2023 Annual Implementation Plan

for improving student outcomes

Albion Primary School (4265)

Submitted for review by Adrienne Williamson (School Principal) on 01 February, 2023 at 05:43 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 17 February, 2023 at 08:55 AM
Endorsed by Adam Bird (School Council President) on 08 March, 2023 at 09:20 AM

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	Embedding
	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	Excelling
	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	While we made some good progress in 2022 in terms of PLC process, assessments and professional learning, it was intermittent due to staff and students absences during the year. These absences made it very difficult to actively engage in the PLC work. Some days, weeks and months, we were struggling to have teachers in front of classes. Ensuring this happened was always the first priority. Emphasis was placed on providing students the opportunity to communicate their ideas and opinions. However,

	opportunities for authentic voice and agency, where students collaborate and make decisions with adults around what and how they learn and are assessed needs much more work to evolve and embed.
Considerations for 2023	Continue to develop and refine PLC process. Develop authentic opportunities for student voice and agency. Embed RRRRs in classrooms. Continue to develop and refine our work on the teaching of reading, writing and mathematics, but particularly writing. Continue to develop and refine our curriculum documentation. Moderation of assessment tasks needs to be further refined.
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 student learning outcomes in literacy and numeracy
Target 2.1	By 2023 the percentage of students achieving above benchmark growth in Years 3-5 NAPLAN for: • reading will increase from 19% (2019) to 33% (2023) • writing will increase from 13% (2019) to 33% (2023).
Target 2.2	By 2023 the percentage of students achieving below benchmark growth in Years 3-5 NAPLAN for: • 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 *teaching and learning* module factors: • *Understand how to analyse data* will increase from 77% (2019) to above 90% (2023) • *Professional learning through peer observation* 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 *Social engagement* factors on the student Attitudes to School Survey of: • *student agency and voice* will increase from 54% (2019) to 80% (2023) • *sense of confidence* will increase from 79% (2019) to above 90% (2023) • *stimulating learning* will increase from 90% (2019) to above 90% (2023) • *self-regulation and setting goals* will increase from 83% (2019) to above 90% (2023).

Target 3.2	By 2023 the percentage of positive endorsement for the *Student Development* 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 *Teaching and Learning* factor on the School Staff Survey in *use student feedback to inform teaching practice* 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 *sense of confidence* 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 *parent community engagement* 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 *school climate* 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 *motivation and interest* 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 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	To increase the overall percentage of students' growth at or above expected level in teacher judgement from 73% in 2022 to 80% in 2023.
Improve student learning outcomes in literacy and numeracy	No	By 2023 the percentage of students achieving above benchmark growth in Years 3-5 NAPLAN for: • reading will increase from 19% (2019) to 33% (2023) • writing will increase from 13% (2019) to 33% (2023).	
		By 2023 the percentage of students achieving below benchmark growth in Years 3-5 NAPLAN for: • writing will decrease from 25% (2019) to 10% (2023) • spelling will decrease from 19% (2019) to 10% (2023).	
		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).	

		By 2023 the School Staff Survey positive endorsement for the *teaching and learning* module factors: • *Understand how to analyse data* will increase from 77% (2019) to above 90% (2023) • *Professional learning through peer observation* will increase from 38% (2019) to 50% (2023).	
To empower students to improve and engage with their learning	Yes	By 2023 the percentage of positive endorsement for the *Social engagement* factors on the student Attitudes to School Survey of: • *student agency and voice* will increase from 54% (2019) to 80% (2023) • *sense of confidence* will increase from 79% (2019) to above 90% (2023) • *stimulating learning* will increase from 90% (2019) to above 90% (2023) • *self-regulation and setting goals* will increase from 83% (2019) to above 90% (2023).	The percentage of positive endorsement for the following factors on the student Attitude to School Survey will be:- student agency and voice will increase from 54% in 2022 to 60% in 2023- stimulating learning will increase from 73% in 2022 to 80% in 2023- sense of confidence will increase from 68% in 2022 to 75% in 2023- self-regulation and goal setting will increase from 75% in 2022 to 80% in 2023
		By 2023 the percentage of positive endorsement for the *Student Development* factor on the Parent Opinion Survey will increase from 96% (2019) to 98% (2023).	The percentage of positive endorsement for the Student Development factor on the Parent Opinion Survey will increase from 90% in 2022 to 95% in 2023.
		By 2023 the percentage of positive endorsement for the *Teaching and Learning* factor on the School Staff Survey in *use student feedback to inform teaching practice* will increase from 62% (2019) to 80% (2023).	The percentage of positive endorsement on the School Staff Survey for using student feedback to inform teaching practice will increase from 89% in 2022 to 93% in 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.	The percentage of students with an average of 20 or more days absent will decrease from 26% in 2022 to 17% in 2023.
	No	By 2023 the *sense of confidence* factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (2023).	

