

2022 Annual Implementation Plan

for improving student outcomes

East Bentleigh Primary School (4837)



Submitted for review by Maria Shearn (School Principal) on 15 February, 2022 at 10:32 AM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 24 February, 2022 at 08:03 AM
Endorsed by Helen Woodruff (School Council President) on 25 March, 2022 at 03:22 PM

Self-evaluation Summary - 2022

East Bentleigh Primary School (4837)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling	Numeracy and Literacy Professional Learning Teacher individual PDP's Term and Weekly planning documentation Attitudes to School Survey - AtoSS - Students in Grade 4-6 - Differentiated Learning Challenge - East Bentleigh P.S. - 94%, Similar Schools - 84%, Network (SaGE) - 85% and State - 86% Attitudes to School Survey - AtoSS - Students in Grade 4-6 -Effective Teaching Time - East Bentleigh P.S. - 88%, Similar Schools - 82%, Network (SaGE) - 83% and State - 85% Attitudes to School Survey - AtoSS - Students in Grade 4-6 -Stimulated Learning- East Bentleigh P.S. - 82%, Similar Schools - 79%, Network (SaGE) - 81% and State - 79%
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding	Essential Assessment- Mathematics across school MOL Fountas and Pinnell PM Reading Benchmarking VCOP Writing- Teacher assessment and student/peer assessment NAPLAN analysis Numeracy and Literacy Professional Learning Teacher individual PDP's Term and Weekly planning documentation Minutes of Curriculum Syndicates Agendas for meetings
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling	Teacher PDP's - Distributive leadership building teacher capacity Strategic Intent Teams- Literacy, Numeracy, Wellbeing, OHS SIT Team led PD for staff Staff involvement in Bastow PD Active engagement and participation in Leadership and School Improvement team meetings Attitudes to School Survey - AtoSS - Students in Grade 4-6 -Student Voice- East Bentleigh P.S. - 72%, Similar Schools - 65%, Network (SaGE) - 65% and State - 67% NAPLAN analysis Parent Opinion Survey HITS PD Smart Goal setting for staff and students
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	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		
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<p>Engagement</p>	<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Excelling</p>	<p>Attitude to school survey undertaken by all Grade 4, 5 and 6 citing Sense of Connectiveness -East Bentleigh P.S. 87%, Similiar Schools 80%, Network 81% and State 80% in 2021 Attitudes to school survey - Sense of Inclusion - East Bentleigh P.S. 87%, Similiar Schools 80%, Network 81% and State 80% in 2021 Attitudes to school survey - Student Voice - East Bentleigh P.S. 72%, Similiar Schools 65%, Network 65% and State 67% in 2021 Student leadership across Grade 6 - School Captains, House Captains, Wellbeing leaders, Junior School Council, Sustainability leaders, Digital technology leaders and Music leaders Inquiry topics - immigration to Australia, world cultures and geography, world religion, sustainability (reduce, reuse, recycle) Steiner main lessons - Ancient cultures from around the world, Australia and beyond and religions from around the world Victoria curriculum - geography - Australia, Asia, South America and Africa 'Kids' Matter" folders including respectful relationships Kidsmatter Restorative practices Positive education School sustainability initiative through student leadership Kitchen garden program promoting sustainability Nude food Wednesdays/Walking Bus - Wednesday</p>
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	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school		
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Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	Whole school policies related to well-being available to new parents and all parents online. Goal sharing and high expectations shared through twice annual reports and student-led conference. Parents meeting formally once a year and informally throughout. Parent transition meetings during prep transition Monthly farmers market Thursday community market Parent led after school activities such as circus skills and ICT Link with local business - Hodges Parent communication tools such as monthly email updates, use of Bloomz, google classroom
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Enter your reflective comments	<p>Literacy: The delivery of the 5-6 week writing cycle was hampered by lockdowns but the feedback was generally positive. Teachers felt it gave them more time to teach each genre in depth and for students to set goals and respond to feedback. Many students chose to enter external writing competitions and one grade six student won the Clare O'Neill persuasive writing competition.</p> <p>The Heggerty phonemic awareness program was purchased to provide F-2 students with consistent and repeated instruction in phonemic awareness. A considerable investment was made to purchase the books for all F-2 teachers as well as 'Bridging the Gap' books for Literacy support and teachers. All F-2 students were screened for phonemic awareness in term 1.</p> <p>The Literacy team completed the 6 + 1 Traits of Writing Ozlit PD and presented PD to staff.</p> <p>Numeracy: Despite another COVID 19 impacted year many positive elements contributed to the mathematical learning of students at East Bentleigh. PD focusing on data analysis continued to support staff's capacity to meet students at their point of need.</p>
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	<p>Follow up PD and the resourcing of picture story books to support the embedding of teaching numeracy through challenging and rich tasks. The school is still in the embedding phase of developing this area of teaching and learning practice. The tutoring program contributed greatly to those students who had been impacted by COVID. This combined with the excellent efforts of staff was reflected in the NAPLAN data with 57% of students in year attaining the top 2 bands and 57.5% of year 5 students attaining the top 2 bands. Most pleasing was the above growth data from year 3 to 5 with students making on average 100 scale points progress from year 3 to 5 compared to the 83 points state average. Year 5 and 6 students were identified as part of the Victorian student extension program and also through school opportunities to participate in the school Maths Talent Quest and MAV games days.</p>
<p>Considerations for 2022</p>	<p>Literacy:</p> <ul style="list-style-type: none"> • Update Literacy @ EBPS document • F-2 teachers to determine readers to use and purchase from budget. • Evaluate need for consistent phonics program across F-2. • Training for new staff in existing literacy programs • Embed 5-6 writing genre cycle in planning. • Evaluate student progress after 1 year of Heggerty - F-2 classes • Purchase low ability, high interest readers for senior students. <p>Numeracy:</p> <ul style="list-style-type: none"> • Continue to embed practices in teaching numeracy through rich and challenging tasks. • Extending teacher capacity to challenge more able students • More opportunities for student extension through extra curricular activities. • Develop staff knowledge and understanding of the concrete-representational-abstract approach to support students across all abilities and age levels. • Mainstream and upper years Steiner staff professional development of digital representational tools <p>Wellbeing:</p> <p>Continue to develop and promote Respectful Relationships as a whole school, cross curricula program by:</p> <ul style="list-style-type: none"> • Compiling analysing and interpreting RR implementation data • Visibly promoting East Bentleigh Primary School as a Respectful Relationships school • Visible role at school assemblies • Conducting Parent information evening/s • Continue to present information and student experience in School newsletter • Upskill teachers in Sexuality and consent programs beginning with Senior School teachers • Purchase a range of books available for teaching Respectful Relationship topics 7 and 8 (We have not spent wellbeing budget for two years) • Purchase multiple copies of books specific to RRRR program <p>Teachers have indicated they like the KidsMatter folders</p>

