

2023 Annual Implementation Plan

for improving student outcomes

Dinjerra Primary School (5450)



Submitted for review by Natalie Vulic (School Principal) on 28 April, 2023 at 12:10 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 28 April, 2023 at 02:04 PM
Endorsed by Kylie Kirk (School Council President) on 28 April, 2023 at 02:44 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	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	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	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	<p>Strong School Staff Survey results in the areas of Instructional Leadership demonstrate the confidence in the revived school improvement direction. There was some evidence, albeit small improvements, of more students achieving benchmark and growing 12 months or more. Whole school process and consistent practices around collecting and analysing student data and moving towards whole school SMART Goal targets have resulted in improvements in School Staff Survey data regarding Assessment.</p> <ul style="list-style-type: none"> • Instructional leadership: 96%, up 4% from 92% in 2021 • Reading Benchmark Level: 62% of P-6 students at or above reading benchmark level, up 6% from 56% in 2021
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	<ul style="list-style-type: none"> • Reading Growth: 76% of P-6 students achieved 12 months or more growth in Reading • Guaranteed and viable curriculum (secondary): 76%, up 16% from 60% in 2021 (Sim Schools 78%, Network 78%) • Moderation of student assessment: 64%, up 42% from 22% in 2021, (Sim Schools 79%, Network 84%) • Monitoring effectiveness of using data: 100%, up 33% from 67% in 2021, (Sim Schools 89%, Network 91%) • Understand formative assessment: 82%, up 26% from 2021, (Sim Schools 79%, Network 85%) • Use of student feedback to inform teaching practice: 55%, up 22% from 33% in 2021, (Sim Schools 68%, Network 63%) <p>Stimulated Learning and Student Agency is still an area of concern, particularly for the 2022 grade 5 (2023 grade 6 students).</p> <ul style="list-style-type: none"> • Attitudes to School Survey – Stimulated learning: 58% (yr4: 54%, yr5: 50%, yr6: 72%) (Sim Schools 79%, Network 73%, State 78%) • Student voice and agency: 54%, down 5% from 59% in 2021 (Sim Schools %, Network %, State %) (yr4: 51%, yr5: 48%, yr6: 75%)
Considerations for 2023	<p>Continue to enhance assessment practices to a formal process across P-6</p> <p>Continue to build GVC in Reading, Writing</p> <p>Build Student Voice and Agency and Stimulated Learning</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<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>
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	Improve learning outcomes for all students.
Target 2.1	<p>NAPLAN increase the per cent of students meeting and above Benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 45 per cent in 2021 to 100 per cent by 2025 • Writing from 25 per cent in 2021 to 100 per cent by 2025 • Numeracy from 70 per cent in 2021 to 100 per cent by 2025.
Target 2.2	<p>NAPLAN increase the per cent of students in the top two bands in Year 3 in:</p> <ul style="list-style-type: none"> • Reading from 45 per cent in 2021 to 65 per cent by 2025 • Writing from 43 per cent in 2021 to 65 per cent by 2025 • Numeracy from 41 per cent in 2021 to 65 per cent by 2025.

Target 2.3	<p>NAPLAN increase the per cent of students in the top two bands in Year 5 in:</p> <ul style="list-style-type: none"> • Reading from 6 per cent in 2021 to 50 per cent by 2025 • Writing from 6 per cent in 2021 to 50 per cent by 2025 • Numeracy from 6 per cent in 2021 to 50 per cent by 2025.
Target 2.4	<p>Improve the per cent of positive endorsement in the School Staff Survey measures:</p> <ul style="list-style-type: none"> • Collective efficacy from 73 per cent in 2020 to 90 per cent by 2025 • Academic Emphasis from 70 per cent in 2020 to 90 per cent by 2025 • Guaranteed and Viable Curriculum from 77 per cent in 2020 to 90 per cent by 2025 • Assessment: Moderation of student assessment from 63 per cent in 2020 to 90 per cent by 2025.
Target 2.5	<p>Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures:</p> <ul style="list-style-type: none"> • Stimulated learning from 68 per cent in 2020 to 85 per cent by 2025 • Sense of confidence from 64 per cent in 2020 to 85 per cent by 2025 • Differentiated Learning Challenge from 88 per cent in 2020 to 90 per cent by 2025.
Key Improvement Strategy 2.a Curriculum planning and assessment	<p>Further develop, document and embed whole school approaches to curriculum planning, assessment and shared instructional approaches that strengthen staff capacity in the delivery of a rich and engaging curriculum.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Develop the knowledge, skills and understanding of leaders to strengthen and embed effective school-wide collaborative and agreed upon structures and processes that build practice excellence.</p>

