2023 Annual Implementation Plan

for improving student outcomes

Kororoit Creek Primary School (5499)

Submitted for review by Bethany Riseley (School Principal) on 20 December, 2022 at 01:32 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 03 March, 2023 at 02:59 PM
Endorsed by Danielle Verdoorn (School Council President) on 28 March, 2023 at 03:31 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	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
	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	Whilst we have made significant ground in our implementation we would like to continue to focus on developing our SIT team and in particular aligning our PL schedule with our AIP goals and coach focus to be more transparent to staff.
Considerations for 2023	- Continue our focus on Numeracy and building on the knowledge that has been developed this year and continue to refine teacher practice.

	-the integration of Student voice and agency into programs that are already in place, together with the development of a clear understanding between the difference of the two - Consideration for both staff and student wellbeing needs, through PL opportunities for staff and teaching and learning opportunities for students
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 maximise learning growth in literacy and numeracy for all students
Target 2.1	By 2024, increase the percentage of students exceeding benchmark growth in numeracy, reading and writing (NAPLAN): • numeracy: from 20% (2019) to 25% • reading: from 22% (2019) to 25% • writing: from 18% (2019) to 25%
Target 2.2	By 2024, increase the number of students in the top two bands at Year 3 and Year 5 in numeracy, reading and writing (NAPLAN): Year 3: • numeracy: from 55% (2019) to 57% • reading: from 65% (2019) to 67% • writing: from 76% (2019) to 77%

	Year 5: • numeracy: from 41% (2019) to 45% • reading: from 39% (2019) to 45% • writing: from 30% (2019) to 32%
Target 2.3	By 2024, increase the percentage of students who achieve an A or B in the Victorian Curriculum (teacher judgement) in number, reading and writing: • 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	By 2024, increase the student positive endorsement as measured by the Attitude to School Survey factors of: • 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	By 2024, increase the staff positive percentage endorsement as measured by the School Staff Survey for: - 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	By 2024, increase the parent positive percentage endorsement as measured by the Parent Opinion Survey for: 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 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	For 30% of students to have made above expected growth in the areas of Number and Algebra, Statistics and Probability and Measurement and Geometry.Increase the school-wide positive endorsement of the AtoSS factor Teacher Student relations-"Teacher Concern" from 68% to 78%.
To maximise learning growth in literacy and numeracy for all students	No	By 2024, increase the percentage of students exceeding benchmark growth in numeracy, reading and writing (NAPLAN): • numeracy: from 20% (2019) to 25% • reading: from 22% (2019) to 25% • writing: from 18% (2019) to 25%	
		By 2024, increase the number of students in the top two bands at Year 3 and Year 5 in numeracy, reading and writing (NAPLAN): Year 3: • numeracy: from 55% (2019) to 57% • reading: from 65% (2019) to 67% • writing: from 76% (2019) to 77% Year 5: • numeracy: from 41% (2019) to 45% • reading: from 39% (2019) to 45% • writing: from 30% (2019) to 32%	

		By 2024, increase the percentage of students who achieve an A or B in the Victorian Curriculum (teacher judgement) in number, reading and writing: • number: from 53% (2019) to 56% • reading: from 59% (2019) to 65% • writing: from 45% (2019) to 50%	
To improve engagement by empowering students to activate learner agency	Yes	By 2024, increase the student positive endorsement as measured by the Attitude to School Survey factors of: • 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%	Increase the school-wide positive endorsement of the AtoSS factor Teacher Social Engagement- "Student Agency" from 61% to 71%.
		By 2024, increase the staff positive percentage endorsement as measured by the School Staff Survey for: • 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%	Maintain and improve the school-wide positive endorsement of the Staff Opinion Survey factor Parent Community and Involvement from 72% to 78%.
		By 2024, increase the parent positive percentage endorsement as measured by the Parent Opinion Survey for: • student voice and agency from 84% (2019) to 86%	Maintain and improve the school-wide positive endorsement of the Parent Opinion Survey in the domain student voice and agency from 88%.

