

2023 Annual Implementation Plan

for improving student outcomes

Werribee Primary School (0649)



Submitted for review by David Quinn (School Principal) on 08 December, 2022 at 12:13 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

Enter your reflective comments	<p>Differentiated in personal and social capabilities.</p> <p>We noticed that there was less differentiation in Personal and Social Capabilities. This area links with previous work undertaken in Classroom Instruction that works. PLC's identified that there was a need to revisit the work that has been done previously in the area of Creating the Environment for Learning. This includes teacher feedback and peer to peer feedback. This focus will support teacher's ability to differentiate for all learners and with a particular focus on students who require substantial adjustments for success against the curriculum. There will also be a focus on implementing the WPS Cooperative Skills Continuum which was created with PLCs across the school. This should support differentiating around</p>
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	<p>cooperative learning at different year levels.</p> <p>We also intend to revisit the WPS quick start program. The focus will continue to imbed the Values Matrix, SWPBS program, Berry Street, Respectful Relationships, Restorative Practices and the WPS behavior flowchart. All of these are used in the school and we want to align their use to the work we will be undertaking around Personal and Social Capability Curriculum. All the work that is undertaken will continue to focus on Student voice and Agency. This work has already begun in Student Leadership, in Numeracy through Math goals as well as the focus work in Writing regarding student centered goal creation and tracking.</p> <p>We intend to continue the work begun in Mathematics around Individual Goal setting and Student agency. The Quick start program has proved successful in focusing in building classroom environment conducive to learning in mathematics. We will continue to emphasise and focus on building student understanding in Number and Place Value in the first semester of each year.</p> <p>PD around teacher led conferences around goal setting will also be a focus to help drive student achievement in mathematics.</p>
Considerations for 2023	<ul style="list-style-type: none"> -Ensure that focused time is allocated in the PLC schedule -Whole School Professional Development allocation for this focus -Working with the EIL Diverse Learners to support differentiation -E-Learning Modules for DI -IEPs -Moderation of Personals and social capabilities against the Victorian Curriculum -Student agency and goal setting
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 in Literacy
Target 2.1	<p>By 2023, increase the percentage of Year 5 students in the top two bands in:</p> <ul style="list-style-type: none"> • NAPLAN Reading from 24.7% (2018 data) to >30% • NAPLAN Writing from 3% to >12%
Target 2.2	<p>By 2023, decrease the percentage of Year 5 students in the bottom two bands in:</p> <ul style="list-style-type: none"> • NAPLAN Reading from 21.9% (2018 data) <12% • NAPLAN Writing from 31% to <21%
Target 2.3	By 2023, increase the percentage of students meeting at or above benchmark growth in from Years 3 – 5:

	<ul style="list-style-type: none"> • NAPLAN Reading from 79.3% (2018 data) to >85% • NAPLAN Writing from 54.2% to >80%
Target 2.4	<p>By 2023, improve staff positive endorsement in the Staff Opinion Survey domains of:</p> <ul style="list-style-type: none"> • Collective Efficacy from 61.9% (2018) to >73% • Academic Emphasis from 60.4% to >67%
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Implement a consistent instructional model supported by effective teaching practice in Literacy
Key Improvement Strategy 2.b Building practice excellence	Develop highly effective Professional Learning Communities (PLC) practices and processes
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning
Goal 3	Improve learning outcomes in numeracy
Target 3.1	By 2023, increase the percentage of Year 5 students in the top two bands in Numeracy (2018) from 16.4% to >30%
Target 3.2	By 2023, decrease the percentage of Year 5 students in the bottom two bands in Numeracy (2018) from 17.8% to <12%

Target 3.3	By 2023, increase the percentage of students in Numeracy meeting at or above benchmark growth from Years 3 – 5 from 78% to >85%
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Further develop existing, and identify new, instructional practices that will support the provision of an effective Numeracy program
Key Improvement Strategy 3.b Building practice excellence	Develop highly effective Professional Learning Communities (PLC) practices and processes
Key Improvement Strategy 3.c Building practice excellence	Build teacher capacity to deliver an effective Numeracy program
Goal 4	Improve student voice, agency and leadership
Target 4.1	By 2023, improve student positive endorsement in the domains of: <ul style="list-style-type: none"> • Student Voice and Agency from 62% (2018) to >75% • Stimulated Learning from 73.9% (2018) to >90% • Sense of Confidence from 73.3% (2018) to >85%
Key Improvement Strategy 4.a Empowering students and building school pride	Co-design opportunity for students to exercise authentic agency in their own learning
Key Improvement Strategy 4.b Parents and carers as partners	Strengthen the partnership between staff, students and parents to create a shared responsibility for student learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>2023 Priorities Goal</p> <p>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>PAT MATHS Semester 2(as per 2022 PAT NORMS)</p> <p>Mean score to be at or above</p> <p>Year 1-99.5</p> <p>Year 2-108.3</p> <p>Year 3-115.4</p> <p>Year 4-121.1</p> <p>Year 5- 125.5</p> <p>Year 6-128.9</p> <p>Wellbeing Targets</p> <p>AtoSS (Year 5/6)</p> <ul style="list-style-type: none"> - Personal Learning from 62% to > 67% - Learning Confidence from 60% to > 65% <p>Teacher Judgements</p> <ul style="list-style-type: none"> - Improve the mean score in Personal Social Learning From F-6
Improve learning outcomes in Literacy	No	<p>By 2023, increase the percentage of Year 5 students in the top two bands in:</p> <ul style="list-style-type: none"> • NAPLAN Reading from 24.7% (2018 data) to >30% • NAPLAN Writing from 3% to >12% 	

