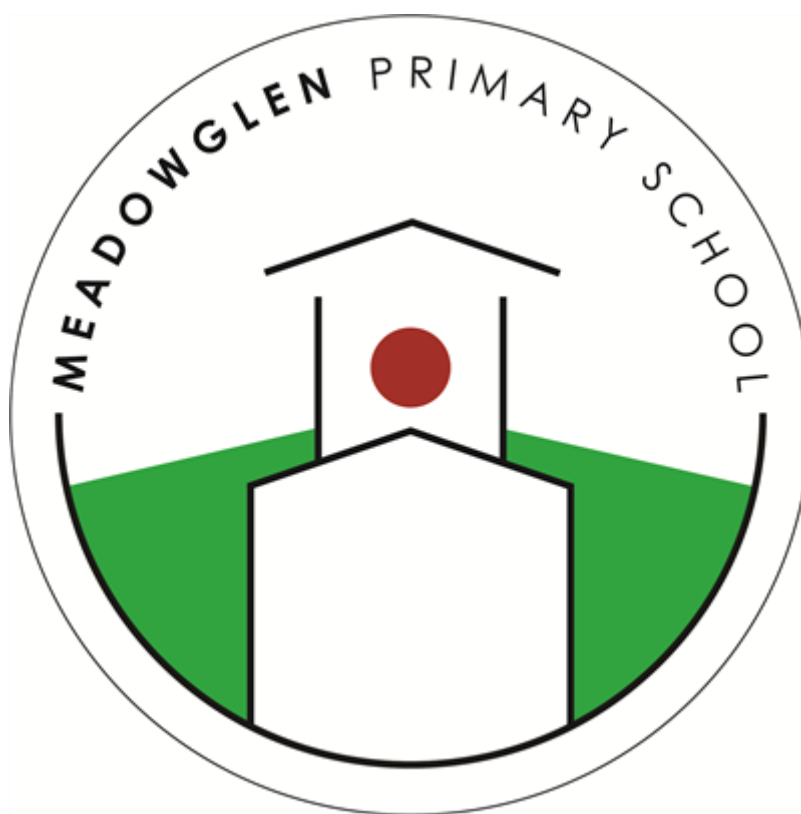


2024 Annual Implementation Plan

for improving student outcomes

Meadowglen Primary School (5286)



Submitted for review by April Himing (School Principal) on 18 December, 2023 at 02:36 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 19 December, 2023 at 02:45 PM
Endorsed by Ryan Gunn (School Council President) on 18 March, 2024 at 02:33 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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Support and resources	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student achievement in literacy.	Yes	<p>By 2024, the percentage of students in the top 2 bands in Year 3 and 5 NAPLAN Reading and Writing will increase from:</p> <ul style="list-style-type: none"> • 38% (2019) to 46% (2024) for Year 3 Reading • 18% (2019) to 26% (2024) for Year 5 Reading • 49% (2019) to 55% (2024) for Year 3 Writing • 13% (2019) to 20% (2024) for Year 5 Writing 	<p>By 2024, increase the proportion of students in the exceeding and strong proficiency levels of NAPLAN in reading and writing from:46% (2023) to 50% (2024) for Year 3 Reading.65% (2023) to 68% (2024) for Year 5 Reading.68% (2023) to 71% (2024) for Year 3 Writing.52%(2023) to 55%(2024) for Year 5 Writing.</p>
		<p>By 2024, the percentage of students in the bottom two bands in Year 3 and 5 NAPLAN Reading and Writing will decrease from:</p> <ul style="list-style-type: none"> • 27% (2019) to 15% (2024) for Year 3 Reading • 13% (2019) to 10% (2024) for Year 5 Reading 	<p>By 2024, decrease the proportion of students in the developing and needs additional support proficiency levels of NAPLAN in reading and writing from: 55% (2023) to 50% (2024) for</p>

		<ul style="list-style-type: none"> • 9% (2019) to 5% (2024) for Year 3 Writing • 20% (2019) to 15% (2024) for Year 5 Writing 	Year 3 Reading. 35% (2023) to 32% (2024) for Year 5 Reading. 32% (2023) to 29% (2024) for Year 3 Writing. 48% (2023) to 45% (2024) for Year 5 Writing.
		By 2024, the benchmark growth for Year 3 to 5 NAPLAN Reading will increase from 70.3% (2019) to 75% (2024)	Due to NAPLAN changes benchmark growth cannot be measured.
		By 2024, the percentage of students who achieve 12 months' growth or more in a school-based norm-referenced test will increase from 52% (2019) to 70% (2024) in Reading.	By 2024 increase the percentage of students across the school (Foundation to Year 6) achieving at or above age expected level in teacher judgements in Reading from 72% (2023) to 75% or above.
To improve student achievement in numeracy.	Yes	By 2024, the percentage of students in the top two bands in Year 3 and 5 NAPLAN Numeracy will increase from: <ul style="list-style-type: none"> • 28% (2019) to 33% (2024) for Year 3 Numeracy • 23% (2019) to 28% (2024) for Year 5 Numeracy 	By 2024, increase the proportion of students in the exceeding and strong proficiency levels of NAPLAN Numeracy from:49% (2023) to 53% (2024) for Year 3 Numeracy.48% (2023) to 52% (2024) for Year 5 Numeracy.
		By 2024, the percentage of students in the bottom two bands in Year 3 and 5 NAPLAN Numeracy will decrease from: <ul style="list-style-type: none"> • 15% (2019) to 10% (2024) for Year 3 Numeracy • 17% (2019) to 12% (2024) for Year 5 Numeracy 	By 2024, decrease the proportion of students in the developing and needs additional support proficiency levels of NAPLAN Numeracy from:51% (2023) to 47% (2024) for Year 3 Numeracy.52% (2023) to 48% (2024) for Year 5 Numeracy.
		By 2024, the benchmark growth for Year 3 to 5 NAPLAN Numeracy will increase from 78.2 per cent (2019) to 85 per cent (2024).	Due to NAPLAN changes benchmark growth cannot be measured.

