

2022 Annual Implementation Plan

for improving student outcomes

Kororoit Creek Primary School (5499)



Submitted for review by Alan Noye (School Principal) on 28 February, 2022 at 11:38 AM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 23 March, 2022 at 05:11 PM

Endorsed by George Lepa (School Council President) on 29 March, 2022 at 05:13 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Excelling
	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	Due to the nature of the last two year and our changing staff, we believe that we can continue to work towards Excelling for Teaching and Learning aspect. Our assessment practises are at a high level and give us a good insight into the overall picture of our school. Change in leadership and due to some leadership going back in class (covid reasons) we have not been able to further develop our middle leaders and leadership team. We have had to triage at the school instead of being proactive about the development of our team. Student attitudes to school survey shows that we need to continue working on
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	students having more agency over what they learn and how they learn. We have a multitude of resources and supports in place.
Considerations for 2022	considerations have already been reflected in the AIP goals we have set ourselves for 2022 such as numeracy teaching and learning, student wellbeing as well as voice and agency.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To maximise learning growth in literacy and numeracy for all students</p>
Target 2.1	<p>By 2024, increase the percentage of students exceeding benchmark growth in numeracy, reading and writing (NAPLAN):</p> <ul style="list-style-type: none"> • numeracy: from 20% (2019) to 25% • reading: from 22% (2019) to 25% • writing: from 18% (2019) to 25%
Target 2.2	<p>By 2024, increase the number of students in the top two bands at Year 3 and Year 5 in numeracy, reading and writing (NAPLAN):</p> <p>Year 3:</p> <ul style="list-style-type: none"> • numeracy: from 55% (2019) to 57%

	<ul style="list-style-type: none"> • reading: from 65% (2019) to 67% • writing: from 76% (2019) to 77% <p>Year 5:</p> <ul style="list-style-type: none"> • numeracy: from 41% (2019) to 45% • reading: from 39% (2019) to 45% • writing: from 30% (2019) to 32%
Target 2.3	<p>By 2024, increase the percentage of students who achieve an A or B in the Victorian Curriculum (teacher judgement) in number, reading and writing:</p> <ul style="list-style-type: none"> • number: from 53% (2019) to 56% • reading: from 59% (2019) to 65% • writing: from 45% (2019) to 50%
Key Improvement Strategy 2.a Curriculum planning and assessment	Monitor and refine effective curriculum, instruction and assessment whole-school practices in teaching and learning
Key Improvement Strategy 2.b Building practice excellence	Build teacher knowledge and capability in numeracy and literacy delivery to improve student learning
Key Improvement Strategy 2.c Evaluating impact on learning	Strategically allocate resourcing to target specific student learning needs
Goal 3	To improve engagement by empowering students to activate learner agency

Target 3.1	<p>By 2024, increase the student positive endorsement as measured by the Attitude to School Survey factors of:</p> <ul style="list-style-type: none"> ● student voice and agency from 71% (2019) to 75% ● self-regulation and goal setting from 89% (2019) to 92% ● stimulating learning from 85% (2019) to 90% ● sense of confidence from 82% to 86% ● student motivation from 83% to 87%
Target 3.2	<p>By 2024, increase the staff positive percentage endorsement as measured by the School Staff Survey for:</p> <ul style="list-style-type: none"> ● parent and community involvement from 78% to 80% ● promote student ownership of learning goals 94% to 95% ● support growth and learning of the whole student 85% to 87%
Target 3.3	<p>By 2024, increase the parent positive percentage endorsement as measured by the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> ● student voice and agency from 84% (2019) to 86%
Key Improvement Strategy 3.a Building practice excellence	Build teacher capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build student capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the percentage of students achieving above expected level and growth in all numeracy strands (Panorama)</p> <p>To increase the percentage of students above expected level by 5%. Number and Algebra 45%. Statistic and Probability 45%. Measurement and Geometry 39%</p> <p>Increase the school-wide positive endorsement of the AtoSS factor student safety 'Managing bullying' from 76% to 85%</p>
To maximise learning growth in literacy and numeracy for all students	No	<p>By 2024, increase the percentage of students exceeding benchmark growth in numeracy, reading and writing (NAPLAN):</p> <ul style="list-style-type: none"> ● numeracy: from 20% (2019) to 25% ● reading: from 22% (2019) to 25% ● writing: from 18% (2019) to 25% 	