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	For 30% of students to have made above expected growth in the areas of Number and Algebra, Statistics and Probability and Measurement and Geometry. Increase the school-wide positive endorsement of the AtoSS factor Teacher Student relations- "Teacher Concern" from 68% to 78%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 3	**To improve engagement by empowering students to activate learner agency**	
12 Month Target 3.1	Increase the school-wide positive endorsement of the AtoSS factor Teacher Social Engagement- "Student Agency" from 61% to 71%.	
12 Month Target 3.2	Maintain and improve the school-wide positive endorsement of the Staff Opinion Survey factor Parent Community and Involvement from 72% to 78%.	
12 Month Target 3.3	Maintain and improve the school-wide positive endorsement of the Parent Opinion Survey in the domain student voice and agency from 88%.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Building practice excellence	Build teacher capability to understand and activate authentic opportunities for voice and agency to support student learning and wellbeing	No
KIS 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	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.	This been selected to address our AtoSS and the Primary Years Program of voice and agency and supporting teachers to deliver authentic Units of Inquiry	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	For 30% of students to have made above expected growth in the areas of Number and Algebra, Statistics and Probability and Measurement and Geometry. Increase the school-wide positive endorsement of the AtoSS factor Teacher Student relations- "Teacher Concern" from 68% to 78%.
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	Build staff capacity around assessment practices and data literacy in Numeracy, in order to inform teaching and learning to meet individual students needs.
Outcomes	Teachers -Numeracy continuums will be updated regularly and used to assess learning and inform planning -Teachers will feel an increased confidence in accurately assessing students and planning closely to the appropriate curriculum level -Identify specific student learning needs based on diagnostic assessment data and provide explicit teaching and learning experiences to directly support this -Increase knowledge of the connections between all strands of the Numeracy curriculum -Implement learning from whole school professional development sessions into the classroom -Develop a more consistent approach to the language of numeracy teaching, including small group practices, differentiation and conferencing -Embed new learning from coaching cycles and consultants into Numeracy teaching Students -Will be provided with learning programs informed by their data and differentiated to their needs -Will have a clear understanding of what the next steps are to progress their learning -Use common vocabulary about their Maths learning -Will be challenged in their learning -Participate in a range of small group teaching practices depending on their point of need

	-Feedback on the next steps for learning will be taken on and applied to activities Leaders -Support teaching staff to build assessment and differentiation practices through clear processes and professional learning -Engage in coaching cycles with staff to build knowledge and capacity around Numeracy teaching including modelling in classrooms and challenging staff to think critically about their practices
Success Indicators	-SPA data including continuums that are being used and updated regularly -Teacher Judgement data to monitor student growth -Seesaw portfolios as evidence of achievement, teacher feedback and learning growth -Intervention planners outlining differentiation activities informed by data -IEPs to describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. -PLC minutes reflecting on the stages of a PLC cycle and the outcomes of success in student learning growth -NAPLAN data to monitor maintenance of students in the top two bands

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Update Numeracy continuums onto SPA and support staff to utilise these for planning and assessment.	☑ Assistant Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ 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
Prioritise intervention support and extension opportunities available to students across all domains of Numeracy.	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$1,000.00

			to: Term 4	☐ 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
Implement a professional learning and development plan that prioritises Numeracy learning for staff.	☑ Assistant Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to engage with a Numeracy consultant to support teacher knowledge in planning and teaching.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$36,000.00 ☑ 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
Using school level data, engage in PLC inquiries centred around Numeracy learning and growth for students.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint and develop specific staff across the school to attend PMMS and deliver coaching across the school.	☑ Leading Teacher(s) ☑ School Improvement 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

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Increase authentic integration opportunities into teaching and learning programs that focus on prioritising student wellbeing.
Outcomes	Teachers -Gain an understanding of student wellbeing needs through all areas of the curriculum and plan for these accordingly. -Wellbeing data entry is regularly undertaken and seen as an integral part of understanding the needs of the whole child. -Implementation of resources and strategies suggested through support services into teaching practices. -Make proactive decisions based on pulse data and information. -ES knowledge to increase as a result of commitment to ongoing lunchtime professional learning. Students -Can access a wider range of resources to support regulation. -Identify the importance of physical, social, emotional and mental health and connect to resources to support each of these areas. -Can access therapy through an integrated and least disruptive approach as possible. -Will have IEP goals that clearly identify wellbeing foci as needed. Leaders -Plan for professional development opportunities through an integrated wellbeing approach. -Prioritise wellbeing initiatives for KCPS staff. -Facilitate opportunities for increased connectedness to external professionals and their recommended strategies. -Coaching cycles to celebrate the inclusion and focus on student wellbeing.
Success Indicators	-Compass chronicles documenting important information, data and facts about student wellbeing. -Pulse data to identify trends and proactively plan. -Social skills group planners -Onsite therapist documentation -UOI planners identifying opportunities for integrated wellbeing approaches including RRRR and AIA -PL and events schedule highlighting that professional development opportunities in Wellbeing are being planned for and undertaken -Staff PDP documentation

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

Employ/Engage external professionals including school counsellors, occupational therapists and a psychologist.	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$95,000.00 ☐ 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
Designate and resource assigned areas of the school to support student regulation.	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$10,000.00 ☐ 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 team to continue to analyse and investigate data, refine procedures and communicate this back effectively to staff.	☑ Assistant Principal ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Redefine and reorganise therapist supports to be integrated into classroom practices.	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Opportunities to make rich connections to student wellbeing is planned for through UOI.	☑ All Staff	☐ 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
Implement Pulse module into Compass to monitor student wellbeing related data and continue to update student insights.	☑ All Staff	☐ 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
Provide professional learning opportunities to upskill staff on noticing and acting on student wellbeing needs.	☑ Assistant Principal ☑ School Improvement Team ☑ Wellbeing 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
Establish clear documentation around Wellbeing processes including the process for student referrals and PSD funding.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve engagement by empowering students to activate learner agency				
12 Month Target 3.1	Increase the school-wide positive endorsement of the AtoSS factor Teacher Social Engagement- "Student Agency" from 61% to 71%.				
12 Month Target 3.2	Maintain and improve the school-wide positive endorsement of the Staff Opinion Survey factor Parent Community and Involvement from 72% to 78%.				
12 Month Target 3.3	Maintain and improve the school-wide positive endorsement of the Parent Opinion Survey in the domain student voice and agency from 88%.				
KIS 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				
Actions	Increase authentic integration opportunities into teaching and learning programs that focus on prioritising student voice and agency.				
Outcomes	Teachers: -Obtain a clear definition around the difference between student voice, choice and agency. -Planning documentation reflects opportunity for voice, choice or agency in learning. -Seeing students as an integral part of the planning process. -Seeking feedback more readily, both formally and informally. -Identifying student voice and agency opportunities beyond SEG.				

