

2024 Annual Implementation Plan

for improving student outcomes

Edithvale Primary School (3790)



Submitted for review by Hayley Grindley (School Principal) on 01 February, 2024 at 01:13 PM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 04 March, 2024 at 03:52 PM
Endorsed by Natalie Firth (School Council President) on 18 March, 2024 at 03:08 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Maximise learning growth in literacy and numeracy</p>	Yes	<p>By 2025, increase the percentage of students achieving in the top two NAPLAN bands in Year 5 for:</p> <ul style="list-style-type: none"> • reading from 42% in 2021 to 60% • writing from 19% in 2021 to 33% • numeracy from 29% in 2021 to 60% 	<p>PAT:Maths: to meet or exceed the expected growth for PAT Year 2 - 8.8 Year 3 - 7.1 Year 4 - 5.7 Year 5 - 4.4 Year 6 - 3.4 Reading: To meet or exceed the expected 12 growth target for PAT Year 2 - 16.9 Year 3 - 11.9 Year 4 - 7.9 Year 5 - 4.9 Year 6 - 3.0</p>
		<p>By 2025, increase the percentage of students meeting or above NAPLAN benchmark growth for:</p> <ul style="list-style-type: none"> • reading from 74% in 2021 to 84% • writing from 73% in 2021 to 80% • numeracy from 57% in 2021 to 85% 	<p>Dibels 85% of students at/above level for Reading</p>
		<p>By 2025, increase the percentage of Foundation to Year 6 students achieving above age expected level by teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none"> • reading and viewing from 37% in 2020 to 50% • writing from 14% in 2020 to 33% 	<p>Acadience 80% of students at level or above level for maths</p>

		<ul style="list-style-type: none"> • number and algebra from 31% in 2020 to 50% 	
Increase student engagement in learning	No	<p>By 2025, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • I can do challenging schoolwork from 79% in 2020 to 90% • I have a say in the things I'm learning from 63% in 2020 to 90% • I am encouraged to share my ideas from 75% in 2020 to 90% 	
		<p>By 2025, increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> • academic emphasis from 72% in 2019 to 85% • teacher collaboration from 76% in 2019 to 85% • understand how to analyse data from 68% in 2019 to 85% • use pedagogical model from 73% in 2019 to 85% 	
		<p>By 2025, increase the percentage positive response on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • student motivation and support from 89% in 2020 to 92% • student voice and agency from 78% in 2020 to 90% 	
Increase student wellbeing and connectedness	Yes	<p>By 2025, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Effective classroom behaviour 76% to 85% • Students at this school treat each other with respect from 53% in 2020 to 85% • Students at this school treat teachers with respect from 61% in 2020 to 85% • The teacher seems to know if something is bothering me from 59% in 2020 to 85% • I can talk to my teacher if something is bothering me from 79% in 2020 to 85% • I enjoy being at school from 84% in 2020 to 90% 	<p>By the end of 2024:- Effective classroom behaviour 74% in 2023 to 80% in 2024.- Students at this school treat each other with respect from 48% in 2023 to 60% in 2024- Students at this school treat teachers with respect from 66% in 2023 to 73%- The teacher seems to know if something is bothering me from 70% in 2023 to 79% in 2024- I can talk to my teacher if something is bothering me from 73% in 2023 to 79% in 2024- I enjoy being at school from 89% in 2023 to 90% in 2024</p>

		<p>By 2025, increase the percentage positive endorsement in the school climate module of the School Staff Survey for:</p> <ul style="list-style-type: none"> • Staff in my school are able to educate the most challenging students from 65% in 2019 to 85% • Staff in my school do not have the skills to deal with student disciplinary issues* from 61% in 2019 to 85% 	<p>Staff in my school are able to educate the most challenging students from 65% in 2019 to 85% Staff in my school do not have the skills to deal with student disciplinary issues* from 61% in 2019 to 85%</p>
		<p>By 2025, increase the percentage positive responses on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • Teachers communicate often enough about my child's progress from 75% in 2020 to 85% • The school provides diverse programs for my child's interests and abilities from 85% in 2020 to 90% • My child gets extra help with learning from teachers when needed from 80% in 2020 to 85% 	<p>By the end of 2024:- Connection and Progression will increase from 78% in 2023 to 82% in 2024- Student Development will increase from 72% in 2023 to 85%- Student cognitive engagement will increase from 72% in 2023 to 80% in 2024</p>

