

2022 Annual Implementation Plan

for improving student outcomes

Vermont Primary School (1022)



VERMONT
PRIMARY
SCHOOL

Learning For Our Future

Submitted for review by Helen Murphy (School Principal) on 30 November, 2021 at 07:46 AM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 09 February, 2022 at 12:44 PM
Endorsed by Sharon Govenlock (School Council President) on 09 February, 2022 at 03:08 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	Embedding
	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	We are extremely proud of the way the whole school community rose to the challenge of the 2021 COVID restrictions with remote and flexible learning. The strong collegiate culture that existed at the school previously provided a stable foundation to build on. The leadership team was responsive, agile and made decisions based on the wellbeing needs of the staff, students and families. The staff were flexible, open to learning and extremely adaptable in their approach to teaching to ensure that all students were engaged in their learning both onsite and remotely. This was a huge undertaking for our school and we are proud of the way we responded, worked as a team and flourished in this year.
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	<p>The highlights for the school this year was the tracking and support of students identified as disengaging or vulnerable, both in remote and onsite learning. Wellbeing became the priority of the school. Wellbeing of students and their families as well as the wellbeing of staff.</p> <p>Despite these unpredictable lockdowns, the school was still able to achieve the targets set in the 2020 AIP as well as many of the SSP Goals in the area of Literacy. As we explore the new FISO Model, FISO 2.0 we are looking forward to closely linking student wellbeing with student learning, acknowledging the direct relationship between the two. Support and Resources will focus on equitable access and learning opportunities for all students, including Tiered Intervention Programs and PL for staff in learning disabilities.</p> <p>Continuing the growth and development of leaders using coaching and mentoring will remain a priority, including engaging with research in best practice, such as Peter Dewitt and Lyn Sharret. Building communication bridges between Team Leaders, Instructional Leaders and PLC Leaders aims to strengthen this aspect of the school further.</p>
<p>Considerations for 2022</p>	<ol style="list-style-type: none"> 1. Keep the focus target linked to Literacy as it is the overall goal in the school's strategic plan and data reflects strong outcomes in Numeracy and Numeracy is not included in the SSP which is due for review in the following year. 2. Enhance support for the PLC Leaders and explore a restructure of meetings to prioritise communication between the PLC Leaders, Instructional Leaders and PLC Lead Mentor. 3. Learning Specialists to work directly in classrooms and with teachers with a focus on HITS and Practice Excellence. 4. Supporting the wellbeing of students, staff and the broader community in response to the COVID Pandemic. 5. Establishing intervention support and procedures for Tier 2 and 3 students. 6. Building student voice in the area of feedback linked to the teaching and learning program. 7. Developing the student's understanding of agency and being explicit in the use of the language and practices which encourages agency. 8. RRRR topic 7 and 8 and linking directly with the whole school wellbeing program. 9. Preparing for future funding models for students with a disability. 10. Building the capacity of staff to meet the needs of students with a disability. 11. Finalising the Code of Practice for Literacy, Numeracy and Wellbeing at VPSK. 12. Managing potential COVID outbreaks in the school in future and providing a teaching and learning program during this time.
<p>Documents that support this plan</p>	

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>Improve student outcomes in literacy</p>
Target 2.1	<p>By 2023, reduce NAPLAN low growth in Reading from 19 per cent (2018) to 15 per cent</p>
Target 2.2	<p>Improve high growth in NAPLAN Writing from 28 per cent (2018) to 40 per cent by 2023</p>
Target 2.3	<p>Reduce the percentage difference between NAPLAN and teacher judgements in Year 3 Reading, from 30 per cent (2018) to 15 per cent and Writing from 47 per cent (2018) to 20 per cent by 2023</p>

Key Improvement Strategy 2.a Building leadership teams	Build middle leadership capacity to implement a Professional Learning Community approach
Key Improvement Strategy 2.b Building practice excellence	Implement a Professional Learning Community approach to build teacher practice and collaboration in Reading and Writing.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capacity to interpret and use student data to teach at point of need
Goal 3	Empower students to become self-regulated learners
Target 3.1	By 2023, the percentage of positive endorsement in the AToS variable of Student Voice and Agency will improve from 59 per cent (2018) to 72 per cent
Target 3.2	By 2023, the percentage of positive endorsement in the AToS variable of School Connectedness (Sense of Belonging) for boys will improve from 74 per cent (2018) to 84 per cent
Target 3.3	By 2023, improve the component of 'Use Student Feedback to Inform their Teaching Practice' in the Staff Opinion Survey from 81.5 per cent (2018) to 90 per cent
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school understanding of student voice and agency and build teacher capacity to activate it in the classroom
Key Improvement Strategy 3.b	Co-design opportunities for students to exercise authentic agency in their learning

