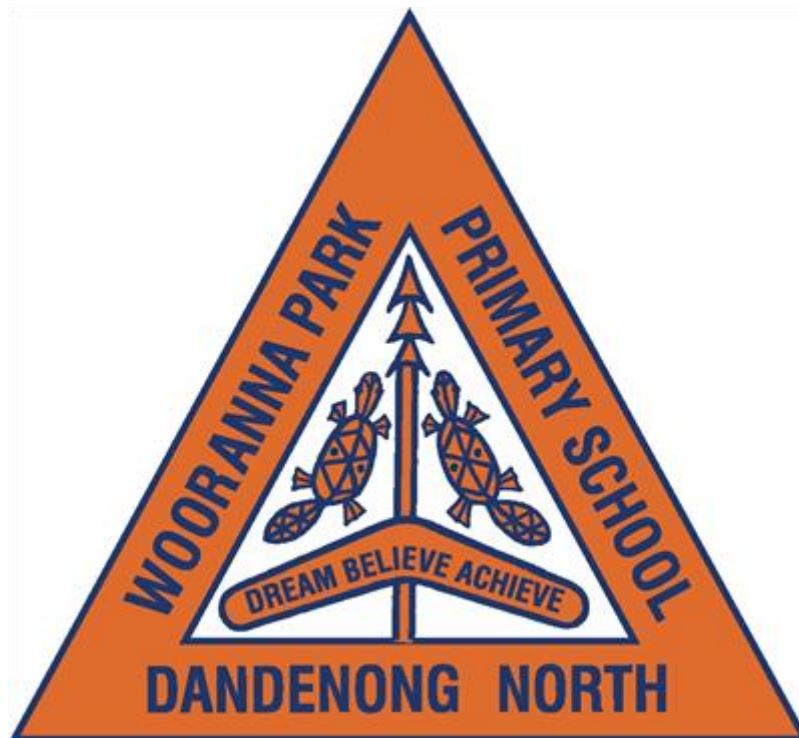


2023 Annual Implementation Plan

for improving student outcomes

Wooranna Park Primary School (4989)



Submitted for review by Amanda Ellaby (School Principal) on 19 December, 2022 at 01:08 PM
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 15 March, 2023 at 03:33 PM
Endorsed by Michelle Karton (School Council President) on 02 April, 2023 at 06:17 AM

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	Evolving
	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.	Evolving
	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	Evolving
	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	Evolving
	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	While another mixed year in having two Principals (acting in Term One and substantive from Term Two) we now have some stability to help everyone feel that we are on a cohesive path to school improvement. The staff group are open in acknowledging that we are not there yet but do have a clear, defined shared goals that we are working towards together as a staff group,
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<p>Considerations for 2023</p>	<p>We are looking forward to:</p> <ul style="list-style-type: none"> *Establishing PLC processes to support teacher collaboration, strengthen teaching practice and improve student outcomes (How best to teach) *Enacting our Whole School Instructional Playbook (What to teach) *Enacting a whole school approach to positive behaviour support, strongly influenced by the Be You framework and DET's School Wise Positive Behaviour Supports initiative. *Planning a whole school professional learning schedule on the Be You framework.
<p>Documents that support this plan</p>	

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 improve student learning in Literacy.
Target 2.1	NAPLAN Benchmark Growth: Low growth for Year 5 Reading to decrease from 29% in 2019 to at or below 25% in 2024.
Target 2.2	NAPLAN Benchmark Growth: High growth for Year 5 Writing to improve from 15% in 2019 to at or above 25% in 2024.

Target 2.3	NAPLAN Top 2 Bands: Year 3 Reading to show improvement from 34% in 2019 to 44% in 2024.
Target 2.4	NAPLAN Top 2 Bands: Year 3 Writing to show improvement from 38% in 2019 to 48% in 2024.
Target 2.5	NAPLAN Top 2 Bands: Year 5 Reading to show improvement from 23% in 2019 to 30% in 2024.
Target 2.6	NAPLAN Top 2 Bands: Year 5 Writing to show improvement from 13% in 2019 to 19% in 2024.
Target 2.7	Teacher Judgements: Low growth for Reading, Writing and Speaking and Listening for Year 1 to Year 6 to reduce to 20% or less by 2024.
Key Improvement Strategy 2.a Curriculum planning and assessment	Implement a whole school literacy strategy.
Key Improvement Strategy 2.b Building practice excellence	Implement the PLC program to provide a platform for the embedding of an agreed, whole school instructional model.
Key Improvement Strategy 2.ae Instructional and shared leadership	Strengthen instructional leadership capacity to ensure teachers have the support needed to develop deep understanding of the school's philosophy and to ensure consistency of implementation of the school's pedagogy.