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Improve learning outcomes in numeracy	No	<p>By 2023, increase the percentage of Year 5 students in the top two bands in Numeracy (2018) from 16.4% to >30%</p>	
		<p>By 2023, decrease the percentage of Year 5 students in the bottom two bands in Numeracy (2018) from 17.8% to <12%</p>	

		By 2023, increase the percentage of students in Numeracy meeting at or above benchmark growth from Years 3 – 5 from 78% to >85%	
Improve student voice, agency and leadership	No	<p>By 2023, improve student positive endorsement in the domains of:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 62% (2018) to >75% • Stimulated Learning from 73.9% (2018) to >90% • Sense of Confidence from 73.3% (2018) to >85% 	

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>
12 Month Target 1.1	<p>PAT MATHS Semester 2(as per 2022 PAT NORMS) Mean score to be at or above Year 1-99.5 Year 2-108.3 Year 3-115.4 Year 4-121.1 Year 5- 125.5 Year 6-128.9</p> <p>Wellbeing Targets AtoSS (Year 5/6) - Personal Learning from 62% to > 67% - Learning Confidence from 60% to > 65%</p>

	Teacher Judgements - Improve the mean score in Personal Social Learning From F-6	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 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

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	PAT MATHS Semester 2(as per 2022 PAT NORMS) Mean score to be at or above Year 1-99.5 Year 2-108.3 Year 3-115.4 Year 4-121.1 Year 5- 125.5 Year 6-128.9 Wellbeing Targets AtoSS (Year 5/6) - Personal Learning from 62% to > 67% - Learning Confidence from 60% to > 65% Teacher Judgements - Improve the mean score in Personal Social Learning From F-6
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support and extension.
Outcomes	Whole School - Teachers will confidently and accurately identify learning needs of their students - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Classroom - Teachers will provide students with the opportunity to work at their level using differentiated resources - Teachers will develop an understanding of curriculum essentials to ensure mastery