		<p>By 2024, increase the number of students in the top two bands at Year 3 and Year 5 in numeracy, reading and writing (NAPLAN):</p> <p>Year 3:</p> <ul style="list-style-type: none"> ● numeracy: from 55% (2019) to 57% ● reading: from 65% (2019) to 67% ● writing: from 76% (2019) to 77% <p>Year 5:</p> <ul style="list-style-type: none"> ● numeracy: from 41% (2019) to 45% ● reading: from 39% (2019) to 45% ● writing: from 30% (2019) to 32% 	
		<p>By 2024, increase the percentage of students who achieve an A or B in the Victorian Curriculum (teacher judgement) in number, reading and writing:</p> <ul style="list-style-type: none"> ● number: from 53% (2019) to 56% ● reading: from 59% (2019) to 65% ● writing: from 45% (2019) to 50% 	
<p>To improve engagement by empowering students to activate learner agency</p>	<p>Yes</p>	<p>By 2024, increase the student positive endorsement as measured by the Attitude to School Survey factors of:</p> <ul style="list-style-type: none"> ● student voice and agency from 71% (2019) to 75% ● self-regulation and goal setting from 89% (2019) to 92% ● stimulating learning from 85% (2019) to 90% ● sense of confidence from 82% to 86% 	<p>To increase the percentage of positive student responses in student voice and agency from 66% to 76%</p>

		<ul style="list-style-type: none"> • student motivation from 83% to 87% 	
		<p>By 2024, increase the staff positive percentage endorsement as measured by the School Staff Survey for:</p> <ul style="list-style-type: none"> • parent and community involvement from 78% to 80% • promote student ownership of learning goals 94% to 95% • support growth and learning of the whole student 85% to 87% 	To increase the percentage of positive responses to parent and community involvement in staff opinion survey from 69% to 80%
		<p>By 2024, increase the parent positive percentage endorsement as measured by the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • student voice and agency from 84% (2019) to 86% 	To increase the percentage of positive responses to teacher communication in the parent opinion survey from 72% to 80%

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>To increase the percentage of students achieving above expected level and growth in all numeracy strands (Panorama)</p> <p>To increase the percentage of students above expected level by 5%. Number and Algebra 45%. Statistic and Probability 45%. Measurement and Geometry 39%</p>

	Increase the school-wide positive endorsement of the AtoSS factor student safety 'Managing bullying' from 76% to 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve engagement by empowering students to activate learner agency	
12 Month Target 2.1	To increase the percentage of positive student responses in student voice and agency from 66% to 76%	
12 Month Target 2.2	To increase the percentage of positive responses to parent and community involvement in staff opinion survey from 69% to 80%	
12 Month Target 2.3	To increase the percentage of positive responses to teacher communication in the parent opinion survey from 72% to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing	Yes

KIS 2 Intellectual engagement and self-awareness	Build student capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing	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.	<p>As an IB school we promote voice and agency in all areas of the school however we had this goal switched off in 2021 and had the goal tied to the 2021 priorities. We felt that this goal needed to be turned on this year as we had a drop in our ATS survey data, meaning that it was the right work for the right time.</p> <p>This year the data was as follows: Student voice and agency- 65% positive, this was below similar schools Sense of connectedness- 82% positive, which was on par with similar schools</p> <p>Due to lockdowns this year and last, we have had to cancel most community events. This means that we have lost our connection to our parent community as well as the wider community. Our staff opinion survey also displayed this as an areas on concern and therefore will be a focus for 2022. being an IB school, having community connection is a big part of the philosophy.</p>	

Define Actions, Outcomes and Activities

Goal 1	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>To increase the percentage of students achieving above expected level and growth in all numeracy strands (Panorama)</p> <p>To increase the percentage of students above expected level by 5%. Number and Algebra 45%. Statistic and Probability 45%. Measurement and Geometry 39%</p> <p>Increase the school-wide positive endorsement of the AtoSS factor student safety 'Managing bullying' from 76% to 85%</p>
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs</p> <p>Develop a multi-tiered response to meet students' individual learning needs</p>
Outcomes	<p>Students in need of targeted academic support or intervention will be identified and supported</p> <ul style="list-style-type: none"> • Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs • Students will know what the next steps are to progress their learning • Teachers will identify student learning needs based on diagnostic assessment data • Teachers and tutors will plan for differentiation based on student learning data • Teachers will implement differentiated teaching and learning to meet individual student needs • Tutors will provide targeted academic support to students • Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	<p>Early indicators:</p> <p>Curriculum documentation will support the delivery of a GVC</p> <p>Curriculum documentation will show plans for differentiation</p> <p>Notes from TLI meetings will show plans to support individual students' learning needs</p>