Key Improvement Strategy 2.c Building practice excellence	Develop a culture of personalised learning, including a whole school approach to effective differentiation, supported by a tiered response.
Key Improvement Strategy 2.d Vision, values and culture	Develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.
Goal 3	Improve wellbeing outcomes for all students.
Target 3.1	Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures: <ul style="list-style-type: none"> • Student voice and agency from 54 per cent in 2020 to 80 per cent by 2025 • Emotional awareness and regulation from per cent in 2020 to per cent by 2025.
Target 3.2	Attendance: Increase the per cent of students with less than 20 days of absence from 75 per cent in 2020 to 90 per cent by 2025
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement a whole school approach which enables students to demonstrate authentic agency in leading their own learning.
Key Improvement Strategy 3.b Health and wellbeing	Develop and implement a comprehensive whole school approach to developing the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

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>Mathematics Online Interview (MOI) SMART GOALS:COUNTING Growth Point Benchmark:By the end of 2023:Grade Prep: increase from 95% to100% of students at or above growth point A-2 Grade 1: increase from 59% to 76% of students at or above growth point A-4 Grade 2: increase from 35% to 78% of students at or above growth point A-5 Grade 3: increase from 7% to 86% of students at or above growth point A-6 Grade 4: increase from 23% to 91% of students at or above growth point A-6 Grade 5: increase from 68% to ??% of students at or above growth point A-6 Grade 6: increase from 90% to 96% of students at or above growth point A-6 WHOLE SCHOOL COHORT: increase from 52% to 89% (P-6) of students at or above MOI Counting Growth Point Benchmark.</p> <p>Mathematics Online Interview (MOI) SMART GOALS:PLACE VALUE Growth Point Benchmark:By the end of 2023:Grade Prep: increase from 78% to 100% of students at or above growth point B-1 Grade 1: increase from 59% to 88% of students at or above growth point B-2 Grade 2: increase from 39% to 87% of students at or above growth point B-3 Grade 3: increase from 29% to 71% of</p>

			<p>students at or above growth point B-4 Grade 4: increase from 0% to 73% of students at or above growth point B-5 Grade 5: increase from 68% to 89% of students at or above growth point B-5 Grade 6: increase from 68% to 100% of students at or above growth point B-5 WHOLE SCHOOL COHORT: increase from 49%(P-6) to 87% at or above MOI Place Value Growth Point Benchmark. Reading SMART GOALS:Reading Fountas and Pinnell Reading Benchmark:By the end of 2023:Grade Prep: 87% of students will be at or above benchmark (Level D) Grade 1: increase from 66% to 72% of students at or above benchmark (Level J) Grade 2: increase from 61% to 70% of students at or above benchmark (Level M) Grade 3: increase from 68% to 82% of students at or above benchmark (Level P)Grade 4: increase from 59% to 77% of students at or above benchmark (Level S) Grade 5: increase from 75% to 86% of students at or above benchmark (Level V) Grade 6: increase from 59% to 68% of students at or above benchmark (Level Y) WHOLE SCHOOL COHORT: increase from 58% to 77% of students at or benchmark (GRADE P to 6).NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 3:Reading: decrease from 18% to 12% (3/25) Writing: decrease from 14% to % 12% (3/25) Numeracy: decrease from 32% to 12% (3/25).NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 5:Reading: decrease from 15% to 12% (3/25)Writing: decrease from 20% to 12% (3/25)Numeracy: decrease from 30% to 12%</p>
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			<p>(3/25).Reading Growth Targets:Every student to grow at least 12 months in Reading from their individual starting points (from Fountas and Pinnell data). (2022 result - 76% of students achieved 12 months growth in Reading).NAPLAN: Benchmark Growth Increase the per cent of students meeting and above Benchmark growth in:Reading from 45% in 2021 to 88% Writing from 45% in 2021 to 88% Numeracy from 70% in 2021 to 88%. NAPLAN: increase the percentage of students in the top two bands in Year 3 in:Reading: increase from 32% to 48% (12/25)Writing: increase from 33% to 40% (10/25)Numeracy: increase from 18% to 44% (11/25).NAPLAN: increase the percentage of students in the top two bands in Year 5 in:Reading: increase from 20% to 48% Writing: increase from 10% to 40% Numeracy: increase from 25% to 44%.School Staff Survey: increase the percentage of positive endorsement in:Collective Efficacy: 71% to 75% Academic Emphasis: 71% to 75% Guaranteed and Viable Curriculum: 76% to 80%Assessment: Moderation of Student Assessment: 64% to 68%. Students' Attitude to School Survey: increase the percentage of positive endorsement in:Stimulated Learning: 58% to 70% Sense of Confidence: 66% to 70% Differentiated Learning Challenge: 78% to 85%.Students' Attitude to School Survey: increase the percentage of positive endorsement in:Student Voice and Agency: 54% to 58% Emotional Awareness and Regulation: 67% to 70%.Attendance:Increase the percentage of students with less than 20 days of absence from 75% to 80%.</p>
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Improve learning outcomes for all students.	No	<p>NAPLAN increase the per cent of students meeting and above Benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 45 per cent in 2021 to 100 per cent by 2025 • Writing from 25 per cent in 2021 to 100 per cent by 2025 • Numeracy from 70 per cent in 2021 to 100 per cent by 2025. 	
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Improve wellbeing outcomes for all students.	No	Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures: <ul style="list-style-type: none"> • Student voice and agency from 54 per cent in 2020 to 80 per cent by 2025 • Emotional awareness and regulation from per cent in 2020 to per cent by 2025. 	
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Benchmark.

