2023 Annual Implementation Plan

for improving student outcomes

East Bentleigh Primary School (4837)

Submitted for review by Maria Shearn (School Principal) on 05 December, 2022 at 12:36 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 27 February, 2023 at 08:42 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

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, Wellbeing and Literacy Professional Learning - MAV and Berry Street Model Term and Weekly planning documentation Attitudes to School Survey - AtoSS - Our data dropped for the first time in 5 years. Usually we have one person delivering the ATOSS to all students in Year 4 - 6, explaining the questions and how to make a definite decisions - either agree or disagree. Different teachers delivered the ATOSS in 2022, consequently we had a high portion of Neutral data (3)recorded , especially in the Year 4 cohort, which significantly lowered our overall % in all areas. Our Year 6 gender data was extremely high:93% of Female (10% more than Similar, Network and State Schools), 86% of Males (4% more than Similar, Network and State Schools) in the Differentiated Learning Challenge. Attitudes to School Survey - AtoSS - Students in Year 4-6 - Differentiated Learning Challenge - East Bentleigh P.S. - 82% Attitudes to School Survey - AtoSS - Students in Year 4-6 -Stimulated Learning- East Bentleigh P.S. - 78%
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling	Math's P.L. - MAV Distributive leadership building teacher capacity Strategic Intent Teams- Literacy, Numeracy, Wellbeing, OHS SIT Team led PD for staff Staff involvement in Bastow PD PLC training for staff to introduce PLC's in 2023 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

<td style="background-color:#f5c563"></td>	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Excelling	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 Respectful Relations - Lead school Restorative practices Positive education School sustainability initiative through student leadership Kitchen garden program promoting sustainability Nude food Wednesdays/Walking Bus - Wednesday Berry street training
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	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 Chess Club - Tuesday after school Soccer - lunchtime - Tuesday Link with local business - Hodges Parent communication - introduction of COMPASS
	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	MATHEMATICS - Rich Challenging Task approach embedded (staff more confident in teaching and using online resources) - Consistent approach of inquiry and mastery teaching in each classroom - Successful use of MAV Consultant - Staff explored enabling and extending within classrooms using prompts - Increasing consistency with common way of teaching mathematics at EBPS - maths extension for highly able students: maths games day MAV gr 4-6 - Staff engaged in Peer Learning Observations - Essential Assessment data improved in every year level from 2021 collected data - EA - Junior Grades have most students above VC level and least students below VC level -Tutor Learning Initiative has ran through term 3 and 4 with a focus on students with low growth in 2021 in Maths - Our focus is on Grade 2 and 4 in Term 4 in readiness for NAPLAN in March 2023. ENGLISH: All staff were provided with an orientation of the literacy resources on the literacy shelves and conference room in early term

	1. Teacher resource books were allocated to teachers and borrowed on the library system. There will need to be ongoing PD and discussion about 6 traits next year and discussion about how to incorporate the traits into the writing program so they are an integral part of the writing cycle used for relevance to genre and not stand alone lessons. The 5-6 week writing cycle was embedded in teacher planners. Professional development by the Literacy team was provided and feedback from staff was requested. DIP Established an Inclusion and Intervention Strategic Intent Team Employing DIP co-ordinator to manage funding applications Developed documentation to record information required for potential funding applications Provide support in classrooms to teachers for students with additional needs Developed Student Profiles for the teachers/aides of students with special needs Established supervised indoor/outdoor social skills area (Green Zone)
Considerations for 2023	Mathematics To embed our Instructional model of 'Launch. Explore, Engage', and to develop consistency with our planning documents. -To embed formative assessment to assess the mathematics proficiencies of students learning, and develop shared accountability measures. -To develop staff capacity to use a scaffolded maths sequence as part of planning and teaching. English • Apportion part of the Professional Learning budget for whole school literacy PL. • Update Literacy @ EBPS document • Align the weekly literacy planner with the maths planner. • Source and purchase 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. DIP Expand Tier 2 literacy intervention program to senior students Refine documentation for DIP meetings to further improve the process Improve ES staff placement in classroom groups to allow the implementation of further tier 2 programs Wellbeing Develop documents to communicate Green Zone attendance and behaviours to teachers