		By 2024, the percentage of students who achieve 12 months' growth or more in a school-based norm-referenced test will increase from 57% (2019) to 75% (2024) in Mathematics.	By 2024 increase the percentage of students across the school (Foundation to Year 6) achieving at or above age expected level in teacher judgements in Numeracy from: <ul style="list-style-type: none"> • Number and Algebra 65% (2023) to 68% or above • Measurement and geometry from 72% (2023) to 75% or above.
To improve student wellbeing and engagement in learning	Yes	By 2024, the percentage of students who provide a positive response on the AToSS scales related to student wellbeing increases from: <ul style="list-style-type: none"> • 75% (2019) to 80% (2024) for Effective classroom behaviour • 70% (2019) to 75% (2024) for Managing bullying • 72% (2019) to 80% (2024) for Resilience. 	By 2024, the percentage of students who provide a positive response on the AToSS scales related to student wellbeing increases from: <ul style="list-style-type: none"> • 70% (2023) to 75% (2024) for Effective classroom behaviour. • 68% (2023) to 73% (2024) for Managing bullying. • 59% (2023) to 65% (2024) for Resilience.
		By 2024, the percentage of students who provide a positive response on the AToSS scales related to student engagement increases from <ul style="list-style-type: none"> • 83% (2019) to 90% (2024) for Self-regulation and goal setting; • 70% (2019) to 75% (2024) for Stimulated learning; • 60% (2019) to 70% (2024) for Student voice and agency. 	By 2024, the percentage of students who provide a positive response on the AToss scales related to student engagement increases from: <ul style="list-style-type: none"> • 79% (2023) to 83% (2024) for Self-regulation and goal setting. • 74% (2023) to 76% (2024) for Stimulated learning. • 59% (2023) to 63% (2024) for Student voice and agency.
		By 2024, the percentage of staff who provide a positive response on the SSS increases from: <ul style="list-style-type: none"> • 53% (2019) to 65% (2024) for Collective efficacy; 	By 2024, the percentage of staff who provide a positive response on the SSS increases from: <ul style="list-style-type: none"> • 66% (2023) to

		<ul style="list-style-type: none"> • 63% (2019) to 70% (2024) for Staff trust in colleagues; • 70% (2019) to 80% (2024) for Guaranteed and viable curriculum. 	70% (2024) for Collective efficacy• 75% (2023) to 78% (2024) for Staff trust in colleagues. • 70% (2023) to 75% (2024) for Guaranteed and viable curriculum.
		By 2024, the average number of days absent per student per year reduces from 20 days (2019) to 16 days (2024).	By 2024, the average number of days absent per student reduces from 24.5 days (2023) to 20 days.

Goal 2	To improve student achievement in literacy.
12-month target 2.1	By 2024, increase the proportion of students in the exceeding and strong proficiency levels of NAPLAN in reading and writing from: 46% (2023) to 50% (2024) for Year 3 Reading. 65% (2023) to 68% (2024) for Year 5 Reading. 68% (2023) to 71% (2024) for Year 3 Writing. 52%(2023) to 55%(2024) for Year 5 Writing.
12-month target 2.2	By 2024, decrease the proportion of students in the developing and needs additional support proficiency levels of NAPLAN in reading and writing from: 55% (2023) to 50% (2024) for Year 3 Reading. 35% (2023) to 32% (2024) for Year 5 Reading. 32% (2023) to 29% (2024) for Year 3 Writing. 48% (2023) to 45% (2024) for Year 5 Writing.
12-month target 2.3	Due to NAPLAN changes benchmark growth cannot be measured.
12-month target 2.4	By 2024 increase the percentage of students across the school (Foundation to Year 6) achieving at or above age expected level in teacher judgements in Reading from 72% (2023) to 75% or above.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Review and embed the Literacy (Reading and Writing) model consistently across the school.	No
KIS 2.b Excellence in teaching and learning	Develop the curriculum knowledge of staff, with a focus on the literacy continuum of learning.	Yes
KIS 2.c Excellence in teaching and learning	Build the capacity of staff to use assessment data to plan for each individual student.	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.	<p>These Key Improvement Strategies (KIS) were selected to build upon the progress we have made throughout our Strategic Plan. Our instructional model is clearly defined, implemented and will continue to be monitored throughout the school. Over the last three years we have embedded professional learning and monitoring processes to ensure this framework is embedded in all our classrooms. We will continue to support new staff with professional learning, mentoring and coaching. This should lead to reduced teacher variability across areas and improved student outcomes. Our whole school priority will continue on from 2023 with a focus around writing and building teacher capacity to improve student outcomes. We will continue peer observations, learning walks, coaching and modelling to improve teaching and learning. We will trial our whole school literacy scope and sequence that was developed in 2023 Term 4, with the support of our Educational Improvement Leader. Teams will develop term planners under the guidance of our Learning Specialist.</p> <p>Our self-evaluation against the FISO Continua identified that we needed to continue to work on developing staff's capacity around data literacy understanding of how to develop formative assessments and triangulate data. Our School Staff Survey results indicate we need to further develop and strengthen our collective focus on student learning.</p>	
Goal 3	To improve student achievement in numeracy.	
12-month target 3.1	By 2024, increase the proportion of students in the exceeding and strong proficiency levels of NAPLAN Numeracy from: 49% (2023) to 53% (2024) for Year 3 Numeracy.	

	48% (2023) to 52% (2024) for Year 5 Numeracy.	
12-month target 3.2	By 2024, decrease the proportion of students in the developing and needs additional support proficiency levels of NAPLAN Numeracy from: 51% (2023) to 47% (2024) for Year 3 Numeracy. 52% (2023) to 48% (2024) for Year 5 Numeracy.	
12-month target 3.3	Due to NAPLAN changes benchmark growth cannot be measured.	
12-month target 3.4	By 2024 increase the percentage of students across the school (Foundation to Year 6) achieving at or above age expected level in teacher judgements in Numeracy from: • Number and Algebra 65% (2023) to 68% or above • Measurement and geometry from 72% (2023) to 75% or above.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Review and embed the Numeracy/Mathematics model consistently across the school.	No
KIS 3.b Excellence in teaching and learning	Develop the curriculum knowledge of staff, with a focus on learning at each student's point of need.	Yes
KIS 3.c Excellence in teaching and learning	Build the capacity of staff to use data to inform their teaching practice.	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.	Through staff feedback collected at the end of 2023 in the Numeracy School Improvement Team the above selected key improvement strategy was identified as a focus for 2024. As a staff we will unpack the new curriculum features and develop a whole school overview. Once this is established we will start to develop term planners and work programs that clearly plan for differentiation in Numeracy lessons. Staff will participate in Professional Development to build their knowledge and understanding of how to triangulate data and moderate tasks.	