	<ul style="list-style-type: none">• Reinvent as RRRR folders containing this program document only- all other activities and more are available on google drive and can be accessed from anywhere.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To enhance numeracy outcomes for all students
Target 2.1	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 50% <i>By 2023, increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 38%</i>
Target 2.2	By 2023, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 5% <i>By 2023, decrease the percentage of students achieving 6-12 months below the expected level in number and algebra (teacher judgements) from 12% to 8%</i>

Target 2.3	By 2023, increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 40%
Key Improvement Strategy 2.a Evaluating impact on learning	To develop teachers' capability to meet students' learning at their point of need
Key Improvement Strategy 2.b Curriculum planning and assessment	To build the learning capabilities of highly able students
Goal 3	To improve student literacy outcomes, particularly writing
Target 3.1	<p>By 2023, increase the percentage of students in the top two bands in NAPLAN Writing for :</p> <ul style="list-style-type: none"> • Year 3 students from 23% to 55% • Year 5 students from 7% to 25% <p><i>By 2023, increase the percentage of students achieveving above age related expectation in teacher judgements from 16% to 25%</i></p>
Target 3.2	<p>By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Writing for:</p> <ul style="list-style-type: none"> • Year 3 from 16% to 6% • Year 5 from 21% to 10% <p><i>By 2023, decrease the percentage of students achieveving below expected in teacher judgements from 24% to 13%</i></p>

Target 3.3	<p>By 2023, increase the percentage of students in the top two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> • Year 3 from 46% to 60% • Year 5 from 58% to 65%
Target 3.4	<p>By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Reading for:</p> <ul style="list-style-type: none"> • Year 3 from 14% to 6% • Year 5 from 12% to 7%
Key Improvement Strategy 3.a Instructional and shared leadership	To enhance the implementation of the school's differentiated instructional model
Key Improvement Strategy 3.b Building leadership teams	To enhance teacher collaboration
Goal 4	To improve engagement for all students
Target 4.1	By 2023, increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 90% to 96%
Target 4.2	By 2023, increase the percentage of positive endorsements on the AToSS: Effective teaching time from 87% to 94%

Target 4.3	By 2023, increase the positive endorsements on the AToSS: Sense of confidence from 83% to 90%
Target 4.4	By 2023, increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 90%
Target 4.5	By 2023, average number of days absence to decrease from 17 to 14 days
Key Improvement Strategy 4.a Empowering students and building school pride	To develop a school wide understanding of student voice and agency
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	To embed student voice and agency across the curriculum