	Implement new eSmart digital licences as part of cyber safety Explore live streamed digital safety and wellbeing presentations by Inform and Empower Trial Compass Yard duty proforma Introduce Ready to Learn Plans across the school Explore 'Backflips Against Bullying' visit to our school to support students around bullying issues Establish a stable Student Wellbeing Student Leadership Team Build capacity for teachers to teach topic 7&8 Maintain RR (Topics 7&8) focus through newsletter and Student Wellbeing Leaders Complete BSEM (Berry Street Educational Model) training
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	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% *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%*
Target 2.2	By 2023, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 5% *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%*
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	By 2023, increase the percentage of students in the top two bands in NAPLAN Writing for : • Year 3 students from 23% to 55% • Year 5 students from 7% to 25% *By 2023, increase the percentage of students achiveing above age related expectation in teacher judgements from 16% to 25%*
Target 3.2	By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Writing for: • Year 3 from 16% to 6% • Year 5 from 21% to 10% *By 2023, decrease the percentage of students achieveing below expected in teacher judgements from 24% to 13%*
Target 3.3	By 2023, increase the percentage of students in the top two bands in NAPLAN Reading for: • Year 3 from 46% to 60%

	• Year 5 from 58% to 65%
Target 3.4	By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Reading for: • 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 The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	MathematicsTo embed our instructional model of 'Launch. Explore, Engage', and to develop consistency with our planning documents. -To embed formative assessment to assess the mathematics proficiencies of students learning and develop shared accountability measures. -To develop staff capacity to use a scaffolded numeracy sequences as part of planning and teaching. English• Apportion part of the Professional Learning budget for whole school literacy PL. • Update Literacy @ EBPS document• Align the weekly Literacy planners with the E.B.P.S Instructional Model• Source and purchase 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. DIPExpand Tier 2 literacy intervention program to senior studentsRefine documentation for DIP meetings to further improve the processImprove ES staff placement in classroom groups to allow the implementation of further tier 2 programsDevelop documents to communicate

			Green Zone attendance and behaviours to teachers
To enhance numeracy outcomes for all students	No	By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands for Numeracy from 43% to 50% *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%*	
		By 2023, decrease the percentage of Year 5 students in the bottom two NAPLAN bands for Numeracy from 7% to 5% *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%*	
		By 2023, increase the percentage of students achieving high benchmark growth in NAPLAN Numeracy from 14% to 40%	
To improve student literacy outcomes, particularly writing	No	By 2023, increase the percentage of students in the top two bands in NAPLAN Writing for : • Year 3 students from 23% to 55% • Year 5 students from 7% to 25% *By 2023, increase the percentage of students achiveving above age related expectation in teacher judgements from 16% to 25%*	
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		By 2023, increase the percentage of students in the top two bands in NAPLAN Reading for: • Year 3 from 46% to 60% • Year 5 from 58% to 65%	
		By 2023, decrease the percentage of students in the bottom two bands in NAPLAN Reading for: • Year 3 from 14% to 6% • Year 5 from 12% to 7%	
To improve engagement for all students	No	By 2023, increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 90% to 96%	
		By 2023, increase the percentage of positive endorsements on the AToSS: Effective teaching time from 87% to 94%	
		By 2023, increase the positive endorsements on the AToSS: Sense of confidence from 83% to 90%	
		By 2023, increase the percentage of positive endorsements on the AToSS: Resilience to increase from 82% to 90%	
		By 2023, average number of days absence to decrease from 17 to 14 days	