Goal 2	Maximise learning growth in literacy and numeracy
12-month target 2.1-month target	<p>PAT: Maths: to meet or exceed the expected growth for PAT Year 2 - 8.8 Year 3 - 7.1 Year 4 - 5.7 Year 5 - 4.4 Year 6 - 3.4</p> <p>Reading: To meet or exceed the expected 12 growth target for PAT Year 2 - 16.9 Year 3 - 11.9 Year 4 - 7.9 Year 5 - 4.9 Year 6 - 3.0</p>

12-month target 2.2-month target	Dibels 85% of students at/above level for Reading	
12-month target 2.3-month target	Acadience 80% of students at level or above level for maths	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Develop, refine and document the instructional model and agreed instructional approaches in literacy and numeracy	Yes
KIS 2.b Excellence in teaching and learning	Embed agreed professional learning community structures to embed high-impact teaching strategies to improve student learning growth	No
KIS 2.c Excellence in teaching and learning	Build the capability of staff to use assessment and data to evaluate the impact of instructional strategies on student learning to refine classroom practice	No
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.	<p>Maths: Teachers will begin to use the CUBES strategy for decoding worded problems</p> <p>Teachers will explicitly teach the bar model to enable students to use this model to assist with all areas of maths</p> <p>Weekly reviews: Continue developing our bank of resources -Monthly review: potentially a written assessment of months learning to add to formative assessment.</p> <p>Literacy: Writing identified as an area of focus for improvement Implementation of 'No More Marking' - Writing Assessment Tool to help improve our school-wide writing outcomes</p> <p>Writing curriculum to be strengthened and implementation to commence</p> <p>Read2Learn units to be rolled out (During 2023 several teams trialled Read2Learn units with success (knowledge rich units of work), this will help up build and develop student reading comprehension in the future which is an important part of our knowledge building project</p>	

Goal 4	Increase student wellbeing and connectedness	
12-month target 4.1-month target	<p>By the end of 2024:</p> <ul style="list-style-type: none"> - Effective classroom behaviour 74% in 2023 to 80% in 2024. - Students at this school treat each other with respect from 48% in 2023 to 60% in 2024 - Students at this school treat teachers with respect from 66% in 2023 to 73% - The teacher seems to know if something is bothering me from 70% in 2023 to 79% in 2024 - I can talk to my teacher if something is bothering me from 73% in 2023 to 79% in 2024 - I enjoy being at school from 89% in 2023 to 90% in 2024 	
12-month target 4.2-month target	<p>Staff in my school are able to educate the most challenging students from 65% in 2019 to 85%</p> <p>Staff in my school do not have the skills to deal with student disciplinary issues* from 61% in 2019 to 85%</p>	
12-month target 4.3-month target	<p>By the end of 2024:</p> <ul style="list-style-type: none"> - Connection and Progression will increase from 78% in 2023 to 82% in 2024 - Student Development will increase from 72% in 2023 to 85% - Student cognitive engagement will increase from 72% in 2023 to 80% in 2024 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Professional leadership	Embed a consistent approach to align the school's vision and values in everyday practice to support school improvement	No
KIS 4.b Positive climate for learning	Develop and implement a tiered, responsive and contextualized approach to support student learning, wellbeing and inclusion	Yes

<p>KIS 4.c Positive climate for learning</p>	<p>Develop a collaborative approach amongst all staff, families and external agencies to ensure all students' cultural needs and abilities are recognised and addressed in the learning program</p>	<p>No</p>
<p>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.</p>	<p>As Edithvale Primary School has continued their School Wide Positive Behaviours journey, we have been reflective and considerate of feedback from staff. Teaching, Specialist and ES Staff are looking for structure to manage challenging behaviours and effectively integrate wellbeing and inclusion specific to our setting. As a Leadership Team, our focus on consistency across the school will be supported by the continued implementation of the SWPBS program, the Wellbeing Team and by the introduction of the Berry Street Education Model. The BSEM adds structured teaching sessions, implementation tips and whole school training to support staff to effectively use trauma informed practices. The BSEM is a holistic, student centred program that compliments strategies already in place at Edithvale and will promote professional development and understanding of behavioural management strategies.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning growth in literacy and numeracy
12-month target 2.1 target	<p>PAT: Maths: to meet or exceed the expected growth for PAT Year 2 - 8.8 Year 3 - 7.1 Year 4 - 5.7 Year 5 - 4.4 Year 6 - 3.4</p> <p>Reading: To meet or exceed the expected 12 growth target for PAT Year 2 - 16.9 Year 3 - 11.9 Year 4 - 7.9 Year 5 - 4.9 Year 6 - 3.0</p>
12-month target 2.2 target	<p>Dibels 85% of students at/above level for Reading</p>
12-month target 2.3 target	<p>Acadience 80% of students at level or above level for maths</p>
KIS 2.a Building practice excellence	Develop, refine and document the instructional model and agreed instructional approaches in literacy and numeracy
Actions	<p>Reading: Continue to implement Morphology/Vocabulary instruction with fidelity</p> <p>Writing: Implement school wide writing curriculum with fidelity</p> <p>Numeracy: Implement school wide use of the CUBES and Singapore Bar Models.</p>