Key Improvement Strategy 2.af Building practice excellence	Develop a scope and sequence for the curriculum which aligns the requirements of the Victorian Curriculum with the school's adopted philosophy and pedagogy.
Goal 3	To improve student learning in Numeracy.
Target 3.1	NAPLAN benchmark growth: High growth for Year 5 Numeracy to improve from 17% in 2019 to at or above 24% in 2024.
Target 3.2	NAPLAN top two bands: Year 3 Numeracy to show improvement from 13% in 2019 to 30% in 2024.
Target 3.3	NAPLAN top two bands: Year 5 Numeracy to show improvement from 20% in 2019 to 25% in 2024.
Target 3.4	Teacher Judgements low growth for all areas of Mathematics for Year 1 to Year 6 to reduce to 20% or less by 2024.
Key Improvement Strategy 3.a Curriculum planning and assessment	Implement a whole school numeracy strategy.
Key Improvement Strategy 3.b Curriculum planning and assessment	Embed an agreed, whole school assessment schedule.
Key Improvement Strategy 3.c Evaluating impact on learning	Build teacher capabilities to assess student learning and to analyse data in order to plan for the learning needs of all students.

Goal 4	To improve student engagement and wellbeing.
Target 4.1	<p>AToSS: Increase positive indicators as follows:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 63% in 2019 to 80% or better in 2024. • Resilience from 69% in 2019 to 80% or better in 2024. • Self-regulation and goal setting from 77% in 2019 to 85% or better by 2024. • Sense of confidence from 67% in 2019 to 80% or better in 2024.
Target 4.2	<p>SSS: Increase positive indicators as follows:</p> <ul style="list-style-type: none"> • Instructional leadership from 47% in 2020 to 72% in 2024. • Shielding and buffering from 35% in 2020 to 60% in 2024. • Understand how to analyse data from 42% in 2020 to 70% in 2024. • Guaranteed and viable curriculum from 61% in 2020 to 75% in 2024.
Target 4.3	Student absence: Reduce the percentage of 20 or more absent days per student from 32% in 2019 to 25% or better in 2024.
Key Improvement Strategy 4.a Health and wellbeing	Develop an agreed and consistently implemented whole of school behaviour management approach.
Key Improvement Strategy 4.b Instructional and shared leadership	Embed clear lines of respectful communication at all levels of the school to ensure a culture of collaborative decision-making.

Key Improvement Strategy 4.c
Vision, values and culture

Embed and communicate the school's philosophy and pedagogy (Wooranna Way and Raison D'être) to ensure deep understanding of the school's approach to education.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2023:Teacher Judgements-Low growth for Number for Year 1 to Year 6 to reduce to 42% or less -Low growth for Reading for Year 1 to Year 6 to reduce to 45% or less NAPLAN-Benchmark Growth -Low growth for Year 5 Reading to decrease from 29% in 2019 to at or below 25% -High growth for Year 5 Writing to improve from 15% in 2019 to at or above 20% NAPLAN-Top Two Bands-Year 3 Reading to show improvement from 34% in 2019 to 40% -Year 5 Reading to show improvement from 23% in 2019 to 28% - Year 3 Numeracy to show improvement from 13% in 2019 to 20% -Year 5 Numeracy to show improvement from 20% in 2019 to 25% Student Attitudes to School Increase positive indicators as follows:-Effective classroom behaviour from 63% in 2019 to 70% - Resilience from 69% in 2019 to 74% -Self-regulation and goal setting from 77% in 2019 to 80% -Sense of confidence from 67% in 2019 to 70% Staff Opinion Increase positive indicators as follows:-Instructional leadership from 47% in 2020 to 55% -Shielding and buffering from 35% in 2020 to 50% - Understand how to analyse data from 42% in</p>