Improve student engagement by strengthening partnerships with parents, carers and the wider community			
		By 2023 the percentage of positive endorsement for the *parent community engagement* factor on the Parent Opinion Survey will increase from 95% (2019) to 97% (2023).	
		By 2023 the percentage of positive endorsement for the *school climate* factor on the School Staff Survey for trust in students and parents will increase from 82% (2019) to 92% (2023).	
		By 2023 the *motivation and interest* factor in the Attitudes to School Survey will increase from 79% (2019) to 90% (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	To increase the overall percentage of students' growth at or above expected level in teacher judgement from 73% in 2022 to 80% in 2023.	
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 empower students to improve and engage with their learning**	
12 Month Target 3.1	The percentage of positive endorsement for the following factors on the student Attitude to School Survey will be: - student agency and voice will increase from 54% in 2022 to 60% in 2023 - stimulating learning will increase from 73% in 2022 to 80% in 2023 - sense of confidence will increase from 68% in 2022 to 75% in 2023 - self-regulation and goal setting will increase from 75% in 2022 to 80% in 2023	
12 Month Target 3.2	The percentage of positive endorsement for the Student Development factor on the Parent Opinion Survey will increase from 90% in 2022 to 95% in 2023.	
12 Month Target 3.3	The percentage of positive endorsement on the School Staff Survey for using student feedback to inform teaching practice will increase from 89% in 2022 to 93% in 2023.	
12 Month Target 3.4	The percentage of students with an average of 20 or more days absent will decrease from 26% in 2022 to 17% in 2023.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	Build staff understanding and capability to embed student voice, agency and leadership	No
KIS 3.b Empowering students and building school pride	Empower students to have voice and be active participants in their learning	Yes
KIS 3.c	Empower students to have authentic agency and co-design their learning	No

Empowering students and building school pride		
KIS 3.d Empowering students and building school pride	Empower students to have leadership in their learning and beyond	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.	The results of the Attitudes to School Survey in the student voice and agency factor has barely improved. While we have provided opportunities for students to voice their opinions and ideas, authentic student voice allows students to collaborate and make decisions with adults about what and how they learn and the assessment of their learning. Agency gives students the power to direct and take responsibility for their learning. Authentic voice and agency is known to lead to improved outcomes for students.	

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	To increase the overall percentage of students' growth at or above expected level in teacher judgement from 73% in 2022 to 80% in 2023.
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	Whole school level - Embed PLC structures to support teacher collaboration for the reflection and strengthening of teaching practice - Professional learning (including coaching) in mathematics and literacy to support teachers in extending and supporting learners and differentiating learning Classroom level - 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 extended and those who have additional needs and/or disabilities - Build students' self-awareness of their learning and metacognitive skills Individual and small group level - Use targeted teaching/support programs for students
Outcomes	Whole school level - 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 Classroom level - 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 in literacy and numeracy Individual and small group level - Students will know what their next steps are to progress in their learning - Student feedback on differentiation, instructional model and teaching strategies
Success Indicators	Early indicators: - Student feedback - Curriculum documentation show differentiation for literacy and numeracy - Formative and summative assessment will show student learning growth - Teacher records and observations of student progress - Classroom observations - learning walks and peer observation will show staff differentiating learning Late indicators: - 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
Literacy coordinator to work with staff, particularly new graduate staff	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ 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