	Our self-evaluation against the FISO Continua identified that we needed to continue to work on developing staff's capacity and understanding on how to triangulate data. Staff data literacy and consistency across the school was identified as another area we needed to further improve on. Our School Staff Survey results reflected that we needed to further develop and strengthen our collective focus on student learning. The schools data on Panorama showed that students had made little growth in the areas of Number and Algebra, and Measurement and Geometry.
Goal 4	To improve student wellbeing and engagement in learning
12-month target 4.1	By 2024, the percentage of students who provide a positive response on the AToSS scales related to student wellbeing increases from: <ul style="list-style-type: none"> • 70% (2023) to 75% (2024) for Effective classroom behaviour. • 68% (2023) to 73% (2024) for Managing bullying. • 59% (2023) to 65% (2024) for Resilience.
12-month target 4.2	By 2024, the percentage of students who provide a positive response on the AToss scales related to student engagement increases from: <ul style="list-style-type: none"> • 79% (2023) to 83% (2024) for Self-regulation and goal setting. • 74% (2023) to 76% (2024) for Stimulated learning. • 59% (2023) to 63% (2024) for Student voice and agency.
12-month target 4.3	By 2024, the percentage of staff who provide a positive response on the SSS increases from: <ul style="list-style-type: none"> • 66% (2023) to 70% (2024) for Collective efficacy • 75% (2023) to 78% (2024) for Staff trust in colleagues. • 70% (2023) to 75% (2024) for Guaranteed and viable curriculum.
12-month target 4.4	By 2024, the average number of days absent per student reduces from 24.5 days (2023) to 20 days.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Develop and implement a Student Voice and Agency strategy across the school. Yes

KIS 4.b Excellence in teaching and learning	Revise and implement curriculum documentation to enhance student engagement.	No
KIS 4.c Positive climate for learning	Develop and implement a whole school wellbeing strategy.	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.	<p>The selected Key Improvement Strategies will support us to continue the work we have been doing throughout our School Strategic Plan. In response to our end of year 2020 review it was identified that although there were many wellbeing practices evident at Meadowglen Primary School, there lacked a clear and well-documented overview of what programs, policies and processes were in place to support students, families and staff. Our wellbeing framework is intended to develop a shared language between students staff and parents while also being used as a tool for ongoing improvement and reflection. We now have a clearly documented Whole School Wellbeing Strategy that we will continue to refine and focus on. We will develop staff and students knowledge around restorative practices. We have many avenues for student Voice and Agency that we have implemented over the last few years, in 2024 we will work towards finalising this strategy across the school.</p> <p>Data from the Attitudes to School Survey indicated that we only had 59% of students with a positive response to Student Voice and Agency. Our goal in our 2020-2024 School Strategic Plan was to increase the student response to 70%.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	To improve student achievement in literacy.
12-month target 1.1	By 2024, increase the proportion of students in the exceeding and strong proficiency levels of NAPLAN in reading and writing from: 46% (2023) to 50% (2024) for Year 3 Reading. 65% (2023) to 68% (2024) for Year 5 Reading. 68% (2023) to 71% (2024) for Year 3 Writing. 52%(2023) to 55%(2024) for Year 5 Writing.
12-month target 1.2	By 2024, decrease the proportion of students in the developing and needs additional support proficiency levels of NAPLAN in reading and writing from: 55% (2023) to 50% (2024) for Year 3 Reading. 35% (2023) to 32% (2024) for Year 5 Reading. 32% (2023) to 29% (2024) for Year 3 Writing. 48% (2023) to 45% (2024) for Year 5 Writing.
12-month target 1.3	Due to NAPLAN changes benchmark growth cannot be measured.
12-month target 1.4	By 2024 increase the percentage of students across the school (Foundation to Year 6) achieving at or above age expected level in teacher judgements in Reading from 72% (2023) to 75% or above.
KIS 1.b Curriculum planning and assessment	Develop the curriculum knowledge of staff, with a focus on the literacy continuum of learning.
Actions	Maintain PLC structures to support teacher collaboration and strengthen teaching practice. Strengthen staff capability to plan using the writing overview and the whole school scope and sequence documentation. Plan whole school professional learning in evidence-based approaches to develop staff capacity in teaching and assessing writing, data integrity, setting goals and implementing effective writing conferences.

Outcomes	<p>Students experience success and celebrate the acquisition of knowledge. Students articulate what a literacy lesson looks like. Students set their own goals. Students articulate what happens during a writing conference.</p> <p>Teachers plan their lessons following a developmental sequence guided by the yearly scope and sequence. Teachers use mentor texts to support their development of a literacy lesson. Teachers assess effectively using the Writing Criteria Tool and use the data to plan and differentiate learning for students.</p> <p>PLCs meet to engage in reflective practice, evaluate and collaboratively plan lessons. Leaders support teachers in weekly PLC collaborative planning sessions. Leaders prioritise Professional learning in Writing.</p>			
Success Indicators	<p>Weekly timetable and meeting schedule developed that maximizes opportunities for teachers to come together in a collaborative capacity as part of the school day. Planners will show differentiation for student learning. Clear expectations of the core planning elements required, established with staff and documented. Improved staff ratings along the PLC Maturity Matrix in 'data used to focus and drive collaboration, improvement and evaluation impact on learning' and 'building practice excellence'. Improved teacher endorsement of the components; 'teacher collaboration, collective focus on student learning, collective efficacy and guaranteed and viable curriculum'. A increase in the percentage of students across the school (Foundation to Year 6) achieving at or above age expected level in teacher judgement in reading and writing. An increase in the positive endorsement in the Attitude to School Survey in 'stimulated learning'.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop term planners based on the whole school scope and sequence.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Design professional learning in teaching writing and using the Writing Criterion tool.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop Middle level leaders capacity to develop professional learning on setting goals and conferences by allocating time to work with the Education Improvement Leader.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop middle level leaders capacity to develop professional learning on writing data integrity. Middle level leaders will conduct professional learning for staff.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop staff capacity in setting goals and conferences by providing structured professional learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Scheduled time for coaching to support staff to apply the reading and writing instructional model in their classroom.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide staff with professional reading to support understanding of teaching reading and writing and planning effective teaching sequences of lessons.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