Goal 1	**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**	
12 Month Target 1.1	Mathematics To embed our instructional model of 'Launch. Explore, Engage', and to develop consistency with our planning documents. -To embed formative assessment to assess the mathematics proficiencies of students learning and develop shared accountability measures. -To develop staff capacity to use a scaffolded numeracy sequences as part of planning and teaching. English • Apportion part of the Professional Learning budget for whole school literacy PL. • Update Literacy @ EBPS document • Align the weekly Literacy planners with the E.B.P.S Instructional Model • Source and purchase 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. DIP Expand Tier 2 literacy intervention program to senior students Refine documentation for DIP meetings to further improve the process Improve ES staff placement in classroom groups to allow the implementation of further tier 2 programs Develop documents to communicate Green Zone attendance and behaviours to teachers	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop teacher capability towards school wide models of differentiation, feedback and assessment capability, to implement student support and extension programs - in particular Numeracy

Outcomes	Leaders will – (Whole School)
	• 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
	Teachers will – (Classroom)
	• Discuss student growth data - both genders - 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
	Students will – (Individual)
	• 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	Teachers' formative assessment data and teacher judgement data
	Teacher records and observations of student progress
	Classroom observations and learning walks demonstrating take up of professional learning strategies
	Student feedback on differentiation, the instructional model, and use of common strategies

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ All Staff ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	☑ Assistant Principal ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a process for collecting and monitoring school-wide data	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Schedule and organise professional learning on formative assessment and collecting and analysing , responding to and monitoring data throughout the year	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 3	$4,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Equip teachers with adequate mathematics knowledge and teaching strategies to improve capability and confidence and address maths anxiety in the classroom.	☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

KIS 1.b Priority 2023 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 Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning Develop a whole-school understanding of what student voice, agency and leadership in learning looks like.

	Participate actively in the Regional Action Plan- Attendance Attendance is an agreed priority across the school, with roles and responsibilities clear and documented

Outcomes	Leaders will – (Whole School)
	• Leaders will strengthen engagement with regional and external support agencies
	     Student voice is embedded in school-wide absence follow-up procedures
	     Absences are accurately recorded on COMPASS
	     Attendance is an agreed priority across the school, with roles and responsibilities clear and documented
	
	Teachers will – (Classroom)
	• Teachers will use agreed processes to monitor and identify students in need of additional supports
	     Teachers will follow up absences of more than 2 consecutive days with an email/phone call.
	
	Students will – (Individual)
	• Students with acute needs will receive individualised support that is regularly monitored
	     Students will articulate the importance of being at school through assemblies and Wellbeing iniatitives.

Success Indicators	Wellbeing 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 By 2023, increase the percentage of positive endorsements on the AToSS: Self-regulation and goal setting from 90% to 96% By 2023, increase the percentage of positive endorsements on the AToSS: Effective teaching time from 87% to 94% By 2023, increase the positive endorsements on the AToSS: Sense of confidence from 83% to 90% Absence data on COMPASS/ Panorama to show that the average number of days absence decreased from 17 to 14 days DIP Expand Tier 2 literacy intervention program to senior students Refine documentation for DIP meetings to further improve the process Improve ES staff placement in classroom groups to allow the implementation of further tier 2 programs Develop documents to communicate Green Zone attendance and behaviours to teachers

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Audit and develop curriculum resources to reflect wellbeing and social- emotional learning focus	☑ School Improvement Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish lunchtime and after-school clubs that promote healthy habits and positive relationships	☑ Disability Inclusion Coordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Gather data on student wellbeing needs to inform recruitment of mental health professionals	☑ School Leadership Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☑ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
ATOSS survey is delivered by the same person	☑ Assistant Principal	☐ PLP Priority	from: Term 2 to: Term 3		$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
All students receive regular feedback on their attendance and students who attend regularly are acknowledged (e.g - students with 95% attendance and above)	☑ All Staff ☑ School Improvement Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4		$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Attendance expectations are communicated to the school community clearly and regularly	☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implement a whole school action improvement Plan to improve - Attendance	☑ School Leadership Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$28,332.20	$26,000.00	$2,332.20
Disability Inclusion Tier 2 Funding	$134,314.33	$12,000.00	$122,314.33
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$162,646.53**	**$38,000.00**	**$124,646.53**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	$7,000.00
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	$7,000.00
Equip teachers with adequate mathematics knowledge and teaching strategies to improve capability and confidence and address maths anxiety in the classroom.	$5,000.00
Audit and develop curriculum resources to reflect wellbeing and social- emotional learning focus	$5,000.00
Establish lunchtime and after-school clubs that promote healthy habits and positive relationships	$4,000.00
Gather data on student wellbeing needs to inform recruitment of mental health professionals	$7,000.00