	Individual - Students in need of targeted academic support or intervention will be identified and supported - Students and teachers will have more time to work on content at their point of need - Students will know the next steps to progress their learning			
Success Indicators	Whole School - Teachers' formative assessment data and teacher judgement data - PAT data Classroom - Data indicates clear student progress Individual - Data used to identify students for tailored supports			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Numeracy Instructional Model Refine and implement documentation around Instructional Practices in Numeracy Refine visuals to support Teacher instruction Provide PD to new and existing staff on Instructional framework/Model in Numeracy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Development - Instructional Leadership Student Voice and Agency / Student Goals	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>Support staff in the implementation of students goals booklets</p> <p>Provide PD for staff on student / teacher goal tracking</p> <p>Provide PD / Coaching around formal student conferences towards individual student goals in Numeracy</p> <p>Create an online Xuno version of Goal tracking spreadsheets to allow easier, more visible tracking (and easier handover) of Numeracy goals.</p>			to: Term 4	<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>Coaching & Feedback Support staff to develop a clear understanding of the teaching practices in Numeracy Instructional Model through; -Individual coaching and feedback</p> <p>PLC support through; -Providing support to teams in Numeracy planning -PD around the use of the Mathematics Curriculum Planning Guide and Resources -PD and support around sequence of learning in Mathematics -PD and support around Student voice and agency in Mathematics -Feedback and peer to peer observations of practice</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$22,000.00</p> <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
<p>Numeracy Resources</p> <p>Providing coaching around the use of Mathematics Resources</p> <p>Refine processes around handover of classroom resources and Resource room borrowing of Numeracy resources</p> <p>Support around the use of visual resources within classroom and during teaching</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>PD and support around use of Mathematicians Toolkit and Concrete Mathematics Resources</p>				<p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Data</p> <p>Support and develop teacher capacity for collection and analysis of Numeracy data by;</p> <ul style="list-style-type: none"> - provide coaching and PD around the Data Cycle (including the structure of a formal data cycle meeting) -Investigating current practices of data analysis by staff -Seeking feedback from staff -Documenting and communicating clear expectations for data collection -Identifying and communicating reliable sources of data to be used for setting goals / teacher judgement -Documenting expectations of revised assessment process for Numeracy -Updating, monitoring and communicating assessment schedule -Support teachers in the use of data for Numeracy Planning -Establishing processes and expectations for assessment in Numeracy 	<p><input checked="" type="checkbox"/> Leadership Team</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> <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>Disability and Inclusion</p> <ul style="list-style-type: none"> - Identify students in Mathematics who require support or adjustments to their learning environment, (including those who have thrived to continue to extend their learning) - Monitor and track students over time - Liaise with classroom teacher to support learning further 	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> - Review, implement and monitor the whole school approach to a multi-tiered model to support student's mental health and wellbeing. A focus on reviewing teacher and learning practices for universal Tier 1 SWPBS supports will be a priority. - Continue to embed a whole school approach to wellbeing through the implementation of the Disability Inclusion Model. - Embed the whole school approach to social-emotional learning or belonging and engagement, through the Resilience, Rights and Respectful Relationships program and engagement with external wellbeing agencies. - Through the PLC structure, teams to continue to embed school wide routines and priorities to support diverse learners. - Students with diverse needs will be supported through Tier 2 resourcing. <p>Classroom Level</p> <ul style="list-style-type: none"> - Embed wellbeing programs at the classroom level (Start up Program, Respectful Relationships, Berry Street, Restorative Conversations, SWPBS etc) - Implement agreed approach to the prevention, monitoring and responding of student wellbeing concerns through our "WPS - F-6 PLC Behaviour Flowchart" and SWPBS Tiered approach. - Build staff capacity to collect, analyse, monitor and respond to Personal and Social Capabilities data in PLCs. - Strengthen in-class relationships through co-operative learning. - Conduct regular check-ins/conferencing with students at the classroom level using the SWPBS Tiered approach. - Teachers planning documents to show adjustments for students (Evidence to support IEPs and Disability Inclusion Profiles) <p>Student level</p> <ul style="list-style-type: none"> - Target counselling for individual students with acute needs. - Build relationships and engage with families of at-risk students. - Wellbeing team to provide additional support to at-risk families - Build student voice and agency into IEPs 			
Outcomes	<p>Whole School Level:</p> <ul style="list-style-type: none"> - A shared and common understanding of the whole school approach to support and respond to student wellbeing needs. 			

	<ul style="list-style-type: none"> - Consistency in the use of practices such as School Wide Positive Behaviours, Berry Street, Restorative Practices, Respectful Relationships. - Unpack sequence of Learning for Personal and Social Capabilities across all year levels. - Strengthen the school's network of regional and external support agencies. - Teachers model and are consistent in agreed routines, through implementation of the school's Matrix of Expected Behaviours. - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing. <p>EIL DL</p> <ul style="list-style-type: none"> - 2 after school meetings a term - IEP/smart goals (Term 1 Curriculum Day involvement) - Assist with Tier 1 and Tier 2 supports and resources across the whole school - Continued support/expertise for Transition -in classes and with teachers - Tier 1 supports shared-in classes and with teachers <p>Classroom Level:</p> <ul style="list-style-type: none"> - At risk / NCCD students will be identified, receive targeted support and monitored regularly - Teachers and PLC's will analyse, monitor and respond to Personal and Social Capabilities data - Peer relationships and co-operative learning activities will be strengthened in the classroom - Teachers to plan based on sequence of Learning for Personal and Social Capabilities - Teachers and leaders will establish an agreed monitoring processes and leaders will ensure these are visible for staff use. - Classrooms will continue to implement a whole school wellbeing program (Start up Program, RR). - Students will feel supported and engaged in home groups and contribute to a strong classroom culture. <p>Individual & Tailored Level:</p> <ul style="list-style-type: none"> - Students with acute needs will receive individualised support with regular mentoring and SSG's with parents where appropriate - Continued support from the school for at risk and vulnerable students - Student to articulate their understanding of Learning pathways for Personal and Social Capabilities - Students will be able to identify and articulate when they need support and where to seek assistance at school - Greater student engagement and interest in their learning and opportunities to communicate ideas and opinions
<p>Success Indicators</p>	<p>Whole School Level</p> <ul style="list-style-type: none"> - Observations of changes to classroom practices. - Documentation of frameworks, policies or programs- developed and adopted across the school. - Internal and external professional learning attendance and shared readings for staff are documented. - Curriculum documentation reflecting Personal and Social Capabilities. - Decrease in 'Major Behaviour' Xuno notifications.