A team of teachers will complete the teaching writing with confidence self-directed learning course through Oz-Lit. The team will research effective writing instruction, practical ways to increase student engagement and skill in writing and choosing effective minilessons in writing. The learning from the course will be used to inform collaborative planning and professional learning,	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$720.00 <input checked="" type="checkbox"/> Equity funding will be used
Build and maintain a set of mentor texts throughout each year level to support the teaching of writing.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build and maintain student texts to support engagement in reading for both classroom libraries and the school library.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop teacher capacity in the early years to support the teaching of reading, writing and oral language through developmental play.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build and maintain digital resources from Foundation to year 6 to support the teaching of reading and writing and help improve student engagement.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Build staff capacity to teach phonics and spelling during the literacy session.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$8,212.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
To continue to support PLC leaders with training and coaching to build their capacity.	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$31,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Build resources to support students in the TLI initiative.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.c Evaluating impact on learning	Build the capacity of staff to use assessment data to plan for each individual student.			
Actions	Build staff capability to analyse student data. Build staff capability to plan for differentiation based on student data. Build staff capacity to teach at student's point of need. Learning Specialist to support teachers in PLC collaborative planning.			
Outcomes	Students receive support at their point of learning. Teachers regularly use data to plan for learning. Teachers identify students point of need in learning. Leaders model a data-focused mindset and refer to evidence to support their decisions. Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities.			
Success Indicators	Curriculum documentation shows evidence of planning for differentiation. Assessment schedule demonstrate a variety of formative and summative assessment.			

	<p>Increased consistency of teacher judgements against NAPLAN. Improved teacher endorsement in the Staff Opinion Survey in the following components: 'instructional leadership, collective efficacy, guaranteed and viable curriculum'. An increase in the positive endorsement in the Attitude to School Survey in 'stimulated learning'.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Update the professional learning calendar to ensure there are opportunities for staff to develop their knowledge on how to access and use student maps.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Support staff in undertaking different types of assessment and the purpose for it.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Revise and update the whole school assessment schedule and the accompanying handbook that outlines all the information about each type of assessment.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Conduct coaching and mentoring to support PLCs in collaborative weekly planning that is informed by ongoing monitoring of data.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Actively analyse and use data to inform differentiated learning pathways for individual students and whole year level cohorts.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Continue to enhance our data collection (student maps) to monitor and track progress for individual students and cohorts of students.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To improve student achievement in numeracy.			
12-month target 2.1	By 2024, increase the proportion of students in the exceeding and strong proficiency levels of NAPLAN Numeracy from: 49% (2023) to 53% (2024) for Year 3 Numeracy. 48% (2023) to 52% (2024) for Year 5 Numeracy.			
12-month target 2.2	By 2024, decrease the proportion of students in the developing and needs additional support proficiency levels of NAPLAN Numeracy from: 51% (2023) to 47% (2024) for Year 3 Numeracy. 52% (2023) to 48% (2024) for Year 5 Numeracy.			
12-month target 2.3	Due to NAPLAN changes benchmark growth cannot be measured.			
12-month target 2.4	By 2024 increase the percentage of students across the school (Foundation to Year 6) achieving at or above age expected level in teacher judgements in Numeracy from: • Number and Algebra 65% (2023) to 68% or above • Measurement and geometry from 72% (2023) to 75% or above.			
KIS 2.b Curriculum planning and assessment	Develop the curriculum knowledge of staff, with a focus on learning at each student's point of need.			
Actions	Build staff capacity in mathematics to identify and meet student's individual learning needs. Develop staff understanding of the Mathematics Victorian Curriculum 2.0. Develop a whole school mathematics scope and sequence. Develop data literacy of teachers to inform understanding of students point of need. Maintain PLC structures to support teacher collaboration and strengthen teaching practice.			

<p>Outcomes</p>	<p>Students in need of targeted support or intervention in Mathematics will be identified and supported. Students will know what the next steps are to progress their learning.</p> <p>Teachers plan their lessons following a developmental sequence guided by the yearly scope and sequence. Teachers use the scope and sequence document to plan and differentiate learning for students. Teachers will provide students with the opportunity to work at their level using differentiated resources. Teachers will identify student learning needs in mathematics based on assessment data. Teachers will plan for differentiation based on student learning data. Teachers will implement differentiated teaching and learning to meet individual student needs using data using data from pre and post test assessments. Term planners, collaborative planners and work programs will reflect the Mathematics Victorian Curriculum 2.0.</p> <p>PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.</p> <p>Leaders will support all teaching staff to build assessment, differentiation, and curriculum knowledge through consistent clear processes and professional learning.</p>			
<p>Success Indicators</p>	<p>Documents that clearly show a whole school Mathematics scope and sequence. Curriculum documentation shows evidence of planning for differentiation. Assessment schedule demonstrate a variety of formative and summative assessment Increased consistency of teacher judgements against NAPLAN. Improved teacher endorsement in the Staff Opinion Survey in the following components: instructional leadership, collective efficacy, guaranteed and viable curriculum. An increase for positive endorsement in the Attitude to School Survey in stimulated learning. An increase in the percentage of students across the school (Foundation to Year 6) achieving at or above age expected level in teacher judgement in Number and Algebra and Measurement and Geometry.</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Develop a whole school mathematics overview.</p>	<p><input checked="" type="checkbox"/> All staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