Mathematics Online Interview (MOI) SMART GOALS:

PLACE VALUE Growth Point Benchmark:

By the end of 2023:

Grade Prep: increase from 78% to 100% of students at or above growth point B-1

Grade 1: increase from 59% to 88% of students at or above growth point B-2

Grade 2: increase from 39% to 87% of students at or above growth point B-3

Grade 3: increase from 29% to 71% of students at or above growth point B-4

Grade 4: increase from 0% to 73% of students at or above growth point B-5

Grade 5: increase from 68% to 89% of students at or above growth point B-5

Grade 6: increase from 68% to 100% of students at or above growth point B-5

WHOLE SCHOOL COHORT: increase from 49%(P-6) to 87% at or above MOI Place Value Growth Point Benchmark.

Reading SMART GOALS:

Reading Fountas and Pinnell Reading Benchmark:

By the end of 2023:

Grade Prep: 87% of students will be at or above benchmark (Level D)

Grade 1: increase from 66% to 72% of students at or above benchmark (Level J)

Grade 2: increase from 61% to 70% of students at or above benchmark (Level M)

Grade 3: increase from 68% to 82% of students at or above benchmark (Level P)

Grade 4: increase from 59% to 77% of students at or above benchmark (Level S)

Grade 5: increase from 75% to 86% of students at or above benchmark (Level V)

Grade 6: increase from 59% to 68% of students at or above benchmark (Level Y)

WHOLE SCHOOL COHORT: increase from 58% to 77% of students at or benchmark (GRADE P to 6).

NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 3:

Reading: decrease from 18% to 12% (3/25)

Writing: decrease from 14% to % 12% (3/25)

Numeracy: decrease from 32% to 12% (3/25).

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Reading: decrease from 15% to 12% (3/25)

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Reading Growth Targets:

Every student to grow at least 12 months in Reading from their individual starting points (from Fountas and Pinnell data). (2022 result - 76% of students achieved 12 months growth in Reading).

NAPLAN: Benchmark Growth

Increase the per cent of students meeting and above Benchmark growth in:

Reading from 45% in 2021 to 88%

Writing from 45% in 2021 to 88%

Numeracy from 70% in 2021 to 88%.

NAPLAN: increase the percentage of students in the top two bands in Year 3 in:

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Numeracy: increase from 18% to 44% (11/25).

NAPLAN: increase the percentage of students in the top two bands in Year 5 in:

Reading: increase from 20% to 48%

Writing: increase from 10% to 40%

Numeracy: increase from 25% to % 44%.