	<p>- For Semester 1, in Term 1: completion of one practice DIP and of whole 'real' DIP, in Term 2:</p> <p>Classroom Level</p> <ul style="list-style-type: none"> - Students engagement in wellbeing programs (feedback, participation, classroom observations). - Samples of student work. - Documentation of resources for wellbeing programs. - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. - Documented evidence of student wellbeing concerns and follow up. - Learning programs incorporating cooperative learning. <p>Individual Level</p> <ul style="list-style-type: none"> - Data used to identify students in need of targeted support. - Data of counselling services accessed by students and families. - Documentation of self management strategies students will use in classes and at school to self regulate social & emotional behaviour. - Student engagement and assessment data (AtoSS). - Appointment/staffing of programs. (Speech/ Wellbeing Team) - Students self-regulate 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> - Monitor whole school approach to a multi-tiered model to support student's mental health and wellbeing. A focus on reviewing teacher and learning practices for universal Tier 1 SWPBS supports will be a priority. - Continued implementation SWPBS and Respectful Relationships across the school. 	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Professional learning - SMART goals, IEP and DI modules - attend DET PD - Ongoing Whole staff PD - EIL Diverse Leaders	<input checked="" type="checkbox"/> Leadership Team <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
- Build staff capacity to collect, analyse, monitor and respond to Personal and Social Capabilities data in PLCs.	<input checked="" type="checkbox"/> Leadership Team <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$308,014.12	-\$308,014.12
Disability Inclusion Tier 2 Funding	\$0.00	\$27,000.00	-\$27,000.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$335,014.12	-\$335,014.12

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Coaching & Feedback Support staff to develop a clear understanding of the teaching practices in Numeracy Instructional Model through; -Individual coaching and feedback PLC support through; -Providing support to teams in Numeracy planning -PD around the use of the Mathematics Curriculum Planning Guide and Resources -PD and support around sequence of learning in Mathematics -PD and support around Student voice and agency in Mathematics -Feedback and peer to peer observations of practice	\$22,000.00
Disability and Inclusion - Identify students in Mathematics who require support or	\$5,000.00

adjustments to their learning environment, (including those who have thrived to continue to extend their learning) - Monitor and track students over time - Liaise with classroom teacher to support learning further	
Totals	\$27,000.00

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Coaching & Feedback Support staff to develop a clear understanding of the teaching practices in Numeracy Instructional Model through; -Individual coaching and feedback PLC support through; -Providing support to teams in Numeracy planning -PD around the use of the Mathematics Curriculum Planning Guide and Resources -PD and support around sequence of learning in Mathematics	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff •

-PD and support around Student voice and agency in Mathematics -Feedback and peer to peer observations of practice			
Disability and Inclusion - Identify students in Mathematics who require support or adjustments to their learning environment, (including those who have thrived to continue to extend their learning) - Monitor and track students over time - Liaise with classroom teacher to support learning further	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning •
Totals		\$27,000.00	

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
Staffing - Leading Teacher	\$308,014.12

- Education Support - Reading Int. - Speech Therapist	
Totals	\$308,014.12

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing - Leading Teacher - Education Support - Reading Int. - Speech Therapist	from: Term 1 to: Term 4	\$308,014.12	<input checked="" type="checkbox"/> School-based staffing
Totals		\$308,014.12	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing - Leading Teacher - Education Support - Reading Int. - Speech Therapist	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Staffing - Leading Teacher - Education Support - Reading Int. - Speech Therapist	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Numeracy Instructional Model</p> <p>Refine and implement documentation around Instructional Practices in Numeracy</p> <p>Refine visuals to support Teacher instruction</p> <p>Provide PD to new and existing staff on Instructional framework/Model in Numeracy</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Professional Development - Instructional Leadership</p> <p>Student Voice and Agency / Student Goals</p> <p>Support staff in the implementation of students goals booklets</p> <p>Provide PD for staff on student / teacher goal tracking</p> <p>Provide PD / Coaching</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>around formal student conferences towards individual student goals in Numeracy</p> <p>Create an online Xuno version of Goal tracking spreadsheets to allow easier, more visible tracking (and easier handover) of Numeracy goals.</p>						
<p>Disability and Inclusion</p> <ul style="list-style-type: none"> - Identify students in Mathematics who require support or adjustments to their learning environment, (including those who have thrived to continue to extend their learning) - Monitor and track students over time - Liaise with classroom teacher to support learning further 	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources <p>EILDL</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<p><input checked="" type="checkbox"/> On-site</p>