Unpack the new Mathematics Victorian Curriculum and look at the changes between the new and the old curriculum.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and organise professional learning on how to triangulate data.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a whole school mathematics scope and sequence.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit and build on concrete materials to enhance resources to support the teaching of mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide staff with professional reading to support and develop staff understanding of teaching mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional learning to support staff to use the Numeracy toolkit.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Allocate time in SIT meetings to discuss the Mathematics Victorian Curriculum 2.0 and implementing professional learning for staff.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a timeline for the professional learning and implementation of the New Victorian Mathematics Curriculum 2.0.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish a process for collecting and monitoring school wide data.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule and organise professional learning on formative and summative assessment and collecting, analysing responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish processes and protocols for regular moderation of student work within teaching teams.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and purchase resources to support assessment for students.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
To continue to support PLC leaders to build their capacity to lead and support teams of teachers.	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Goal 3	To improve student wellbeing and engagement in learning			
12-month target 3.1	<p>By 2024, the percentage of students who provide a positive response on the AToSS scales related to student wellbeing increases from:</p> <ul style="list-style-type: none"> • 70% (2023) to 75% (2024) for Effective classroom behaviour. • 68% (2023) to 73% (2024) for Managing bullying. • 59% (2023) to 65% (2024) for Resilience. 			
12-month target 3.2	<p>By 2024, the percentage of students who provide a positive response on the AToss scales related to student engagement increases from:</p> <ul style="list-style-type: none"> • 79% (2023) to 83% (2024) for Self-regulation and goal setting. • 74% (2023) to 76% (2024) for Stimulated learning. • 59% (2023) to 63% (2024) for Student voice and agency. 			
12-month target 3.3	<p>By 2024, the percentage of staff who provide a positive response on the SSS increases from:</p> <ul style="list-style-type: none"> • 66% (2023) to 70% (2024) for Collective efficacy • 75% (2023) to 78% (2024) for Staff trust in colleagues. • 70% (2023) to 75% (2024) for Guaranteed and viable curriculum. 			
12-month target 3.4	By 2024, the average number of days absent per student reduces from 24.5 days (2023) to 20 days.			
KIS 3.a Empowering students and building school pride	Develop and implement a Student Voice and Agency strategy across the school.			
Actions	<p>Strengthen staff understanding of Student Voice and Agency. Implement the whole school Student Voice and Agency Strategy across the school. Provide authentic opportunities for students to co-collaborate in their learning. Strengthen the school wide approach to communicating with the school community, the school's approach to student voice and agency. Develop staff understanding of how student voice and agency can be used as a strategy for improvement of student outcomes through our PLC cycle.</p>			

Outcomes	<p>Students will identify examples of experiences enabling them to have a voice in their learning. Students will identify examples of experiences empowering them to have agency in their learning. Students will have regular opportunities to meet and discuss current school issues in appropriate forums and influence change. Students will participate in SSG and DIP meetings and contribute to goal setting. Students can write, draw implement and review their own Ready to Learn Plan.</p> <p>Teachers will articulate a clear understanding around Student Voice and Agency. Teachers will support students in setting their learning goals. Teachers will provide students with timely feedback.</p> <p>Leaders will support the continuous development, documentation and revision of the whole school student voice and agency strategy.</p>			
Success Indicators	<p>Percentage of students who provide a positive response on the attitudes to school survey data related to student engagement increases. Minutes of SSG minutes where teachers and students can list learning goals. Students self reflections on mid year and end of year reports. Daily community circle focus is present in teacher planners. Minutes of SRC meetings. Increase data over the year through internal school wellbeing survey.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and embed the whole school Student Voice, Agency and Leadership strategy.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide the opportunity for student leaders to attend the National Young Leaders Day.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used
Professional reading will be provided for staff on student voice, agency and leadership to build teacher capacity.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff member will be allocated to lead the School Representative Council. Resources will be purchased to support this work.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
SOG meetings will be held each term. Staff will be replaced to ensure they are present for the meetings. Students will also be encouraged to attend and have a voice about their learning and goals.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continue to provide students the opportunity to attend the MALPA program.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Wellbeing team will audit and review the Ready to Learn Plans throughout the school to ensure they are embedded into practice and updated on a regular basis.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.c	Develop and implement a whole school wellbeing strategy.			

Health and wellbeing	
<p>Actions</p>	<p>Strengthen staff capacity in understanding and implementing all elements of the whole school wellbeing strategy. Implement processes to monitor and improve student attendance. Develop classroom expectations (non-negotiables) for wellbeing processes throughout the school. Embed social and emotional learning in the classroom. Embed Berry Street Educational Model practices and co-regulation strategies across the school. Continue collaboratively plan, build teacher capacity and embed the Respectful Relationship Initiative throughout the school.</p>
<p>Outcomes</p>	<p>Students will be supported to develop student-led learning. Student absence data will be improved due to greater student engagement. Students feel supported, safe and contribute to a strong school culture. Students know and understand their Ready to Learn Plan. Students are able to articulate the purpose of the calming corner. Students have consistent routines when they enter and leave the classroom each day.</p> <p>Teachers incorporate trauma informed practices in classrooms and in planning units of work. Teachers implement and monitor consistent routines. Teachers implement a range of interventions in their classroom to support student learning. Teachers support students with wellbeing needs to remain engaged in their learning and for them to feel supported by their peers. Teachers all begin the day with the community circle and Acknowledgement to Country.</p> <p>Teachers and leaders will support the continuous development, documentation and revision of the whole school wellbeing strategy. Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing.</p>
<p>Success Indicators</p>	<p>Percentage of students who provide a positive response on the attitudes to school survey data related to student wellbeing increases. Percentage of students who provide a positive response on the attitudes to school survey data related to student engagement increases.</p>

	Improved student endorsement in all areas of school safety as reflected in the attitudes to school survey data. Percentage of staff who provide a positive response in the staff opinion survey in the following areas: collective efficacy, staff trust in colleagues, guaranteed and viable curriculum increases. Percentage of staff who provide a positive response to each of the areas in the school staff survey: safety and wellbeing increases.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to embed BSEM practices and co-regulations strategies in the classroom.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and audit the whole school wellbeing strategy.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teachers will continue their training in the Berry Street Educational Model. This year we will undertake day 3 of the training. The BSEM approach is through a 'trauma informed positive education' lens which links approached addressed in a trauma-informed classroom with proven positive psychology interventions.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Breakfast Club will continue five mornings a week. This program is supported by Food Bank. It ensures aour students have access to a nutritional breakfast each day. Lunch and healthy snacks will be continued to be provided for our students who need it.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,550.00 <input checked="" type="checkbox"/> Equity funding will be used
A trained first aid nurse will be employed five days a week to support students. Resources will be purchased also.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,500.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Implementation of strategies from the Berry Street Education model into classroom practice.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All classrooms will start the day with Community Circle.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed the school values through the school community through an agreed approach to the promotion and recognition of students displaying these values and to promote consistent language in the school community.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
To continue to enhance indoor and outdoor spaces for students to increase engagement and wellbeing.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Maintain the wellbeing tool kits and calming space resources throughout the school. They will need be audited on a termly basis.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Increase culture awareness through school activities to increase student engagement. Welcome to Country and	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