	<p>Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators: Victorian Curriculum judgements will show growth in learning SSS factors: instructional leadership, collective efficacy, collaboration AtoSS factors: stimulated learning, advocate at school NAPLAN</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appoint and PL specific leaders across the school to support in the facilitation of a viable curriculum	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint TLI teachers for 2022	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a shared PDP goal focusing on assessment and differentiation in numeracy	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a clear process for IEPs	<input checked="" type="checkbox"/> Education Support <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	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Audit staff skillset in formative and summative assessment and differentiation for students with disabilities</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Source a numeracy consultant to support the school</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Provide whole school professional learning to staff around numeracy and differentiation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Formalise the process in regards to student support through AiA Formalise the integration of RRRR into our units of inquiry Develop a school wide approach to collecting and analysing student wellbeing data			
Outcomes	Whole school consistency around language and teacher actions in regards to the AiA program Students will be involved in making pre-correction videos to address school wide behaviours Staff will understand the process for managing major and minor behaviours within the school Students will not engage in unsafe online behaviour and there will be clear partnerships formed in the community to support this There will be clear communication across the school community for minor and major behaviours PYP planners and teachers weekly planners will reflect the RRRR and the integration into the KCPS Programme of Inquiry Students will feel safer in the yard and have language and supports to deal with incidents that arise			
Success Indicators	Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Student support resources displayed around the school will show how students can seek support			

	<p>Well-being team established to support student needs</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: managing bullying There will be a decrease in behaviours of concern from term 1 to term 4 measured against the AiA matrix The AiA program will be consistent across the school and all of the community will have common language and understanding</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning for staff (behaviour matrix)	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete Brimbank/Melton PL and action plan for RRRR	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Dan Petro curriculum day visit	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$4,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a clear understanding amongst SIT about corrective behaviour videos and provide professional learning to staff on how to teach behaviours	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Rewrite behaviour matrix from staff feedback	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review units of inquiry and the programme of inquiry with staff (imbedded RRRR)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with external providers around student online safety	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning delivered to staff on how to manage incidents in the yard	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve engagement by empowering students to activate learner agency			
12 Month Target 2.1	To increase the percentage of positive student responses in student voice and agency from 66% to 76%			
12 Month Target 2.2	To increase the percentage of positive responses to parent and community involvement in staff opinion survey from 69% to 80%			
12 Month Target 2.3	To increase the percentage of positive responses to teacher communication in the parent opinion survey from 72% to 80%			
KIS 1 Building practice excellence	Build teacher capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing			

Actions	Embed clear language and structures for how teachers include student voice and agency in their weekly program To establish a process where students are involved in the planning of units Embed processes for the whole school community to be engaged in learning at the school			
Outcomes	SIT has clear definition of what this looks like in each coaching cycle Planning takes in student voice and agency when developing units Parents are more involved in what their children are learning Staff seeing student voice and agency opportunities beyond SEG Student voice and agency will be visible in learning walks Students will participate in planning of units			
Success Indicators	Early indicators: Documentation will show how student voice and agency is involved in planning Curriculum documentation will reflect student input PIVOT survey data Late indicators: Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues Attitudes to school survey data - Social Engagement - voice and agency PIVOT survey data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student leadership team participating in SEG meetings	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning for TL and SIT to develop teacher understanding in developing student agency	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning on how to incorporate student voice and agency into planning and staffs weekly planners - Kath Murdoch	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Students participating in the PIVOT survey	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning for PYP and POI planners	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional resources such as AMPLIFY will be distributed to staff to support the process	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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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	\$99,668.00	\$19,000.00	\$80,668.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$99,668.00	\$19,000.00	\$80,668.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Appoint and PL specific leaders across the school to support in the facilitation of a viable curriculum	\$10,000.00
Create a clear process for IEPs	\$5,000.00
Professional learning on how to incorporate student voice and agency into planning and staffs weekly planners - Kath Murdoch	\$4,000.00
Totals	\$19,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Appoint and PL specific leaders across the school to support in the facilitation of a viable curriculum	from: Term 1 to: Term 1	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Create a clear process for IEPs	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional learning on how to incorporate student voice and agency into planning and staffs weekly planners - Kath Murdoch	from: Term 3 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$19,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a shared PDP goal focusing on assessment and differentiation in numeracy	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <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"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Create a clear process for IEPs	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Provide whole school professional learning to staff around numeracy and differentiation	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional learning for staff (behaviour matrix)	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	The school has continued its partnership with Dan Petro. He will be at the school for 5 face-to-face days and work with the leadership team remotely.	
Dan Petro curriculum day visit	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants The school has continued its partnership with Dan Petro. He will be at the school for 5 face-to-face days and work with the leadership team remotely.	<input checked="" type="checkbox"/> On-site
Professional learning for TL and SIT to develop teacher understanding in developing student agency	<input checked="" type="checkbox"/> Leading Teacher(s) <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"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Professional learning on how to incorporate student voice and agency into planning and staffs weekly planners - Kath Murdoch	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Kath Murdoch will work with the staff over four sessions and on-site throughout term 3 and 4	<input checked="" type="checkbox"/> On-site

Professional learning for PYP and POI planners	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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