School Staff Survey: increase the percentage of positive endorsement in:

Collective Efficacy: 71% to 75%

Academic Emphasis: 71% to 75%

Guaranteed and Viable Curriculum: 76% to 80%

Assessment: Moderation of Student Assessment: 64% to 68%.

Students' Attitude to School Survey: increase the percentage of positive endorsement in:

Stimulated Learning: 58% to 70% Sense of Confidence: 66% to 70%

Differentiated Learning Challenge: 78% to 85%.

Students' Attitude to School Survey: increase the percentage of positive endorsement in:

Student Voice and Agency: 54% to 58%

Emotional Awareness and Regulation: 67% to 70%.

Attendance:

Increase the percentage of students with less than 20 days of absence from 75% to 80%.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

<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>Mathematics Online Interview (MOI) SMART GOALS:</p> <p>COUNTING Growth Point Benchmark: By the end of 2023: Grade Prep: increase from 95% to 100% of students at or above growth point A-2 Grade 1: increase from 59% to 76% of students at or above growth point A-4 Grade 2: increase from 35% to 78% of students at or above growth point A-5 Grade 3: increase from 7% to 86% of students at or above growth point A-6 Grade 4: increase from 23% to 91% of students at or above growth point A-6 Grade 5: increase from 68% to ??% of students at or above growth point A-6 Grade 6: increase from 90% to 96% of students at or above growth point A-6 WHOLE SCHOOL COHORT: increase from 52% to 89% (P-6) of students at or above MOI Counting Growth Point Benchmark.</p> <p>Mathematics Online Interview (MOI) SMART GOALS:</p> <p>PLACE VALUE Growth Point Benchmark: By the end of 2023: Grade Prep: increase from 78% to 100% of students at or above growth point B-1 Grade 1: increase from 59% to 88% of students at or above growth point B-2 Grade 2: increase from 39% to 87% of students at or above growth point B-3 Grade 3: increase from 29% to 71% of students at or above growth point B-4 Grade 4: increase from 0% to 73% of students at or above growth point B-5 Grade 5: increase from 68% to 89% of students at or above growth point B-5 Grade 6: increase from 68% to 100% of students at or above growth point B-5 WHOLE SCHOOL COHORT: increase from 49%(P-6) to 87% at or above MOI Place Value Growth Point Benchmark.</p> <p>Reading SMART GOALS: Reading Fountas and Pinnell Reading Benchmark: By the end of 2023: Grade Prep: 87% of students will be at or above benchmark (Level D) Grade 1: increase from 66% to 72% of students at or above benchmark (Level J)</p>

Grade 2: increase from 61% to 70% of students at or above benchmark (Level M)
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Grade 6: increase from 59% to 68% of students at or above benchmark (Level Y)
WHOLE SCHOOL COHORT: increase from 58% to 77% of students at or benchmark (GRADE P to 6).

NAPLAN: Decrease the percentage of students in the Bottom Two Bands in Year 3:

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Reading Growth Targets:

Every student to grow at least 12 months in Reading from their individual starting points (from Fountas and Pinnell data).
(2022 result - 76% of students achieved 12 months growth in Reading).

NAPLAN: Benchmark Growth

Increase the per cent of students meeting and above Benchmark growth in:

Reading from 45% in 2021 to 88%

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Numeracy from 70% in 2021 to 88%.

NAPLAN: increase the percentage of students in the top two bands in Year 3 in:

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Numeracy: increase from 18% to 44% (11/25).

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Numeracy: increase from 25% to % 44%.

	<p>School Staff Survey: increase the percentage of positive endorsement in: Collective Efficacy: 71% to 75% Academic Emphasis: 71% to 75% Guaranteed and Viable Curriculum: 76% to 80% Assessment: Moderation of Student Assessment: 64% to 68%.</p> <p>Students' Attitude to School Survey: increase the percentage of positive endorsement in: Stimulated Learning: 58% to 70% Sense of Confidence: 66% to 70% Differentiated Learning Challenge: 78% to 85%.</p> <p>Students' Attitude to School Survey: increase the percentage of positive endorsement in: Student Voice and Agency: 54% to 58% Emotional Awareness and Regulation: 67% to 70%.</p> <p>Attendance: Increase the percentage of students with less than 20 days of absence from 75% to 80%.</p>
<p>KIS 1.a Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>TEACHING AND LEARNING / ASSESSMENT:</p> <p>Mathematics: Develop and implement a whole school systematic process and cycle for the implementation of the DPS built Mathematics Whole School Documented Guaranteed and Viable Curriculum and Assessment Practices (guided by FISO 2.0 Improvement Cycle), including: - Focusing on planning, delivering and evaluating precise learning at core and differentiated levels</p> <p>Literacy: Collaboratively build Learning Sequences at each curriculum level, (based on the DPS built Essential Learnings and 'I Can' Statements') in the following curriculum areas: - Reading - Comprehension Strategies - Writing - Conventions, Genre, Writer's Notebook (*HITS: Explicit Instruction, Differentiation)</p> <p>ASSESSMENT: Develop and enhance staff's data literacy capabilities in analysing formative and summative assessments, including: - identification of each assessment type, purpose, implementation and analysis</p>