Develop and implement a whole school action improvement Plan to improve - Attendance		$3,000.00
Totals		$38,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	from: Term 1 to: Term 4	$7,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Support services
Audit and develop curriculum resources to reflect wellbeing and social- emotional learning focus	from: Term 1 to: Term 2	$3,000.00	☑ School-based staffing ☑ CRT
Establish lunchtime and after-school clubs that promote healthy habits and positive relationships	from: Term 1 to: Term 4	$1,000.00	☑ School-based staffing
Gather data on student wellbeing needs to inform recruitment of mental health professionals	from: Term 1 to: Term 4	$7,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)

Develop and implement a whole school action improvement Plan to improve - Attendance	from: Term 1 to: Term 4	$3,000.00	☑ School-based staffing
Totals		**$26,000.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	from: Term 1 to: Term 4	$2,000.00	☑ Professional learning for school-based staff • ☑ Minor building or internal environmental modifications under $5,000 (GST inclusive) •
Equip teachers with adequate mathematics knowledge and teaching strategies to improve capability and confidence and address maths anxiety in the classroom.	from: Term 1 to: Term 4	$5,000.00	☑ Professional learning for school-based staff •
Audit and develop curriculum resources to reflect wellbeing and social- emotional learning focus	from: Term 1 to: Term 2	$2,000.00	☑ CRT •
Establish lunchtime and after-school clubs that promote healthy habits and positive relationships	from: Term 1 to: Term 4	$3,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning •

Totals		$12,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ All Staff ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Primary Mathematics and Science specialists ☑ PLC Initiative	☑ On-site
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation	☑ Assistant Principal ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish a process for collecting and monitoring school-wide data	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Professional Practice Day ☑ PLC/PLT Meeting ☑ Area Principal Forums	☑ PLC Initiative ☑ Internal staff	☑ On-site
Schedule and organise professional learning on formative assessment and collecting and analysing ,	☑ School Improvement Team	from: Term 1	☑ Planning ☑ Design of formative assessments	☑ Professional Practice Day	☑ PLC Initiative ☑ Learning Specialist	☑ On-site

responding to and monitoring data throughout the year		to: Term 3	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting		
Equip teachers with adequate mathematics knowledge and teaching strategies to improve capability and confidence and address maths anxiety in the classroom.	☑ Learning Specialist(s) ☑ PLC Leaders ☑ School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site
Audit and develop curriculum resources to reflect wellbeing and social- emotional learning focus	☑ School Improvement Team ☑ Wellbeing Team	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establish lunchtime and after-school clubs that promote healthy habits and positive relationships	☑ Disability Inclusion Coordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Departmental resources Disability and Inclusion - DIP resourses ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Gather data on student wellbeing needs to inform recruitment of mental health professionals	☑ School Leadership Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Student Achievement Manager	☑ On-site
All students receive regular feedback on their attendance and students who attend regularly are acknowledged (e.g - students with 95% attendance and above)	☑ All Staff ☑ School Improvement Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Attendance expectations are communicated to the school community clearly and regularly	☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Develop and implement a whole school action improvement Plan to improve - Attendance	☑ School Leadership Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ SEIL ☑ PLC Initiative	☑ On-site