	Students: -Obtain a clear definition around the difference between student voice, choice and agency. -Gaining an understanding of the opportunities available to them. -Have provided feedback and informed planning of UOI. -Communicated suggestions and ideas for appropriate clubs. -Participated in focus groups, allowing opportunities for feedback. -Opportunities to complete the pivot survey. Leaders: -Supporting, promoting and facilitating discussion in planning around voice, choice and agency. -Supporting team to enrich personal inquiries. -Developing a clear approach to voice, choice and agency opportunities available through coaching. -Opportunities are planned for to support parents having more involved in what their children are learning. -Will identify easily student voice and agency opportunities when undertaking learning walks.
Success Indicators	Evidence of student feedback to identify opportunities for agency Pivot survey data as an avenue for student voice Clubs timetable that is informed by student voice and choice Newsletters, Assembly Weekly planner/ UOI planners when learning opportunities for voice, choice and agency and specifically referenced

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Investigate and trial initiatives to integrate personal inquiries as part of UOI.	☑ Assistant Principal	☑ 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
Analyse and interpret pivot data with teaching staff and establish goals and implemented actions as a result of the obtained data. This will be built into the meeting and events schedule.	☑ Assistant Principal ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ 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
Formulate student focus groups to unpack data and to identify initiatives. The focus of these groups will be identified each term and rotate through a range of data sources including pivot, curriculum areas and school wide focus areas.	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a clubs program informed by student suggestion and where appropriate co-facilitated by SEG and students.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1	$10,000.00

			to: Term 4	☐ 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	$102,148.00	$103,000.00	-$852.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$123,917.92	$124,000.00	-$82.08
Total	**$226,065.92**	**$227,000.00**	**-$934.08**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Update Numeracy continuums onto SPA and support staff to utilise these for planning and assessment.	$20,000.00
Continue to engage with a Numeracy consultant to support teacher knowledge in planning and teaching.	$36,000.00
Appoint and develop specific staff across the school to attend PMMS and deliver coaching across the school.	$3,000.00
Employ/Engage external professionals including school counsellors, occupational therapists and a psychologist.	$95,000.00
Designate and resource assigned areas of the school to support student regulation.	$10,000.00
Provide professional learning opportunities to upskill staff on noticing and acting on student wellbeing needs.	$5,000.00
Analyse and interpret pivot data with teaching staff and establish goals and implemented actions as a result of the obtained data. This will be built into the meeting and events schedule.	$30,000.00

Totals	$199,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Update Numeracy continuums onto SPA and support staff to utilise these for planning and assessment.	from: Term 1 to: Term 4	$25,000.00	☑ Support services
Continue to engage with a Numeracy consultant to support teacher knowledge in planning and teaching.	from: Term 1 to: Term 4	$36,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ Support services
Appoint and develop specific staff across the school to attend PMMS and deliver coaching across the school.	from: Term 1 to: Term 4	$2,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Analyse and interpret pivot data with teaching staff and establish goals and implemented actions as a result of the obtained data. This will be built into the meeting and events schedule.	from: Term 1 to: Term 4	$40,000.00	☑ Support services
Totals		**$103,000.00**	

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
Employ/Engage external professionals including school counsellors, occupational therapists and a psychologist.	from: Term 1 to: Term 4	$92,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students **This activity will use Foundation Resources (DET Funded initiatives or other free resources)** ○ Program delivered in school by external service provider
Designate and resource assigned areas of the school to support student regulation.	from: Term 1 to: Term 1	$12,000.00	☑ All-School Visible Wellbeing Program
Provide professional learning opportunities to upskill staff on noticing and acting on student wellbeing needs.	from: Term 1 to: Term 4	$20,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
Totals		$124,000.00	

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
Implement a professional learning and development plan that prioritises Numeracy learning for staff.	☑ Assistant Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ External consultants Pete Sanders	☑ On-site
Using school level data, engage in PLC inquiries centred around Numeracy learning and growth for students.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Provide professional learning opportunities to upskill staff on noticing and acting on student wellbeing needs.	☑ Assistant Principal ☑ School Improvement Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Preparation ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Dan Petro	☑ On-site
Investigate and trial initiatives to integrate personal inquiries as part of UOI.	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Professional Practice Day	☑ Internal staff	☑ On-site

Analyse and interpret pivot data with teaching staff and establish goals and implemented actions as a result of the obtained data. This will be built into the meeting and events schedule.	☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site