Numeracy coach will be employed to work with staff	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ 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
Schedule regular PLC meetings	☑ Leadership Team	☑ 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
Work on processes and protocols for regular moderation of student work	☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ 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
School curriculum documentation	☑ All Staff ☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$4,500.00 ☑ 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	Whole school level - 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 language and routines in terms of behaviour management (minor and major behaviours) - Implement bullying prevention and cyber safety programs or other program suitable to support the needs of students - accessing of Mental Health Fund

	Classroom level - Continue to implement Resilience, Rights and Respectful Relationships (RRRR) 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 - ES staff will support students wellbeing Individual and small group level - Students with emerging or acute wellbeing needs will be identified and referred appropriately - Targeted supports for students with acute wellbeing needs
Outcomes	Whole school level - Calm classrooms - A shared common understanding of school approach to supporting students Classroom level - Supportive and strong classroom culture - Students will have strong relationships with peers and staff - Staff will implement and model consistent routines - Staff will implement wellbeing programs Individual and small group level - Students with acute wellbeing needs remain connected to the school, their peers and experience success - Students and families will be connected to support services - Families of at risk students will receive regular communication and support from the school
Success Indicators	Early indicators: - 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 - Student feedback Late indicators: - Victorian Curriculum: Personal and Social Capability - Staff Survey factors: using student feedback to inform teaching

| | - Attitudes to School Survey factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience
- Parent Opinion Survey factors: student development |

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLCs to plan and implement RRRR program	☑ All Staff	☑ 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
RRRR program training as 'Partner School'	☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ 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

Continue with active and relaxation break activities for students	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$100.00 ☐ 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
Student leaders to establish lunch time clubs that promote healthy habits and positive relationships	☑ House Leaders	☐ PLP Priority	from: Term 4 to: Term 4	$100.00 ☑ 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
Trauma informed practices PL	☑ All Staff	☐ PLP Priority	from: Term 2 to: Term 2	$1,000.00 ☑ 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 |
| Cyber Safety sessions | ☑ Student Wellbeing Co-ordinator | ☐ PLP Priority | from: Term 2 to: Term 2 | $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 |
| Use of mental health fund to to support students | ☑ Wellbeing Team | ☐ PLP Priority | from: Term 1 to: Term 4 | $25,000.00

☐ 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 empower students to improve and engage with their learning
12 Month Target 3.1	The percentage of positive endorsement for the following factors on the student Attitude to School Survey will be: - student agency and voice will increase from 54% in 2022 to 60% in 2023 - stimulating learning will increase from 73% in 2022 to 80% in 2023 - sense of confidence will increase from 68% in 2022 to 75% in 2023 - self-regulation and goal setting will increase from 75% in 2022 to 80% in 2023
12 Month Target 3.2	The percentage of positive endorsement for the Student Development factor on the Parent Opinion Survey will increase from 90% in 2022 to 95% in 2023.
12 Month Target 3.3	The percentage of positive endorsement on the School Staff Survey for using student feedback to inform teaching practice will increase from 89% in 2022 to 93% in 2023.
12 Month Target 3.4	The percentage of students with an average of 20 or more days absent will decrease from 26% in 2022 to 17% in 2023.
KIS 3.b Empowering students and building school pride	Empower students to have voice and be active participants in their learning
Actions	Whole School Level - Use of Junior School Council (JSC) and student leadership group to promote student voice and seek feedback on learning and wellbeing - Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning - Effective use of inquiry model to amplify student voice and agency - Routine feedback is provided to enable effective goal setting Classroom level - Teachers provide opportunities for students to give regular feedback on the impact of teaching and learning practices in their classroom - Teachers plan and implement a model of inquiry that facilitates student voice and agency Individual and small-group level