			2020 to 50% -Guaranteed and viable curriculum from 61% in 2020 to 68%
To improve student learning in Literacy.	No	NAPLAN Benchmark Growth: Low growth for Year 5 Reading to decrease from 29% in 2019 to at or below 25% in 2024.	
		NAPLAN Benchmark Growth: High growth for Year 5 Writing to improve from 15% in 2019 to at or above 25% in 2024.	
		NAPLAN Top 2 Bands: Year 3 Reading to show improvement from 34% in 2019 to 44% in 2024.	
		NAPLAN Top 2 Bands: Year 3 Writing to show improvement from 38% in 2019 to 48% in 2024.	
		NAPLAN Top 2 Bands: Year 5 Reading to show improvement from 23% in 2019 to 30% in 2024.	
		NAPLAN Top 2 Bands: Year 5 Writing to show improvement from 13% in 2019 to 19% in 2024.	
		Teacher Judgements: Low growth for Reading, Writing and Speaking and Listening for Year 1 to Year 6 to reduce to 20% or less by 2024.	
To improve student learning in Numeracy.	No	NAPLAN benchmark growth: High growth for Year 5 Numeracy to improve from 17% in 2019 to at or above 24% in 2024.	

		NAPLAN top two bands: Year 3 Numeracy to show improvement from 13% in 2019 to 30% in 2024.	
		NAPLAN top two bands: Year 5 Numeracy to show improvement from 20% in 2019 to 25% in 2024.	
		Teacher Judgements low growth for all areas of Mathematics for Year 1 to Year 6 to reduce to 20% or less by 2024.	
To improve student engagement and wellbeing.	No	<p>AToSS: Increase positive indicators as follows:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 63% in 2019 to 80% or better in 2024. • Resilience from 69% in 2019 to 80% or better in 2024. • Self-regulation and goal setting from 77% in 2019 to 85% or better by 2024. • Sense of confidence from 67% in 2019 to 80% or better in 2024. 	
		<p>SSS: Increase positive indicators as follows:</p> <ul style="list-style-type: none"> • Instructional leadership from 47% in 2020 to 72% in 2024. • Shielding and buffering from 35% in 2020 to 60% in 2024. • Understand how to analyse data from 42% in 2020 to 70% in 2024. • Guaranteed and viable curriculum from 61% in 2020 to 75% in 2024. 	
		<p>Student absence: Reduce the percentage of 20 or more absent days per student from 32% in 2019 to 25% or better in 2024.</p>	

<p>Goal 1</p>	<p>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.</p>	
<p>12 Month Target 1.1</p>	<p>By the end of 2023:</p> <p>Teacher Judgements - Low growth for Number for Year 1 to Year 6 to reduce to 42% or less - Low growth for Reading for Year 1 to Year 6 to reduce to 45% or less</p> <p>NAPLAN-Benchmark Growth - Low growth for Year 5 Reading to decrease from 29% in 2019 to at or below 25% - High growth for Year 5 Writing to improve from 15% in 2019 to at or above 20%</p> <p>NAPLAN-Top Two Bands - Year 3 Reading to show improvement from 34% in 2019 to 40% - Year 5 Reading to show improvement from 23% in 2019 to 28% - Year 3 Numeracy to show improvement from 13% in 2019 to 20% - Year 5 Numeracy to show improvement from 20% in 2019 to 25%</p> <p>Student Attitudes to School Increase positive indicators as follows: - Effective classroom behaviour from 63% in 2019 to 70% - Resilience from 69% in 2019 to 74% - Self-regulation and goal setting from 77% in 2019 to 80% - Sense of confidence from 67% in 2019 to 70%</p> <p>Staff Opinion Increase positive indicators as follows: - Instructional leadership from 47% in 2020 to 55% - Shielding and buffering from 35% in 2020 to 50% - Understand how to analyse data from 42% in 2020 to 50% - Guaranteed and viable curriculum from 61% in 2020 to 68%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>