Outcomes	<p>Reading: 1. Teachers will use Morphology Project slides and Orton Gillingham approach to teach morphology/vocabulary (3-6).</p> <p>Writing: 1. Teachers will use the writing scope and sequence to inform their teaching of writing across the school. 2. Teachers will use No More Marking assessment data to identify areas for improvement. (Students will better recall and apply writing techniques in their work.)</p> <p>Numeracy: 1. Teachers will explicitly teach the CUBES method for problem-solving and the Singapore Bar Model across the school. (Students will use the CUBES method and Singapore Bar Model to solve equations).</p>			
Success Indicators	<p>Literacy: School-wide data sources: Dibels data Sound Check data Morphology testing data (new) Naplan Results No More Marking Writing Assessment data</p> <p>Numeracy: Acadience data Student knowledge of CUBES and how to use it Student knowledge of the bar model Teacher feedback and reflection Student goals PLC inquiry cycle cohort data</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>Create curriculum teams: - Literacy - Numeracy - School Wide Positive Behaviour Supports - Assessment and Reporting</p> <p>To meet minimum twice a term with aim of driving KIS consistently across F-6</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional learning that focuses on Writing from F-6 including support from Literacy Leader to plan, assess and co-teach	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Drive consistency of Writing Scope and Sequence	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Create Data Coach position with aim of supporting curriculum teams and building capacity of PLC Leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Professional Learning that focuses on the agreed Instructional model (Literacy and Numeracy). Foci - Review, Checking for Understanding (CFU)	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal			
Embed Observation cycle (linked to PLC inquiry - in line with AIP goals)	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continued staff coaching of Morphology OG trained staff to attend Morphology training	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
PLC teams (in line with PLC Maturity Matrix) continue to embed high quality inquiry cycles with the aim to improve student outcomes in Literacy and Numeracy 1 whole school Literacy inquiry per semester	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continued OG training (for staff who have not attended formal OG professional development program)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00
Numeracy curriculum leader to coach staff on agreed instructional model with a focus on Review and CFU	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Goal 4	Increase student wellbeing and connectedness			

12-month target 4.1 target	<p>By the end of 2024:</p> <ul style="list-style-type: none"> - Effective classroom behaviour 74% in 2023 to 80% in 2024. - Students at this school treat each other with respect from 48% in 2023 to 60% in 2024 - Students at this school treat teachers with respect from 66% in 2023 to 73% - The teacher seems to know if something is bothering me from 70% in 2023 to 79% in 2024 - I can talk to my teacher if something is bothering me from 73% in 2023 to 79% in 2024 - I enjoy being at school from 89% in 2023 to 90% in 2024
12-month target 4.2 target	<p>Staff in my school are able to educate the most challenging students from 65% in 2019 to 85%</p> <p>Staff in my school do not have the skills to deal with student disciplinary issues* from 61% in 2019 to 85%</p>
12-month target 4.3 target	<p>By the end of 2024:</p> <ul style="list-style-type: none"> - Connection and Progression will increase from 78% in 2023 to 82% in 2024 - Student Development will increase from 72% in 2023 to 85% - Student cognitive engagement will increase from 72% in 2023 to 80% in 2024
KIS 4.b Health and wellbeing	Develop and implement a tiered, responsive and contextualized approach to support student learning, wellbeing and inclusion
Actions	<p>Implement the Berry Street Education Model school wide.</p> <p>Extend the scope of the School Psychologist and School Speech Pathologist.</p>
Outcomes	<ol style="list-style-type: none"> 1. Less time lost to disruption 2. All staff have a consistent language when responding to unexpected behaviors and explicitly teaching expected behaviour 2. Students have ready-to-learn plans and can articulate the expectations of a learner. 3. Staff will identify at-risk students and refer them to the appropriate supports and link in with specialists (e.g. Speech Pathologists) with strategies to support in the classroom.
Success Indicators	<ol style="list-style-type: none"> 1. Staff to participate in Professional Development for the Berry Street Education Model. 2. Students will have a Ready to Learn Plan. 3. Students will have a resilience plan.