	- Teachers discuss feedback one-to-one with students to stimulate their thinking about learning - Teachers provide opportunities for students to ask questions and provide input about their learning - Students use feedback to set achievable goals
Outcomes	Whole School Level - Students are able to seek feedback on their learning and wellbeing - Authentic opportunities have been provided for students to co-design their learning - Inquiry model has been used effectively - Feedback is being used effectively with students Classroom level - Regular feedback by students is provided to teachers on the impact of teaching and learning practices in their classroom - Planning and implementation of inquiry model to facilitate student voice and agency Individual and small-group level - Teachers are discussing feedback one-to-one with students to stimulate their thinking about learning - Students are asking questions and providing input about their learning - Students are using their feedback to set achievable goals
Success Indicators	Early indicators: - Planning shows aspects of inquiry model that facilitates student voice and agency - Meetings with JSC and student leaders - Feedback to teachers from student meetings Late indicators: - Staff Survey factors: using student feedback to inform teaching practice; promote student ownership of learning goals; - Attitudes to School Survey factors: student voice and agency, self-regulation and goal setting; stimulating learning

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning - student voice and agency	☑ All Staff	☑ 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
Professional learning - inquiry model	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$4,500.00 ☑ 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
JSC and student leader meetings re teaching and learning	☑ Principal	☐ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$233,009.42	$106,200.00	$126,809.42
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$27,861.25	$27,861.25	$0.00
Total	**$260,870.67**	**$134,061.25**	**$126,809.42**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Literacy coordinator to work with staff, particularly new graduate staff	$60,000.00
Numeracy coach will be employed to work with staff	$25,000.00
Work on processes and protocols for regular moderation of student work	$1,000.00
School curriculum documentation	$4,500.00
PLCs to plan and implement RRRR program	$2,000.00
RRRR program training as 'Partner School'	$1,000.00
Student leaders to establish lunch time clubs that promote healthy habits and positive relationships	$100.00
Trauma informed practices PL	$1,000.00
Cyber Safety sessions	$2,000.00

Use of mental health fund to to support students	$25,000.00
Professional learning - student voice and agency	$2,000.00
Professional learning - inquiry model	$4,500.00
Totals	**$128,100.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy coordinator to work with staff, particularly new graduate staff	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing ☑ CRT
Numeracy coach will be employed to work with staff	from: Term 1 to: Term 4	$25,000.00	☑ School-based staffing ☑ CRT
Work on processes and protocols for regular moderation of student work	from: Term 1 to: Term 4	$1,000.00	☑ School-based staffing
School curriculum documentation	from: Term 1 to: Term 4	$8,000.00	☑ School-based staffing
PLCs to plan and implement RRRR program	from: Term 1	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)

Activities and Milestones	When	Funding allocated ($)	Category
	to: Term 4		
RRRR program training as 'Partner School'	from: Term 1 to: Term 4	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)
Student leaders to establish lunch time clubs that promote healthy habits and positive relationships	from: Term 4 to: Term 4	$4,600.00	☑ School-based staffing
Trauma informed practices PL	from: Term 2 to: Term 2	$100.00	☑ Support services
Professional learning - student voice and agency	from: Term 1 to: Term 4	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)
Professional learning - inquiry model	from: Term 1 to: Term 4	$4,500.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Totals		**$106,200.00**	

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
RRRR program training as 'Partner School'	from: Term 1 to: Term 4	$1.00	☑ Respectful Relationships (free)
Trauma informed practices PL	from: Term 2 to: Term 2	$860.25	☑ Trauma Informed Consultancy Service (Alannah and Madeleine Foundation)
Cyber Safety sessions	from: Term 2 to: Term 2	$2,000.00	☑ eSafety commissioner online resources (free)
Use of mental health fund to to support students	from: Term 1 to: Term 4	$25,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
Totals		**$27,861.25**	

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
Literacy coordinator to work with staff, particularly new graduate staff	☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Numeracy coach will be employed to work with staff	☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Maths/Sci Specialist ☑ Numeracy leader	☑ On-site
Schedule regular PLC meetings	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Work on processes and protocols for regular moderation of student work	☑ PLC Leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
PLCs to plan and implement RRRR program	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

RRRR program training as 'Partner School'	☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Individualised Reflection	☑ Network Professional Learning	☑ Teaching partners	☑ On-site
Professional learning - student voice and agency	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day	☑ External consultants Chris Egan?	☑ On-site
Professional learning - inquiry model	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site