	<ul style="list-style-type: none"> - exploring formative assessment practices (Dylan Williams). <p>Revise and develop Semester Reports, aligning with termly Individual Goals, including commentary on progress.</p> <p>INSTRUCTIONAL PRACTICE: Develop consistent, high quality agreed upon practices for the Mini Lesson in Reading and Writing, which includes:</p> <ul style="list-style-type: none"> - Modelling the selection and use of Mentor Texts - Instructional Practices such as modelled reading and writing, shared reading and writing, use of think aloud, anchor chart - Tracking and monitoring of classroom environments and lesson structure through Learning Walks and Feedback process, including self assessment and reflection - Introduce and unpack 6+1 Writing Traits, using Professional Learning through Nerissa Leung - Define best practice for goal setting and individual conferences across all curriculum areas - Build teacher practice through coaching, modelling, observation and feedback <p>(*HITS: Structuring Lessons Explicit Instruction, Worked Examples, Differentiation)</p> <p>COLLABORATIVE PRACTICES: Implement consistent Collaborative Team Time with:</p> <ul style="list-style-type: none"> - inbuilt data analysis process / cycle - reference to GVC and data analysis in order to plan for core learning - reference to GVC and data analysis in order to plan for differentiated learning <p>SUPPORT AND RESOURCES: Develop the DPS Intervention model to incorporate D.I. Tier 2 and 3 students, including,</p> <ul style="list-style-type: none"> - systematic and regular Intervention Collaborative Team Time in order to analyse data and develop practice for LLI and Sounds Write Tier 2 and Tier 3 Intervention <p>- build teacher and ES capacity to support Tier 1,2,3 students, through coaching, modelling, observation and feedback</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - experience success and celebrate the acquisition of knowledge - report higher levels of confidence in Numeracy, especially evident through the individual use of Proficiency Scales, Common Formative Assessments and Learning Continuums to identify achievement and set learning goals. - be supported in learning at the point of need. - understand and implement the modelled strategies from the Mini Lesson, including the use of the Mentor Text. - have a greater agency in their learning with regular individual goals and conferences. <p>Teachers will:</p> <ul style="list-style-type: none"> - plan and deliver lessons using our collaboratively built GVC documents - implement a consistent and high quality approach to gathering, interpreting and analysing student data