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Numeracy:• Continue to embed practices in teaching numeracy through rich and challenging tasks. • Extending teacher capacity to challenge more able students • More opportunities for student extension through extra curricular activities. • Develop staff knowledge and understanding of the concrete-representational-abstract approach to support students across all abilities and age levels. • Mainstream and upper years Steiner staff professional development of digital representational tools Wellbeing:Continue to develop and promote Respectful Relationships as a whole school, cross curricula program by:• Compiling analysing and interpreting RR implementation data • Visibly promoting East Bentleigh Primary School as a Respectful Relationships school • Visible role at school assemblies • Conducting Parent information evening/s • Continue to present information and student experience in School newsletter • Upskill teachers in Sexuality and consent programs beginning with Senior School teachers • Purchase a range of books available for teaching Respectful Relationship topics 7 and 8 (We have not spent wellbeing budget for two</p>

			years)• Purchase multiple copies of books specific to RRRR program Teachers have indicated they like the KidsMatter folders• Reinvent as RRRR folders containing this program document only- all other activities and more are available on google drive and can be accessed from anywhere.
To enhance numeracy outcomes for all students	No	<p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 50%</p> <p><i>By 2023, increase the percentage of students achieving 6-12 months above the expected level in number and algebra (teacher judgements) from 26% to 38%</i></p>	
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To improve student literacy outcomes, particularly writing	No	<p>By 2023, increase the percentage of students in the top two bands in NAPLAN Writing for :</p> <ul style="list-style-type: none"> • Year 3 students from 23% to 55% • Year 5 students from 7% to 25% <p><i>By 2023, increase the percentage of students achieving above age related expectation in teacher judgements from 16% to 25%</i></p>	

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Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.		
12 Month Target 1.1	Numeracy: <ul style="list-style-type: none"> • Continue to embed practices in teaching numeracy through rich and challenging tasks. • Extending teacher capacity to challenge more able students • More opportunities for student extension through extra curricular activities. • Develop staff knowledge and understanding of the concrete-representational-abstract approach to support students across all abilities and age levels. • Mainstream and upper years Steiner staff professional development of digital representational tools Wellbeing: Continue to develop and promote Respectful Relationships as a whole school, cross curricula program by: <ul style="list-style-type: none"> • Compiling analysing and interpreting RR implementation data • Visibly promoting East Bentleigh Primary School as a Respectful Relationships school • Visible role at school assemblies • Conducting Parent information evening/s • Continue to present information and student experience in School newsletter • Upskill teachers in Sexuality and consent programs beginning with Senior School teachers • Purchase a range of books available for teaching Respectful Relationship topics 7 and 8 (We have not spent wellbeing budget for two years) • Purchase multiple copies of books specific to RRRR program Teachers have indicated they like the KidsMatter folders <ul style="list-style-type: none"> • Reinvent as RRRR folders containing this program document only- all other activities and more are available on google drive and can be accessed from anywhere. 		
Key Improvement Strategies		Is this KIS selected for focus this year?	

KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Actions	Develop teacher capability towards school wide models of differentiation, feedback and assessment capability, to implement student support and extension programs - in particular Numeracy			
Outcomes	<p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> • Provide the opportunity for a collective understanding of differentiation and using data, to be developed via professional learning, workshops and PLC teams • Establish negotiated accountability measures , including observational walks • Provide the opportunity for collective understanding of goal setting and feedback to be developed • Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students <p>Teachers will – (Classroom)</p> <ul style="list-style-type: none"> • Discuss student growth data and moderate work samples in PLC teams • Have an established understanding of differentiation and the next stage of learning for all students • Support students in setting and evaluating goals and Provide feedback formative and summative, during and after tasks/activities <p>Students will – (Individual)</p> <ul style="list-style-type: none"> • Be made aware of their assessment data to set effective learning goals • Be able to articulate what they are learning, why they are learning it and how it is connected to their goal (next point of need/growth) • Develop an understanding of the role of feedback and be open to feedback in helping them further learn 			
Success Indicators	<p>Teachers' formative assessment data and teacher judgement data</p> <p>Teacher records and observations of student progress</p> <p>Classroom observations and learning walks demonstrating take up of professional learning strategies</p> <p>Student feedback on differentiation, the instructional model, and use of common strategies</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen and embed the whole school approaches to Respectful Relationships			
Outcomes	Leaders will – (Whole School) <ul style="list-style-type: none"> Leaders will strengthen engagement with regional and external support agencies Teachers will – (Classroom) <ul style="list-style-type: none"> Teachers will use agreed processes to monitor and identify students in need of additional supports Students will – (Individual) <ul style="list-style-type: none"> Students with acute needs will receive individualised support that is regularly monitored 			
Success Indicators	Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Data of support accessed by students and/or families Shared PL goals documented in staff PDPs Curriculum documentation reflecting social and emotional learning Self assessment against the DET Inclusive Schooling Index tool			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Equity funding will be used<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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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	\$19,570.00	\$19,570.00	\$0.00
Disability Inclusion Tier 2 Funding	\$142,000.00	\$142,000.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$161,570.00	\$161,570.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	\$3,000.00
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	\$20,000.00
Totals	\$23,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Schedule and organise professional learning on formative	from: Term 1	\$9,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

assessment and collecting, analysing, responding to and monitoring data throughout the year.	to: Term 4		<input checked="" type="checkbox"/> CRT
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	from: Term 1 to: Term 4	\$10,570.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$19,570.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	\$9,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Middle school leaders <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Special Education Teacher <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Professional services (inclusive education related services)
Plan for and schedule professional learning, including subsequent	from: Term 1	\$133,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Middle school leaders

sessions to determine impact and review actions	to: Term 4		<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Special Education Teacher • Classroom Teacher <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Literacy aids • Subscription to online resources
Totals		\$142,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	from: Term 1		

	to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site