	<p>4. Staff will use a whole school approach when managing unexpected behaviors. 5. Staff and students will refer to major and minor behaviours.</p> <p>1. In-school data sets created by SWPBS curriculum team 2. AToSS survey results increase in the area of respect. 3. Students working with the Speech Pathologist show improvement in targeted assessments. 4. Regular School Psychologist and Leadership consultation to align with school goals.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continued SWPBS partnership SWPBS team to liaise with Anthony King (Regional support)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
SWPBS Wellbeing team - expanded to a curriculum team with F-6 representation.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Whole school professional learning focused on SWPBS and the Berry Street Education Model will be implemented and revisited throughout the year.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
MAT (Martial Arts Therapy) - Yr 6 Term 1	<input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$8,000.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Promotion and use of DET Mental Health Toolkit to better understand student wellbeing needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
4 x CRT days for SWPBS curriculum leaders to support whole staff professional development.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continued retention of school psychologist to support at risk students, wellbeing and mental health.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00
Continue to review and audit current curriculum documents to identify gaps and overlaps in the teaching of Personal and Social Capabilities,	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continued retention of speech pathologist, 2 days per week to assess and support Foundation students, those at risk and students who require an assessment for possible DIP	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00

Handover of Assistant Principal (Wellbeing) including DIP process	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$33,000.00
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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	\$39,172.90	\$0.00	\$39,172.90
Disability Inclusion Tier 2 Funding	\$202,991.18	\$15,000.00	\$187,991.18
Schools Mental Health Fund and Menu	\$62,300.72	\$62,300.00	\$0.72
Total	\$304,464.80	\$77,300.00	\$227,164.80

Activities and milestones – Total Budget

Activities and milestones	Budget
Create Data Coach position with aim of supporting curriculum teams and building capacity of PLC Leaders	\$5,000.00
Whole school professional learning focused on SWPBS and the Berry Street Education Model will be implemented and revisited throughout the year.	\$120,000.00
MAT (Martial Arts Therapy) - Yr 6 Term 1	\$8,000.00
Promotion and use of DET Mental Health Toolkit to better understand student wellbeing needs.	\$2,000.00
4 x CRT days for SWPBS curriculum leaders to support whole staff professional development.	\$8,000.00
Totals	\$143,000.00

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
Create Data Coach position with aim of supporting curriculum teams and building capacity of PLC Leaders	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Promotion and use of DET Mental Health Toolkit to better understand student wellbeing needs.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff • <input checked="" type="checkbox"/> Teaching and learning programs and resources •
4 x CRT days for SWPBS curriculum leaders to support whole staff professional development.	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Totals		\$15,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Whole school professional learning focused on SWPBS and the Berry Street Education Model will be implemented and revisited throughout the year.	from: Term 1 to: Term 4	\$54,300.00	
MAT (Martial Arts Therapy) - Yr 6 Term 1	from: Term 1 to: Term 4	\$8,000.00	
Totals		\$62,300.00	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional learning that focuses on Writing from F-6 including support from Literacy Leader to plan, assess and co-teach	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development 	<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"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders 	<input checked="" type="checkbox"/> On-site
Drive consistency of Writing Scope and Sequence	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development 	<input checked="" type="checkbox"/> Timetabled planning day	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Pedagogical Model 	<input checked="" type="checkbox"/> On-site

<p>Professional Learning that focuses on the agreed Instructional model (Literacy and Numeracy).</p> <p>Foci - Review, Checking for Understanding (CFU)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Continued staff coaching of Morphology</p> <p>OG trained staff to attend Morphology training</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<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"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>PLC teams (in line with PLC Maturity Matrix) continue to embed high quality inquiry cycles with the aim to improve student outcomes in Literacy and Numeracy</p> <p>1 whole school Literacy inquiry per semester</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teaching and learning coordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

SWPBS Wellbeing team - expanded to a curriculum team with F-6 representation.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWBPS	<input checked="" type="checkbox"/> On-site
Whole school professional learning focused on SWPBS and the Berry Street Education Model will be implemented and revisited throughout the year.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Promotion and use of DET Mental Health Toolkit to better understand student wellbeing needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DET Mental Health Toolkit	<input checked="" type="checkbox"/> On-site
4 x CRT days for SWPBS curriculum leaders to support whole staff professional development.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Continued retention of school psychologist to support at risk students, wellbeing and mental health.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants external psychologist	<input checked="" type="checkbox"/> On-site

Continued retention of speech pathologist, 2 days per week to assess and support Foundation students, those at risk and students who require an assessment for possible DIP	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Handover of Assistant Principal (Wellbeing) including DIP process	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site