	<ul style="list-style-type: none"> - confidently and accurately identify student learning needs of all students - provide students with the opportunity to work at their level, using differentiation strategies - consistently implement the agreed assessment schedule - show precision in instructional practice of the Mini Lesson and modelling using the Mentor Text. <p>Collaborative Teams will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments, lessons - systematically track, moderate and discuss student assessment and growth, and plan for the next steps - follow a regular, high quality and consistent approach to their Collaborative Team Time, incorporating discussion around instruction, such as the use of Mentor Texts. <p>Education Support staff will:</p> <ul style="list-style-type: none"> - provide high quality support to teachers and students in the classroom - provide point of need intervention to small groups and individual students. <p>Leaders will:</p> <ul style="list-style-type: none"> - lead a high quality and regular approach to their Collaborative Team Time. - support staff to build assessment, core and differentiation practices through clear processes, coaching and professional learning.
<p>Success Indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> - curriculum documentation will be implemented and revised, showing precision at each level and offering differentiation - assessment tracker will be completed and analysed at regular nominated intervals - students will be identified and tracked through their progression towards SMART Goals targets and growth targets - evidence of teachers' formative and summative assessment data and judgements against the curriculum - a documented assessment schedule and evidence of teachers inputting data and moderating assessments - learning walks and classroom observations will show evidence of the implemented curriculum and use of strategies from professional learning. <p>Late Indicators:</p> <ul style="list-style-type: none"> - formative and summative assessments will show student learning growth, especially in the area of Numeracy - formative and summative assessment for MOI Growth Points in Counting and Place Value will show student learning growth. - increase in School Staff Survey Collective Efficacy and Guaranteed and Viable Curriculum - a formal and confirmed process, guided by FISO's Improvement Cycle, to implementing Curriculum, Instruction and Assessment practices.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole School Professional Learning to unpack implementing the Whole School Curriculum documentation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Collaboratively build Learning Sequences in Reading Comprehension Strategies, Writing Genre and Writer's Notebook at each P-6 level	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Systematic and regular Intervention Collaborative Team Time in order to analyse data and develop practice for LLI and Sounds Write Tier 2 and Tier 3 Intervention	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Leader		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Implement high quality and research based Instructional Practices such as modelled reading and writing, shared reading and writing, use of think aloud, anchor chart	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Termly learning walks and classroom observations will show evidence of the implemented curriculum and use of strategies from professional learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Introduce and unpack 6+1 Writing Traits, using Professional Learning through Nerissa Leung</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$15,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Semester 1 Professional Practice Day, focused on Assessment practices</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 2</p>	<p>\$1,000.00</p> <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>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p>Actions</p>	<p>ENGAGEMENT / LEADERSHIP: Implement newly revised mission, vision and school values including:</p> <ul style="list-style-type: none"> - Students and staff collaboratively develop the SWPBS Matrix, based on the new school values - Concept Curriculum Unit in Term 1 (titled 'Let's SOAR) to unpack and develop a consistent understanding of the new values - Develop a Working Party to focus on the investigation of a school name change <p>ENGAGEMENT / ASSESSMENT / SUPPORT AND RESOURCES: Enhance and develop Individual Goals process:</p> <ul style="list-style-type: none"> - Identify and communicate individual goals in Reading, Writing, Maths on a termly basis, including communicating goals to families via 'Learning Tasks' on Compass, commenting on progress. - Implement a research based process for goal setting and individual conferences, including providing evidence and feedback (Curriculum Day with Chris Egan) (*HITS: Goal Setting, Feedback) <p>Collaborate with GTAC (Gene Technology Access Centre) teaching team to co-design and participate in STEM learning workshops with 5/6 students</p> <p>Develop agreed upon practices around the use of classroom SeeSaw and expectations around consistent communication of learning objectives</p> <p>SUPPORT AND RESOURCES - DISABILITY INCLUSION *Research and develop a plan to establish an evidence based inclusive culture that improves outcomes for all students across the school over the next 5 years Build staff capability in a whole school approach to inclusive practices, including:</p> <ul style="list-style-type: none"> - Introductory professional learning for all staff - Development of IEP templates with required documentation to support DIPs - Build staff capacity and knowledge to develop high quality IEPs - Improvement to SSG Meeting Agendas to reflect and support DIPs - Build staff capacity and knowledge on how to run and accurately record SSGs in a consistent manner - Collaboration with specialists and Allied Health workers in order to support IEP goals to ensure that the adjustments are able to be successfully implemented in a school setting - Collaboration with Wellbeing and Intervention leaders to support Tier 2 & 3 students - meeting regularly to implement, monitor and evaluate learning supports and goals.