smoking ceremony by elders at the beginning of the year to establish inclusiveness with indigenous community and the wider community.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Monitor and review the Infinity and Beyond start up program.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide resources and parent information sessions for Child Safe Standards and Respectful Relationships.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
To provide a variety of curriculum professional development resources.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
To offer students a wide range of curriculum areas to promote engagement in learning. This includes resourcing programs such as Visual Art, Performing Art, Physical Education, Science/Stem, Italian and Inquiry.	<input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish a Totem garden - ATSI students explore and name their totems. Koori artist to support students to paint their totem and cement into the garden.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning for the respectful relationship leader.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,240.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Teams to be released twice a year for half a day and supported by the respectful relationship leader to support planning and implementation.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$14,338.50 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Enhance student engagement by offering a Year 5/6 elective program where students can choose an area of interest to develop their knowledge and skills in.	<input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning, "Protective Intervention Training" will be provided for ESS, Foundation, Year 1 and leadership staff.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,680.00
Resources to support Tier 2 initiatives.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,800.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Resource to support our students who are struggling to regulate in the classroom.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop capacity for staff to be first aid trained so that they can support students on camp, excursions and at school.	<input checked="" type="checkbox"/> Homegroup teachers	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A social worker will be employed four days a week - 0.8 to support students, families and staff.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$39,110.65 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
A social worker will be employed four days a week - 0.8 to support students, families and staff.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$66,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Educational Support Staff will be employed to support students that need adjustment and supports in the classroom.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2

				Funding will be used
A Disability Inclusion leader to support the implementation of Tier 2 Funding. This staff member will also be responsible for running professional learning, modelling in classrooms and facilitating SSG's and DIP meetings.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
A trained first aid nurse will be employed to support students five days a week.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A Leading teacher wellbeing will be employed full time to support student, parents and staff.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used
To continue to focus on student learning and wellbeing by engaging more education support staff and teaching staff to support students. This includes ESS staff facilitating Breakfast Club in the morning, and supporting students in the yard and classroom.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$211,791.85 <input checked="" type="checkbox"/> Equity funding will be used
To support student and families to attend camps and excursions. To ensure all students have access to school uniform, books and food.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Resources will be purchased to support students in their learning.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,100.00 <input checked="" type="checkbox"/> Equity funding will be used
Resources to support a successful transition from Kindergarten to Foundation.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Resources to support the implementation of the Respectful Relationships program.	<input checked="" type="checkbox"/> Respectful relationships implementation team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ a Education Support Staff member to run LSP and to support students under Tier 2.	<input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,668.71 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continue to build on digital resources for students from Foundation to Year 6 to enhance student learning and engagement.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide professional reading on the Wellbeing High Impact Teaching Strategies.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Develop a whole school BSEM overview.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop a whole school Berry Street Education Model Scope and Sequence . (Language, BSEM curriculum and teacher practice toolkit).	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Purchase resources to support BSEM implementation. (posters, books).	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop student, parent and staff capacity in education around cyber bullying. (Evolve)	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop resources to build cultural understanding and support student, staff and the community.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop staff understanding on writing ILP's and documenting reasonable adjustments for students.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$779,823.85	\$779,823.85	\$0.00
Disability Inclusion Tier 2 Funding	\$270,468.71	\$270,468.71	\$0.00
Schools Mental Health Fund and Menu	\$53,449.15	\$53,449.15	\$0.00
Total	\$1,103,741.71	\$1,103,741.71	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide staff with professional reading to support understanding of teaching reading and writing and planning effective teaching sequences of lessons.	\$5,000.00
A team of teachers will complete the teaching writing with confidence self-directed learning course through Oz-Lit. The team will research effective writing instruction, practical ways to increase student engagement and skill in writing and choosing effective minilessons in writing. The learning from the course will be used to inform collaborative planning and professional learning,	\$720.00
Build and maintain a set of mentor texts throughout each year level to support the teaching of writing.	\$10,000.00
Build and maintain student texts to support engagement in reading for both classroom libraries and the school library.	\$12,000.00

Develop teacher capacity in the early years to support the teaching of reading, writing and oral language through developmental play.	\$3,000.00
Build and maintain digital resources from Foundation to year 6 to support the teaching of reading and writing and help improve student engagement.	\$2,500.00
Build staff capacity to teach phonics and spelling during the literacy session.	\$8,212.00
To continue to support PLC leaders with training and coaching to build their capacity.	\$31,600.00
Build resources to support students in the TLI initiative.	\$4,500.00
Audit and build on concrete materials to enhance resources to support the teaching of mathematics.	\$15,000.00
Provide staff with professional reading to support and develop staff understanding of teaching mathematics.	\$3,000.00
Develop and purchase resources to support assessment for students.	\$10,000.00
Provide the opportunity for student leaders to attend the National Young Leaders Day.	\$2,000.00
Staff member will be allocated to lead the School Representative Council. Resources will be purchased to support this work.	\$2,000.00
SSG meetings will be held each term. Staff will be replaced to ensure they are present for the meetings. Students will also be encouraged to attend and have a voice about their learning and goals.	\$22,000.00
Teachers will continue their training in the Berry Street Educational Model. This year we will undertake day 3	\$4,500.00

of the training. The BSEM approach is through a 'trauma informed positive education' lens which links approached addressed in a trauma-informed classroom with proven positive psychology interventions.	
Breakfast Club will continue five mornings a week. This program is supported by Food Bank. It ensures our students have access to a nutritional breakfast each day. Lunch and healthy snacks will be continued to be provided for our students who need it.	\$5,550.00
A trained first aid nurse will be employed five days a week to support students. Resources will be purchased also.	\$3,500.00
Embed the school values through the school community through an agreed approach to the promotion and recognition of students displaying these values and to promote consistent language in the school community.	\$6,000.00
To continue to enhance indoor and outdoor spaces for students to increase engagement and wellbeing.	\$55,000.00
Maintain the wellbeing tool kits and calming space resources throughout the school. They will need be audited on a termly basis.	\$5,000.00
Increase culture awareness through school activities to increase student engagement. Welcome to Country and smoking ceremony by elders at the beginning of the year to establish inclusiveness with indigenous community and the wider community.	\$5,000.00
To provide a variety of curriculum professional development resources.	\$10,000.00
To offer students a wide range of curriculum areas to promote engagement in learning. This includes	\$42,500.00