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

<p>Goal 1</p>	<p>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.</p>
<p>12 Month Target 1.1</p>	<p>By the end of 2023:</p> <p>Teacher Judgements</p> <ul style="list-style-type: none"> -Low growth for Number for Year 1 to Year 6 to reduce to 42% or less -Low growth for Reading for Year 1 to Year 6 to reduce to 45% or less <p>NAPLAN-Benchmark Growth</p> <ul style="list-style-type: none"> -Low growth for Year 5 Reading to decrease from 29% in 2019 to at or below 25% -High growth for Year 5 Writing to improve from 15% in 2019 to at or above 20% <p>NAPLAN-Top Two Bands</p> <ul style="list-style-type: none"> -Year 3 Reading to show improvement from 34% in 2019 to 40% -Year 5 Reading to show improvement from 23% in 2019 to 28% -Year 3 Numeracy to show improvement from 13% in 2019 to 20% -Year 5 Numeracy to show improvement from 20% in 2019 to 25% <p>Student Attitudes to School</p> <p>Increase positive indicators as follows:</p> <ul style="list-style-type: none"> -Effective classroom behaviour from 63% in 2019 to 70% -Resilience from 69% in 2019 to 74% -Self-regulation and goal setting from 77% in 2019 to 80% -Sense of confidence from 67% in 2019 to 70% <p>Staff Opinion</p> <p>Increase positive indicators as follows:</p> <ul style="list-style-type: none"> -Instructional leadership from 47% in 2020 to 55% -Shielding and buffering from 35% in 2020 to 50% -Understand how to analyse data from 42% in 2020 to 50% -Guaranteed and viable curriculum from 61% in 2020 to 68%

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	Enact the Whole School Instructional Playbook (What to teach) Establish PLC processes to support teacher collaboration, strengthen teaching practice and improve student outcomes (How best to teach)
Outcomes	Student will: *Articulate what they are learning and why they are learning it *Provide feedback to their teachers and peers about their learning experiences *Achieve 12 months or more learning growth, for a year of teaching Teachers will: *Plan according to the Whole School Instructional Playbook *Engage in Professional Learning Community improvement cycles *Use evidence to address students' learning needs and drive collaborative improvement School leaders will: *Monitor the implementation of the Whole School Instructional Playbook *Support teams to enact high quality learning and teaching *Build the capabilities of teacher leaders to lead a culture of evidence informed, professional conversations.
Success Indicators	Early Indicators: Notes from learning walks will show how students are articulating their learning Curriculum documentation inc term overviews and weekly planners, will show plans aligned to the Whole School Instructional Playbook Staff meeting minutes will reflect professional learning on PLCs particularly the improvement cycle Middle leaders minutes will reflect professional learning on how to lead a culture of evidence informed, professional conversations A purpose statement for our Professional Learning Community culture, incorporating the agreed norms and DET's improvement cycle, will be documented. Whole school documents will reflect our shared approach to Professional Learning Community improvement cycles. Late Indicators: By the end of 2023: Teacher Judgements -Low growth for Number for Year 1 to Year 6 to reduce to 42% or less -Low growth for Reading for Year 1 to Year 6 to reduce to 45% or less

	<p>NAPLAN-Benchmark Growth</p> <ul style="list-style-type: none"> -Low growth for Year 5 Reading to decrease from 29% in 2019 to at or below 25% -High growth for Year 5 Writing to improve from 15% in 2019 to at or above 20% <p>NAPLAN-Top Two Bands</p> <ul style="list-style-type: none"> -Year 3 Reading to show improvement from 34% in 2019 to 42% -Year 5 Reading to show improvement from 23% in 2019 to 28% -Year 3 Numeracy to show improvement from 13% in 2019 to 20% -Year 5 Numeracy to show improvement from 20% in 2019 to 25% <p>Staff Opinion</p> <ul style="list-style-type: none"> -Instructional leadership from 47% in 2020 to 55% -Shielding and buffering from 35% in 2020 to 50% -Understand how to analyse data from 42% in 2020 to 50% -Guaranteed and viable curriculum from 61% in 2020 to 68% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Support teams and individual teachers to plan and deliver a curriculum, in line with the Whole School Instructional Playbook.</p> <ul style="list-style-type: none"> -School leaders and teaching partner to design and enact professional learning for all staff to develop a shared and agreed understanding of the purpose of using a common, whole school instructional model in planning and delivering student learning. -School leaders and teaching partner to identify the stages of the school's instructional model that will be targeted for key improvement work over the course of the year. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <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 <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>Create a clear and compelling purpose for our Professional Learning Community culture, incorporating the agreed norms and</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$94,955.79