<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - be supported in using Numeracy Proficiency Scales to identify individual learning goals and track achievement - be able to use language to describe goal setting, individual learning goals and progress towards goals. - know what their goals and next steps are to progress their learning? <p>Teachers will:</p> <ul style="list-style-type: none"> - use GVC documentation to identify differentiated and individual goals for all students - implement a structured approach to goal setting conferences - grasp an understanding of Disability Inclusion practices, including enhancing IEPs and SSGs - identify students in need of adjustments and have an informative, useful and contemporary IEP that is consistently and regularly updated in collaboration with parents and specialists <p>Leaders will:</p> <ul style="list-style-type: none"> - establish a whole school approach to social and emotional wellbeing - establish a whole school approach to the introduction of goal setting and student agency. - establish a multi-tiered system of support including whole class inclusive practices to enable all students to participate in learning, provide data to inform tier 2 interventions and supports, and tier 2 data to inform tier 3 supports and needs.
<p>Success Indicators</p>	<p>EARLY INDICATORS:</p> <ul style="list-style-type: none"> - Data on reasonable adjustments across the school is accessible and being used to inform whole school practice, such as transition, professional development and decision making - Planning documentation shows differentiation and reasonable adjustments made for each lesson - Differentiation is visible in individual work programs - The professional learning schedule will show all teachers have participated in professional learning on Introduction to Disability Inclusion and developing high quality IEP's for students requiring reasonable adjustments <p>LATE INDICATORS:</p> <ul style="list-style-type: none"> - Curriculum documentation shows plans for differentiation across all subject areas - Increase in Differentiated Learning Challenge (AtoSS) data - increase in Stimulated Learning (AtoSS) data - increase in Student Voice and Agency (Parent Survey) data - increase in Student Voice and Agency (AtoSS) data - increase in School Connectedness (AtoSS) data - increase in Emotional Awareness and Regulation (AtoSS) data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Creation of the revised SWPBS Matrix, based on the new school values. Concept Curriculum Unit in Term 1 (titled 'Let's SOAR') to develop a consistent understanding of the new values. Branding of the new values including signage, awards, mural</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,000.00 <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>Develop a Working Party to focus on the investigation of a school name change</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Curriculum Day with Chris Egan re Goal Setting and Conferences - Tuesday 14th March</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
-Identify and communicate individual goals in Reading, Writing, Maths on a termly basis, including communicating goals to families via 'Learning Tasks' on Compass, commenting on progress.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Collaborate with GTAC (Gene Technology Access Centre) teaching team to co-design and participate in STEM learning workshops with 5/6 students	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional development opportunities for all teachers to understand the NCCD language associated with adjustments	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Build staff capacity and knowledge to develop high quality Individual Education Plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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

Improvement to SSG Meeting Agendas to reflect and support DIPs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Collaboration with specialists and Allied Health workers in order to support IEP goals to ensure that the adjustments are able to be successfully implemented in a school setting	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Collaboration with Wellbeing and Intervention leaders to support Tier 2 & 3 students - meeting regularly to implement, monitor and evaluate learning supports and goals.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

				<input checked="" 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	\$180,993.44	\$76,000.00	\$104,993.44
Disability Inclusion Tier 2 Funding	\$113,425.99	\$41,000.00	\$72,425.99
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$294,419.43	\$117,000.00	\$177,419.43

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Whole School Professional Learning to unpack implementing the Whole School Curriculum documentation	\$20,000.00
Collaboratively build Learning Sequences in Reading Comprehension Strategies, Writing Genre and Writer's Notebook at each P-6 level	\$20,000.00
Systematic and regular Intervention Collaborative Team Time in order to analyse data and develop practice for LLI and Sounds Write Tier 2 and Tier 3 Intervention	\$20,000.00
Implement high quality and research based Instructional Practices such as modelled reading and writing, shared reading and writing, use of think aloud, anchor chart	\$20,000.00
Termly learning walks and classroom observations will show evidence of the implemented curriculum and use of strategies from professional learning.	\$10,000.00
Introduce and unpack 6+1 Writing Traits, using Professional Learning through Nerissa Leung	\$15,000.00

Curriculum Day with Chris Egan re Goal Setting and Conferences - Tuesday 14th March	\$5,000.00
-Identify and communicate individual goals in Reading, Writing, Maths on a termly basis, including communicating goals to families via 'Learning Tasks' on Compass, commenting on progress.	\$2,000.00
Provide professional development opportunities for all teachers to understand the NCCD language associated with adjustments	\$1,000.00
Build staff capacity and knowledge to develop high quality Individual Education Plans	\$1,000.00
Improvement to SSG Meeting Agendas to reflect and support DIPs	\$1,000.00
Collaboration with specialists and Allied Health workers in order to support IEP goals to ensure that the adjustments are able to be successfully implemented in a school setting	\$1,000.00
Collaboration with Wellbeing and Intervention leaders to support Tier 2 & 3 students - meeting regularly to implement, monitor and evaluate learning supports and goals.	\$1,000.00
Totals	\$117,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Whole School Professional Learning to unpack implementing the Whole School Curriculum documentation	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Collaboratively build Learning Sequences in Reading Comprehension Strategies, Writing Genre and Writer's Notebook at each P-6 level	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Systematic and regular Intervention Collaborative Team Time in order to analyse data and develop practice for LLI and Sounds Write Tier 2 and Tier 3 Intervention	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Implement high quality and research based Instructional Practices such as modelled reading and writing, shared reading and writing, use of think aloud, anchor chart	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Termly learning walks and classroom observations will show evidence of the implemented curriculum and use of strategies from professional learning.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Introduce and unpack 6+1 Writing Traits, using Professional Learning through Nerissa Leung	from: Term 2 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Curriculum Day with Chris Egan re Goal Setting and Conferences - Tuesday 14th March	from: Term 1 to: Term 2	\$4,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
-Identify and communicate individual goals in Reading, Writing, Maths on a termly basis, including communicating goals to	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