Intellectual engagement and self-awareness	
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build teacher and student capacity to set aspirational goals, reflect on their learning and plan for the future
Goal 4	Improve student wellbeing
Target 4.1	By 2023, improve the percentage endorsement of Resilience in the AToS from 78 per cent (2018) to 86 per cent
Target 4.2	By 2023, improve the percentage of positive endorsement in the School Staff Survey for the following components by 10 per cent, using 2019 as baseline data <ul style="list-style-type: none"> • Build Resilience and a Resilient Supportive Environment • Staff Safety and Wellbeing Consultation and Participation
Target 4.3	By 2023, improve the percentage endorsement in the Parent Opinion Survey, in the component of Managing Bullying “My Child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours” from 80 per cent (2018) to 88 per cent
Key Improvement Strategy 4.a Health and wellbeing	Develop a whole school understanding of resilience skills and behaviours
Key Improvement Strategy 4.b Health and wellbeing	Build the capacity of all members of the school community to apply resilience skills and behaviours

Key Improvement Strategy 4.c
Health and wellbeing

Build teacher knowledge and capacity to meet the needs of vulnerable student cohorts

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> <ul style="list-style-type: none"> To reduce the percentage difference between NAPLAN and teacher judgements from 18% in Semester 1 2021 to 15% in Semester 2 2022 in Writing Year 3. To increase the students achieving above the standard (Teacher Judgements) in Speaking and Listening from 49% to 53%. <p>To increase the students positive endorsement in the Resilience Survey in the areas of: A teacher at school cares about me from 77.25% in 2021 for boys</p>
Improve student outcomes in literacy	No	By 2023, reduce NAPLAN low growth in Reading from 19 per cent (2018) to 15 per cent	
		Improve high growth in NAPLAN Writing from 28 per cent (2018) to 40 per cent by 2023	

		Reduce the percentage difference between NAPLAN and teacher judgements in Year 3 Reading, from 30 per cent (2018) to 15 per cent and Writing from 47 per cent (2018) to 20 per cent by 2023	
Empower students to become self-regulated learners	No	By 2023, the percentage of positive endorsement in the AToS variable of Student Voice and Agency will improve from 59 per cent (2018) to 72 per cent	
		By 2023, the percentage of positive endorsement in the AToS variable of School Connectedness (Sense of Belonging) for boys will improve from 74 per cent (2018) to 84 per cent	
		By 2023, improve the component of 'Use Student Feedback to Inform their Teaching Practice' in the Staff Opinion Survey from 81.5 per cent (2018) to 90 per cent	
Improve student wellbeing	No	By 2023, improve the percentage endorsement of Resilience in the AToS from 78 per cent (2018) to 86 per cent	
		By 2023, improve the percentage of positive endorsement in the School Staff Survey for the following components by 10 per cent, using 2019 as baseline data	

		<ul style="list-style-type: none"> • Build Resilience and a Resilient Supportive Environment • Staff Safety and Wellbeing Consultation and Participation 	
		By 2023, improve the percentage endorsement in the Parent Opinion Survey, in the component of Managing Bullying “My Child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours” from 80 per cent (2018) to 88 per cent	

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	<ul style="list-style-type: none"> • To reduce the percentage difference between NAPLAN and teacher judgements from 18% in Semester 1 2021 to 15% in Semester 2 2022 in Writing Year 3. • To increase the students achieving above the standard (Teacher Judgements) in Speaking and Listening from 49% to 53%. <p>To increase the students positive endorsement in the Resilience Survey in the areas of: A teacher at school cares about me from 77.25% in 2021 for boys</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes

Priority 2022 Dimension		
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.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	<ul style="list-style-type: none"> • To reduce the percentage difference between NAPLAN and teacher judgements from 18% in Semester 1 2021 to 15% in Semester 2 2022 in Writing Year 3. • To increase the students achieving above the standard (Teacher Judgements) in Speaking and Listening from 49% to 53%. <p>To increase the students positive endorsement in the Resilience Survey in the areas of: A teacher at school cares about me from 77.25% in 2021 for boys</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	Embed and refine PLC structures to support teacher collaboration and reflection to strengthen teaching practice. Develop a tiered system of support that enables teachers to respond to students' individual learning needs.
Outcomes	School leaders will support PLC Leaders across the school to use student data and feedback to design teaching and learning programs. PLC Leaders will support their teams to use the inquiry cycle within a PLC. PLC teams will moderate collaboratively using triangulated data - taking into consideration NAPLAN Top 2 Bands when forming a teacher judgement. Tutors will provide targeted academic literacy support to identified students. Teachers and tutors will plan for differentiation based on student learning data. Teachers will use the whole school Reading Instructional Model when teaching Literacy. Leaders will support teaching staff to engage with and implement the tiered system of support. Students in need of targeted academic support or intervention will be identified and supported. Students with disabilities will be provided with the necessary reasonable adjustments that respond to their specific learning needs.