<p>DET's improvement cycle.</p> <p>-Schedule professional learning time for staff to develop their understanding of the purpose and function of effective Professional Learning Communities (PLCs).</p> <p>-Follow a professional learning schedule that prioritises time for PLC improvement cycles, in Reading, from Term Two onwards.</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p>		<p>to: Term 2</p>	<p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Build the capabilities of staff to respond to students' learning needs, using evidence informed and high impact responsive practices.</p> <p>-Host a curriculum day with Bron Ryrie Jones on Responsive Teaching strategies.</p> <p>-Embed these Responsive Teaching strategies into the PLC improvement cycles, for the teaching of Reading.</p>	<p><input checked="" type="checkbox"/> Assessment & Reporting Coordinator</p> <p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Tracking and responding to evidence of students' learning experiences to drive reflective practice.</p> <p>-Appoint a 'data and collaboration' learning specialist to build the capabilities of staff to access evidence of student learning.</p> <p>-Engage in termly 'walkthroughs' to gain evidence from the students and feed this back to the teacher.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Enact a whole school approach to positive behaviour support. Plan whole school professional learning on the Be You framework.			
Outcomes	<p>Student will:</p> <ul style="list-style-type: none"> *Articulate and act in accordance with our Matrix of Expectations, in line with the Resilience, Rights and Respectful Relationships curriculum *Regulate using the Zones of Regulation's shared language and actions *Demonstrate confidence in themselves as learners <p>Teachers will:</p> <ul style="list-style-type: none"> *Enact the school wide approach to promoting positive behaviors, including teaching the expected behaviours *Engage in professional learning on the Be You framework *Communicate to families a positive acknowledgement, at least once a term *Enact tiered responses to intervention and document adjustments that they make to support their tier two and three students, in learning and wellbeing <p>School leaders will:</p> <ul style="list-style-type: none"> *Monitor the implementation of whole school positive behaviour supports *Facilitate professional learning on positive behaviour supports *Demonstrate understandings from the School Wise Postive Behaviour (SWPBS) research, documentation and tools 			
Success Indicators	<p>Early Indicators:</p> <p>Notes from learning walks will show how students are articulating our shared expectations and using the language of the Zones of Regulation</p>			

	<p>Curriculum documentation inc term overviews and weekly planners, will show plans for teaching the expected behaviours Curriculum documentation and PLC minutes will reflect adjustments and differentiation. Staff meeting minutes will reflect professional learning on the Be You framework XUNO will capture communication to families acknowledging positive behaviours Whole school documents will reflect our shared approach to implementing School Wise Positive Behaviour (SWPBS) research, documentation and tools.</p> <p>Late Indicators By the end of 2023: Student Attitudes to School -Effective classroom behaviour from 63% in 2019 to 70% -Resilience from 69% in 2019 to 74% -Self-regulation and goal setting from 77% in 2019 to 80% -Sense of confidence from 67% in 2019 to 70%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Establish a Setting Up for Success program to ensure that strategies are explicitly taught to improve students' social, emotional and academic outcomes.</p> <p>-Plan and enact lessons for the first 10 days of school targetted at explicitly teaching the Matrix of Expectations, Zones of Regulation and Learning Pit.</p> <p>-Re visit and reteach expectations throughout the year to improve students social, emotional and academic outcomes.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Utilise the Be You framework, including their student and staff surveys to determine and address the priority needs.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$16,750.18</p>

<p>-Conduct the student and staff Be You survey.</p> <p>-Schedule professional learning time for staff to complete four Be You modules throughout the year.</p>			<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Enact the School Wide Positive Behaviour Support training, aligned to the partnership agreement.</p> <p>-Establish an SWPBS team comprising of relevant school leaders, classroom and specialists teachers and a Education Support staff member.</p> <p>-Complete the Universal Prevention (Part A) course.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s)</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$181,163.66</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Establish school wide processes to document adjustments and where required plan, document and enact intervention strategies including, but not limited to, students in out of home care, Koorie, high ability and PSD.</p> <p>-Prepare and communicate relevant resources to develop staffs' knowledge and skills in writing, enacting and reviewing students Individual Education Plans.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Leading Teacher(s)</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$75,035.80</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