families via 'Learning Tasks' on Compass, commenting on progress.			
Build staff capacity and knowledge to develop high quality Individual Education Plans	from: Term 1 to: Term 2	\$0.00	
Improvement to SSG Meeting Agendas to reflect and support DIPs	from: Term 1 to: Term 4	\$0.00	
Collaboration with specialists and Allied Health workers in order to support IEP goals to ensure that the adjustments are able to be successfully implemented in a school setting	from: Term 2 to: Term 4	\$0.00	
Totals		\$76,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Whole School Professional Learning to unpack implementing the Whole School Curriculum documentation	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •

Collaboratively build Learning Sequences in Reading Comprehension Strategies, Writing Genre and Writer's Notebook at each P-6 level	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties • <input checked="" type="checkbox"/> CRT •
Systematic and regular Intervention Collaborative Team Time in order to analyse data and develop practice for LLI and Sounds Write Tier 2 and Tier 3 Intervention	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Curriculum Day with Chris Egan re Goal Setting and Conferences - Tuesday 14th March	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Provide professional development opportunities for all teachers to understand the NCCD language associated with adjustments	from: Term 1 to: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •

Build staff capacity and knowledge to develop high quality Individual Education Plans	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Improvement to SSG Meeting Agendas to reflect and support DIPs	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Collaboration with specialists and Allied Health workers in order to support IEP goals to ensure that the adjustments are able to be successfully implemented in a school setting	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability • <input checked="" type="checkbox"/> Professional learning for school-based staff •
Collaboration with Wellbeing and Intervention leaders to support Tier 2 & 3 students - meeting regularly to implement, monitor and evaluate learning supports and goals.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$41,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole School Professional Learning to unpack implementing the Whole School Curriculum documentation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Collaboratively build Learning Sequences in Reading Comprehension Strategies, Writing Genre and Writer's Notebook at each P-6 level	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s) 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site

Systematic and regular Intervention Collaborative Team Time in order to analyse data and develop practice for LLI and Sounds Write Tier 2 and Tier 3 Intervention	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Leader	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Implement high quality and research based Instructional Practices such as modelled reading and writing, shared reading and writing, use of think aloud, anchor chart	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Termly learning walks and classroom observations will show evidence of the implemented curriculum and use of strategies from professional learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Introduce and unpack 6+1 Writing Traits, using Professional Learning through Nerissa Leung	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Semester 1 Professional Practice Day, focused on Assessment practices	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Creation of the revised SWPBS Matrix, based on the new school values. Concept Curriculum Unit in Term 1 (titled 'Let's SOAR) to develop a consistent understanding of the new values. Branding of the new values including signage, awards, mural	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum Day with Chris Egan re Goal Setting and Conferences - Tuesday 14th March	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

<p>-Identify and communicate individual goals in Reading, Writing, Maths on a termly basis, including communicating goals to families via 'Learning Tasks' on Compass, commenting on progress.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Provide professional development opportunities for all teachers to understand the NCCD language associated with adjustments</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Build staff capacity and knowledge to develop high quality Individual Education Plans</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Improvement to SSG Meeting Agendas to reflect and support DIPs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Collaboration with specialists and Allied Health workers in order to support IEP goals to ensure that the adjustments are able to be successfully implemented in a school setting</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Allied Health</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Collaboration with Wellbeing and Intervention leaders to support Tier 2 & 3 students - meeting regularly to implement, monitor and evaluate learning supports and goals.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site