Success Indicators	<p>Early Indicators PLC minutes will reflect formative and summative assessment for student outcomes and the Inquiry Cycle framework. PLC Team Leaders attending formal meetings with leadership Tutor Assessment Tracking form completed - demonstrating growth against individual learning goals. All Tier 2 and 3 students to have an active Individual Learning Plan or SSG.</p> <p>Late Indicators Victorian Curriculum, teacher judgements, will show growth in learning. Triangulated Data - NAPLAN, Essential Assessment, 1 other source (work samples / PM Benchmarking / Phonic Assessment / PROBE / PAT) A Code of Practice Document will reflect the Teaching and Learning Program at the school. Staff Survey focus: collective efficacy, using student feedback AToS focus: stimulated learning, differentiated learning challenge</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Explore the research behind multi-tiered systems of support and develop a response model that meets the needs of the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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
Recruit TLI Teacher and a Reading Intervention Specialist to work directly with Tier 3 targeted students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$230,000.00

			to: Term 1	<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
Create a whole school Tier Support Procedure and Guidelines.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Wellbeing Team	<input 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
Review the PLC Inquiry Cycle approach with all staff and schedule 2 cycles to occur each term for Literacy and Numeracy.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
Provide professional learning to staff on using formative assessment and triangulated data to form a teacher judgement.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Create and implement the use of a Code of Practice Manual for the school - Literacy, Numeracy and Wellbeing.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <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

<p>Upskill staff in meeting the needs of students with disabilities with a focus on learning disabilities, for example dyslexia, dyspraxia, dyscalculia</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Support</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 2</p>	<p>\$5,000.00</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>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Implement Resilience, Rights and Respectful Relationships (4R) with a focus on topics 7 and 8 to add to the existing whole school wellbeing program. Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health.</p>			
<p>Outcomes</p>	<p>The 4R Leaders contributing to the 4R CoP. Teachers will incorporate 4R topic 7 and 8 into their teaching programs - explicit teaching and supporting the whole school culture. A growing student awareness of inclusion and diversity. Teachers, leaders and the school community will share a common understanding of the whole school approach to overall wellbeing. Students and families will be referred to allied health and mental health services in relation to wellbeing. Students will provide feedback on the supports and resources provided at the school.</p>			
<p>Success Indicators</p>	<p>Early Indicators Lesson Plans for Topic 7 and 8 reviewed by classroom teachers. Student feedback in relation to wellbeing - 1. Whole School Wellbeing 2. Student Teacher Relationships Teacher feedback in relation 4R with a focus on topic 7 and 8 Late Indicators</p>			

	Resilience Survey : A teacher cares about me Staff Survey: Using student feedback to inform practice			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Lessons from 4R Topic 7 and 8 will be "vermontised" and provided to teachers for feedback.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <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
Teachers to implement Topic 7 and 8 in their termly teaching program.	<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

<p>Review the implementation of Topic 7 and 8 and provide opportunity for collaboration and building capacity in this area.</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$3,000.00</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>Run student focus groups addressing the impact of the 4R Topic 7 and 8 in broader context of the whole school wellbeing program.</p>	<p><input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</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>Classroom teachers to run termly focus groups providing opportunities for students to provide feedback on ways to enhance student teacher relationships.</p>	<p><input checked="" type="checkbox"/> All Staff</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
Design age appropriate questions which can be used by classroom teachers to gain student feedback in relation to well being and improving student teacher relationships.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <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
Work towards completing accreditation for the Active Schools Framework Initiative.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 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	\$15,674.00	\$15,674.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$15,674.00	\$15,674.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Recruit TLI Teacher and a Reading Intervention Specialist to work directly with Tier 3 targeted students.	\$230,000.00
Upskill staff in meeting the needs of students with disabilities with a focus on learning disabilities, for example dyslexia, dyspraxia, dyscalculia	\$5,000.00
Totals	\$235,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Recruit TLI Teacher and a Reading Intervention Specialist to work	from: Term 1	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

directly with Tier 3 targeted students.	to: Term 1		
Upskill staff in meeting the needs of students with disabilities with a focus on learning disabilities, for example dyslexia, dyspraxia, dyscalculia	from: Term 2 to: Term 2	\$3,674.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$15,674.00	

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	\$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
Review the PLC Inquiry Cycle approach with all staff and schedule 2 cycles to occur each term for Literacy and Numeracy.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide professional learning to staff on using formative assessment and triangulated data to form a teacher judgement.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Create and implement the use of a Code of Practice Manual for the school - Literacy, Numeracy and Wellbeing.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Upskill staff in meeting the needs of students with disabilities with a focus on	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

learning disabilities, for example dyslexia, dyspraxia, dyscalculia	<input checked="" type="checkbox"/> Literacy Support	to: Term 2			<input checked="" type="checkbox"/> Departmental resources Departmental Modules for PSD - ASD, Dylexia etc	
Review the implementation of Topic 7 and 8 and provide opportunity for collaboration and building capacity in this area.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources RRRR DET Leads and RRRR CoP	<input checked="" type="checkbox"/> On-site