resourcing programs such as Visual Art, Performing Art, Physical Education, Science/Stem, Italian and Inquiry.	
Establish a Totem garden - ATSI students explore and name their totems. Koori artist to support students to paint their totem and cement into the garden.	\$5,000.00
Professional Learning for the respectful relationship leader.	\$2,240.00
Teams to be released twice a year for half a day and supported by the respectful relationship leader to support planning and implementation.	\$14,338.50
Enhance student engagement by offering a Year 5/6 elective program where students can choose an area of interest to develop their knowledge and skills in.	\$10,000.00
Resources to support Tier 2 initiatives.	\$5,800.00
Resource to support our students who are struggling to regulate in the classroom.	\$5,000.00
Develop capacity for staff to be first aid trained so that they can support students on camp, excursions and at school.	\$5,000.00
A social worker will be employed four days a week - 0.8 to support students, families and staff.	\$39,110.65
A social worker will be employed four days a week - 0.8 to support students, families and staff.	\$66,000.00
Educational Support Staff will be employed to support students that need adjustment and supports in the classroom.	\$60,000.00
A Disability Inclusion leader to support the implementation of Tier 2 Funding. This staff member	\$70,000.00

will also be responsible for running professional learning, modelling in classrooms and facilitating SSG's and DIP meetings.	
A trained first aid nurse will be employed to support students five days a week.	\$60,000.00
A Leading teacher wellbeing will be employed full time to support student, parents and staff.	\$120,000.00
To continue to focus on student learning and wellbeing by engaging more education support staff and teaching staff to support students. This includes ESS staff facilitating Breakfast Club in the morning, and supporting students in the yard and classroom.	\$211,791.85
To support student and families to attend camps and excursions. To ensure all students have access to school uniform, books and food.	\$20,000.00
Resources will be purchased to support students in their learning.	\$14,100.00
Resources to support a successful transition from Kindergarten to Foundation.	\$2,000.00
Resources to support the implementation of the Respectful Relationships program.	\$1,000.00
Employ a Education Support Staff member to run LSP and to support students under Tier 2.	\$46,668.71
Continue to build on digital resources for students from Foundation to Year 6 to enhance student learning and engagement.	\$45,000.00
Purchase resources to support BSEM implementation. (posters, books).	\$5,000.00
Develop student, parent and staff capacity in education around cyber bullying. (Evolve)	\$5,000.00

Develop resources to build cultural understanding and support student, staff and the community.	\$5,000.00
Totals	\$1,086,631.71

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provide staff with professional reading to support understanding of teaching reading and writing and planning effective teaching sequences of lessons.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
A team of teachers will complete the teaching writing with confidence self-directed learning course through Oz-Lit. The team will research effective writing instruction, practical ways to increase student engagement and skill in writing and choosing effective minilessons in writing. The learning from the course will be used to inform collaborative planning and professional learning,	from: Term 1 to: Term 4	\$720.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Build and maintain a set of mentor texts throughout each year level to support the teaching of writing.	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
Build and maintain student texts to support engagement in reading for both classroom libraries and the school library.	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop teacher capacity in the early years to support the teaching of reading, writing and oral language through developmental play.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Build and maintain digital resources from Foundation to year 6 to support the teaching of reading and writing and help improve student engagement.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Build staff capacity to teach phonics and spelling during the literacy session.	from: Term 1 to: Term 2	\$8,212.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
To continue to support PLC leaders with training and coaching to build their capacity.	from: Term 1 to: Term 4	\$31,600.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Build resources to support students in the TLI initiative.	from: Term 1 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Audit and build on concrete materials	from: Term 1	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

to enhance resources to support the teaching of mathematics.	to: Term 4		
Provide staff with professional reading to support and develop staff understanding of teaching mathematics.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop and purchase resources to support assessment for students.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Provide the opportunity for student leaders to attend the National Young Leaders Day.	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Staff member will be allocated to lead the School Representative Council. Resources will be purchased to support this work.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Teachers will continue their training in the Berry Street Educational Model. This year we will undertake day 3 of the training. The BSEM approach is through a 'trauma informed positive education' lens which links approached addressed in a trauma-informed classroom with proven positive psychology interventions.	from: Term 1 to: Term 1	\$4,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Breakfast Club will continue five mornings a week. This program is supported by Food Bank. It ensures our students have access to a nutritional breakfast each day. Lunch and healthy snacks will be continued to be provided for our students who need it.	from: Term 1 to: Term 4	\$5,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
A trained first aid nurse will be employed five days a week to support students. Resources will be purchased also.	from: Term 1 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Embed the school values through the school community through an agreed approach to the promotion and recognition of students displaying these values and to promote consistent language in the school community.	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
To continue to enhance indoor and outdoor spaces for students to increase engagement and wellbeing.	from: Term 1 to: Term 4	\$55,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Maintain the wellbeing tool kits and calming space resources throughout the school. They will need be audited on a termly basis.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Increase culture awareness through school activities to	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

increase student engagement. Welcome to Country and smoking ceremony by elders at the beginning of the year to establish inclusiveness with indigenous community and the wider community.	to: Term 4		
To provide a variety of curriculum professional development resources.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
To offer students a wide range of curriculum areas to promote engagement in learning. This includes resourcing programs such as Visual Art, Performing Art, Physical Education, Science/Stem, Italian and Inquiry.	from: Term 1 to: Term 4	\$42,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Establish a Totem garden - ATSI students explore and name their totems. Koori artist to support students to paint their totem and cement into the garden.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional Learning for the respectful relationship leader.	from: Term 1 to: Term 4	\$2,240.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Enhance student engagement by offering a Year 5/6 elective program where students can	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

choose an area of interest to develop their knowledge and skills in.	to: Term 4		
Resource to support our students who are struggling to regulate in the classroom.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop capacity for staff to be first aid trained so that they can support students on camp, excursions and at school.	from: Term 1 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
A trained first aid nurse will be employed to support students five days a week.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
A Leading teacher wellbeing will be employed full time to support student, parents and staff.	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> School-based staffing
To continue to focus on student learning and wellbeing by engaging more education support staff and teaching staff to support students. This includes ESS staff facilitating Breakfast Club in the morning, and supporting students in the yard and classroom.	from: Term 1 to: Term 4	\$211,791.85	<input checked="" type="checkbox"/> School-based staffing
To support student and families to attend camps and excursions. To ensure all	from: Term 1	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

students have access to school uniform, books and food.	to: Term 4		
Resources will be purchased to support students in their learning.	from: Term 1 to: Term 4	\$14,100.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Resources to support a successful transition from Kindergarten to Foundation.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Resources to support the implementation of the Respectful Relationships program.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Continue to build on digital resources for students from Foundation to Year 6 to enhance student learning and engagement.	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Purchase resources to support BSEM implementation. (posters, books).	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop student, parent and staff capacity in education around cyber bullying. (Evolve)	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop resources to build cultural understanding and	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

support student, staff and the community.	to: Term 4		
Totals		\$762,663.85	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
SSG meetings will be held each term. Staff will be replaced to ensure they are present for the meetings. Students will also be encouraged to attend and have a voice about their learning and goals.	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> CRT •
Resources to support Tier 2 initiatives.	from: Term 1 to: Term 4	\$5,800.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources •
A social worker will be employed four days a week - 0.8 to support students, families and staff.	from: Term 1 to: Term 4	\$66,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Educational Support Staff will be employed to support students that need adjustment and supports in the classroom.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •

A Disability Inclusion leader to support the implementation of Tier 2 Funding. This staff member will also be responsible for running professional learning, modelling in classrooms and facilitating SSG's and DIP meetings.	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Employ a Education Support Staff member to run LSP and to support students under Tier 2.	from: Term 1 to: Term 4	\$46,668.71	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none">
Totals		\$270,468.71	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Teams to be released twice a year for half a day and supported by the respectful relationship leader to support planning and implementation.	from: Term 2 to: Term 2	\$14,338.50	<input checked="" type="checkbox"/> Respectful Relationships (free) <p style="text-align: center;">This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> Employ CRT to release staff member
A social worker will be employed four days a week - 0.8 to support students, families and staff.	from: Term 1 to: Term 4	\$39,110.65	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Totals		\$53,449.15	

Additional funding planner – Total Budget

Activities and milestones	Budget
Strong leadership forms the basis for school improvement, enabling successful implementation to drive enhanced student outcomes Build middle level leaders capacity to drives school improvement. "Create"	\$7,400.00
Building leadership capacity throughout the school. Impact - through the Academy of teaching and Leadership	\$4,160.00
Build leadership capability throughout the school. Leaders in the making	\$5,600.00
Totals	\$17,160.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Strong leadership forms the basis for school improvement, enabling successful implementation to drive enhanced student outcomes Build middle level leaders capacity to drives school improvement. "Create"	from: Term 1 to: Term 4	\$7,400.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Building leadership capacity throughout the school. Impact - through the Academy of teaching and Leadership	from: Term 1	\$4,160.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

	to: Term 4		
Build leadership capability throughout the school. Leaders in the making	from: Term 1 to: Term 4	\$5,600.00	<input checked="" type="checkbox"/> CRT
Totals		\$17,160.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Strong leadership forms the basis for school improvement, enabling successful implementation to drive enhanced student outcomes Build middle level leaders capacity to drives school improvement. "Create"	from: Term 1 to: Term 4	\$0.00	
Building leadership capacity throughout the school. Impact - through the Academy of teaching and Leadership	from: Term 1 to: Term 4	\$0.00	
Build leadership capability throughout the school. Leaders in the making	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Strong leadership forms the basis for school improvement, enabling successful implementation to drive enhanced student outcomes Build middle level leaders capacity to drives school improvement. "Create"	from: Term 1 to: Term 4	\$0.00	
Building leadership capacity throughout the school. Impact - through the Academy of teaching and Leadership	from: Term 1 to: Term 4	\$0.00	
Build leadership capability throughout the school. Leaders in the making	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop term planners based on the whole school scope and sequence.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<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"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Design professional learning in teaching writing and using the Writing Criterion tool.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Develop Middle level leaders capacity to develop professional learning on setting goals and conferences by allocating time to work with the Education Improvement Leader.	<input checked="" type="checkbox"/> Learning specialist(s)	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"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Develop middle level leaders capacity to develop professional learning on writing data integrity. Middle level leaders will conduct professional learning for staff.	<input checked="" type="checkbox"/> Learning specialist(s)	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"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site

Develop staff capacity in setting goals and conferences by providing structured professional learning.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Provide staff with professional reading to support understanding of teaching reading and writing and planning effective teaching sequences of lessons.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
A team of teachers will complete the teaching writing with confidence self-directed learning course through Oz-Lit. The team will research effective writing instruction, practical ways to increase student engagement and skill in writing and choosing effective minilessons in writing. The learning from the course will be used to inform collaborative planning and professional learning,	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Oz-Lit	<input checked="" type="checkbox"/> On-site

Build staff capacity to teach phonics and spelling during the literacy session.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Smart Spelling	<input checked="" type="checkbox"/> On-site
To continue to support PLC leaders with training and coaching to build their capacity.	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Greg Sperling	<input checked="" type="checkbox"/> On-site
Support staff in undertaking different types of assessment and the purpose for it.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct coaching and mentoring to support PLCs in collaborative weekly planning that is informed by ongoing monitoring of data.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Unpack the new Mathematics Victorian Curriculum and look at the changes between the new and the old curriculum.	<input checked="" type="checkbox"/> All staff	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on how to triangulate data.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	professional learning sessions		
Develop a whole school mathematics scope and sequence.	<input checked="" type="checkbox"/> All staff	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional reading will be provided for staff on student voice, agency and leadership to build teacher capacity.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing 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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to embed BSEM practices and co-regulations strategies in the classroom.	<input checked="" type="checkbox"/> All staff	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will continue their training in the Berry Street Educational Model. This year we will undertake day 3 of the training. The BSEM	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants BSEM	<input checked="" type="checkbox"/> On-site

approach is through a 'trauma informed positive education' lens which links approached addressed in a trauma-informed classroom with proven positive psychology interventions.						
Teams to be released twice a year for half a day and supported by the respectful relationship leader to support planning and implementation.	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning, "Protective Intervention Training" will be provided for ESS, Foundation, Year 1 and leadership staff.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Prevention/Intervention/Training	<input checked="" type="checkbox"/> On-site
A Disability Inclusion leader to support the implementation of Tier 2 Funding. This staff member will also be responsible for running professional learning, modelling in classrooms and facilitating SSG's and DIP meetings.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Develop a whole school Berry Street Education Model Scope and Sequence . (Language, BSEM curriculum and teacher practice toolkit).	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing 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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop student, parent and staff capacity in education around cyber bullying. (Evolve)	<input checked="" type="checkbox"/> Leading teacher(s)	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 Evolve Education	<input checked="" type="checkbox"/> On-site
Develop staff understanding on writing ILP's and documenting reasonable adjustments for students.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site