <p>Individual and small group level</p> <ul style="list-style-type: none"> • Use targeted teaching/support programs for students
Outcomes	<p>Whole school level</p> <ul style="list-style-type: none"> • Students will be supported to learn at their point of need • Teachers will identify student learning needs based on formative and diagnostic data • Teachers will plan and implement for differentiation based on student learning data • PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons • Leaders will support teaching staff to build assessment and differentiation practices through professional learning

	<p>Classroom level</p> <ul style="list-style-type: none"> • Students will experience success in their learning • Teachers will provide regular feedback and monitor student progress • ES staff will provide high quality support to teachers and students in the classroom <p>Individual and small group level</p> <ul style="list-style-type: none"> • Students will know what their next steps are to progress in their learning 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Student feedback • Formative and summative assessment will show student learning growth • Teacher records and observations of student progress • Classroom observations <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum teacher judgements will show growth in learning • NAPLAN results • Summative assessment results • Student, staff and parent perception survey results 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ literacy consultant to work with staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <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

Numeracy coach will be employed to work with staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <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
Schedule regular PLC meetings	<input checked="" type="checkbox"/> 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
Establish processes and protocols for regular moderation of student work	<input checked="" type="checkbox"/> PLC Leaders	<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
Schedule and organise professional learning on formative assessment	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
PLC discussions of formative and diagnostic data	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Professional learning for staff in maths and literacy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Whole school level</p> <ul style="list-style-type: none"> • Embed whole school approach to physical, social and emotional wellbeing • Build staff capacity to notice and respond to signs of student distress • Staff will incorporate trauma informed practices • Staff will implement and model consistent routines <p>Classroom level</p> <ul style="list-style-type: none"> • Implement Resilience, Rights and Respectful Relationships (RARR) program • Strengthen in-class relationships through peer and group learning activities • Conduct regular check ins with students • Use of active and relaxation breaks to support learning and wellbeing <p>Individual and small group level</p> <ul style="list-style-type: none"> • Students with emerging or acute wellbeing needs will be identified and referred appropriately 			

	<ul style="list-style-type: none"> • Targeted supports for students with acute wellbeing needs 			
Outcomes	<p>Whole school level</p> <ul style="list-style-type: none"> • Calm classrooms • Students will feel supported and engaged <p>Classroom level</p> <ul style="list-style-type: none"> • Supportive and strong classroom culture • Students will have strong relationships with peers and staff <p>Individual and small group level</p> <ul style="list-style-type: none"> • Students with acute wellbeing needs remain connected to the school, their peers and experience success • Students and families will be connected to support services 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Planning shows use of RRRR in classes • Curriculum documentation will show plans for social and emotional learning • Notes from learning walks and peer observation will show how staff are embedding social and emotional learning • Student support resources displayed around the school will show how students can seek support <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum: Personal and Social Capability • Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues • Attitudes to School Survey factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Trauma informed practices PL	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <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
Student leaders to establish lunch time clubs that promote healthy habits and positive relationships	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$500.00 <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
PLCs to plan and implement RRRR program	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
RRRR program training as 'Partner School'	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Develop active and relaxation break activities for students	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$300,000.00	\$97,000.00	\$203,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$300,000.00	\$97,000.00	\$203,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ literacy consultant to work with staff	\$40,000.00
Numeracy coach will be employed to work with staff	\$50,000.00
Schedule and organise professional learning on formative assessment	\$1,000.00
PLC discussions of formative and diagnostic data	\$1,000.00
Professional learning for staff in maths and literacy	\$1,000.00
Trauma informed practices PL	\$1,000.00
Student leaders to establish lunch time clubs that promote healthy habits and positive relationships	\$500.00
PLCs to plan and implement RRRR program	\$1,000.00
RRRR program training as 'Partner School'	\$1,000.00

Develop active and relaxation break activities for students	\$500.00
Totals	\$97,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ literacy consultant to work with staff	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other Employment of literacy consultant
Numeracy coach will be employed to work with staff	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Schedule and organise professional learning on formative assessment	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
PLC discussions of formative and diagnostic data	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT

Professional learning for staff in maths and literacy	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Trauma informed practices PL	from: Term 2 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Student leaders to establish lunch time clubs that promote healthy habits and positive relationships	from: Term 3 to: Term 3	\$500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
PLCs to plan and implement RRRR program	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
RRRR program training as 'Partner School'	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop active and relaxation break activities for students	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$97,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$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
Employ literacy consultant to work with staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Literacy Consulting Services <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Numeracy coach will be employed to work with staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Maths Toolkit <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Schedule and organise professional learning on formative assessment	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
PLC discussions of formative and diagnostic data	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional learning for staff in maths and literacy	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Trauma informed practices PL	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site
PLCs to plan and implement RRRR program	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

		to: Term 4			Resilience, Rights and Respectful Relationships program	
RRRR program training as 'Partner School'	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Develop active and relaxation break activities for students	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site