<p>-Embed time within team meetings to note adjustments being made.</p>				<p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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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	\$334,405.00	\$334,405.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$33,500.37	\$33,500.37	\$0.00
Total	\$367,905.37	\$367,905.37	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>Create a clear and compelling purpose for our Professional Learning Community culture, incorporating the agreed norms and DET's improvement cycle.</p> <p>-Schedule professional learning time for staff to develop their understanding of the purpose and function of effective Professional Learning Communities (PLCs).</p> <p>-Follow a professional learning schedule that prioritises time for PLC improvement cycles, in Reading, from Term Two onwards.</p>	\$94,955.79
<p>Utilise the Be You framework, including their student and staff surveys to determine and address the priority needs.</p> <p>-Conduct the student and staff Be You survey.</p> <p>-Schedule professional learning time for staff to complete</p>	\$16,750.18

four Be You modules throughout the year.	
Enact the School Wide Positive Behaviour Support training, aligned to the partnership agreement. -Establish an SWPBS team comprising of relevant school leaders, classroom and specialists teachers and a Education Support staff member. -Complete the Universal Prevention (Part A) course.	\$181,163.66
Establish school wide processes to document adjustments and where required plan, document and enact intervention strategies including, but not limited to, students in out of home care, Koorie, high ability and PSD. -Prepare and communicate relevant resources to develop staffs' knowledge and skills in writing, enacting and reviewing students Individual Education Plans. -Embed time within team meetings to note adjustments being made.	\$75,035.80
Totals	\$367,905.43

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Create a clear and compelling purpose for our Professional Learning Community culture, incorporating the agreed norms and DET's improvement cycle. -Schedule professional learning	from: Term 1 to: Term 2	\$94,955.79	<input checked="" type="checkbox"/> School-based staffing

<p>time for staff to develop their understanding of the purpose and function of effective Professional Learning Communities (PLCs).</p> <p>-Follow a professional learning schedule that prioritises time for PLC improvement cycles, in Reading, from Term Two onwards.</p>			
<p>Enact the School Wide Positive Behaviour Support training, aligned to the partnership agreement.</p> <p>-Establish an SWPBS team comprising of relevant school leaders, classroom and specialists teachers and a Education Support staff member.</p> <p>-Complete the Universal Prevention (Part A) course.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$164,413.47</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT</p>
<p>Establish school wide processes to document adjustments and where required plan, document and enact intervention strategies including, but not limited to, students in out of home care, Koorie, high ability and PSD.</p> <p>-Prepare and communicate relevant resources to develop staffs' knowledge and skills in writing, enacting and reviewing students Individual Education Plans.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$75,035.74</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT</p>

-Embed time within team meetings to note adjustments being made.			
Totals		\$334,405.00	

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
<p>Utilise the Be You framework, including their student and staff surveys to determine and address the priority needs.</p> <p>-Conduct the student and staff Be You survey.</p> <p>-Schedule professional learning time for staff to complete four Be You modules throughout the year.</p>	<p>from: Term 1 to: Term 4</p>	\$16,750.18	<input checked="" type="checkbox"/> Be You Initiative for Educators (free)
<p>Enact the School Wide Positive Behaviour Support training, aligned to the partnership agreement.</p> <p>-Establish an SWPBS team comprising of relevant school</p>	<p>from: Term 1 to: Term 4</p>	\$16,750.19	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)

leaders, classroom and specialists teachers and a Education Support staff member.			
-Complete the Universal Prevention (Part A) course.			
Totals		\$33,500.37	

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
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Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Create a clear and compelling purpose for our Professional Learning Community culture, incorporating the agreed norms and DET's improvement cycle.</p> <p>-Schedule professional learning time for staff to develop their understanding of the purpose and function of effective Professional Learning Communities (PLCs).</p> <p>-Follow a professional learning schedule that prioritises time for PLC improvement cycles, in Reading, from Term Two onwards.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Build the capabilities of staff to respond to students' learning needs, using evidence informed and high impact responsive practices.</p> <p>-Host a curriculum day with</p>	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Bron Ryrie-Jones	<input checked="" type="checkbox"/> On-site

<p>Bron Ryrie Jones on Responsive Teaching strategies.</p> <p>-Embed these Responsive Teaching strategies into the PLC improvement cycles, for the teaching of Reading.</p>	<input checked="" type="checkbox"/> Learning Specialist(s)					
<p>Utilise the Be You framework, including their student and staff surveys to determine and address the priority needs.</p> <p>-Conduct the student and staff Be You survey.</p> <p>-Schedule professional learning time for staff to complete four Be You modules throughout the year.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> External consultants Be You Resources	<input checked="" type="checkbox"/> On-site