2022 Annual Implementation Plan

for improving student outcomes

Parkwood Green Primary School (5480)

Submitted for review by Robert Kotevski (School Principal) on 04 March, 2022 at 10:24 AM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 07 March, 2022 at 02:24 PM
Endorsed by Jocelyn Brabin (School Council President) on 08 March, 2022 at 09:43 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	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	We acknowledge we are evolving for many sections and have been successful in working towards cohesion across the school. Teaching and Learning - we have our GVC documentation which we can spend this year implementing properly. We can revisit the HITS and ensure consistency in its embedding. With Assessment, we will continue to use data to always inform our teaching practice and starting with the work in our PLCs. Our leadership team shows cohesion and consistency across the school in all levels. We are working towards a culture of

	collective and shared responsibility which is evident in our leadership team. In 2022 we want to utilise our student survey data and overall provide opportunities for students and our Student Representative Council to have more voice within our school. Respectful Relationships and SWPBS will be an aspect of how we will work towards community engagement and building strong relationships with out families.
Considerations for 2022	We currently provide Calm Club which is accessed mostly by our students with additional needs during lunch times as a quite play space. We would like to explore and look at developing quiet sensory outdoor spaces as our sensory rooms are only indoor at this stage and resourced and catered for F-3 students. Lunch clubs are quite popular so we will continue these to provide more opportunities for students to build relationships with peers outside of the classroom. Our new school building and upgrades will also factor in a lot of these changes in particular the wellbeing space where sessions are held with therapy dogs etc.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes in Reading and Writing
Target 2.1	**NAPLAN Reading data** • Increase the percentage of Year 5 students in the top two bands in Reading from 30 per cent in 2018 to 50 per cent by 2023 • Increase the percentage of students in Year 5 achieving high to medium Relative growth in Reading from 80 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Reading from 19 per cent in 2018 to 10 per cent by 2023
Target 2.2	**NAPLAN Writing data** • Increase the percentage of Year 5 students in the top two bands in Writing from 9 per cent in 2018 to 25 per cent by 2023

	• Increase the percentage of Year 5 students achieving high to medium Relative growth in Writing from 72 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Writing from 19 per cent in 2018 to 10 per cent by 2023
Target 2.3	**Teacher Judgements** • Decrease the percentage of students achieving below expected level in Writing from 22 per cent to 15 per cent by 2023
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop, embed, and evaluate a guaranteed and viable curriculum in Reading and Writing underpinned by the Victorian Curriculum and supported by an agreed instructional model
Key Improvement Strategy 2.b Evaluating impact on learning	Build staff, leadership and Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Reading and Writing
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build staff and leadership capacity to embed High Impact Teaching Strategies in instructional practice across the school.
Goal 3	To improve student learning outcomes in Numeracy
Target 3.1	**NAPLAN Numeracy data** • Increase the percentage of Year 5 students in the top two bands in Numeracy from 18 per cent in 2018 to 35 per cent by 2023 • Increase the percentage of Year 5 students achieving high to medium Relative growth in Numeracy from 73 per cent in 2018 to 90 per cent by 2023

	• Reduce the percentage of students in Year 5 in the bottom two bands in Numeracy from 15 per cent in 2018 to 7.5 per cent by 2023.
Target 3.2	**Teacher Judgements** • Improve the percentage of students achieving above expected level in Number and Algebra from 22 per cent to 30 per cent by 2023 • Decrease the percentage of students achieving below expected level in Number and Algebra from 15 per cent to 10 per cent by 2023
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Develop, embed, and evaluate a guaranteed and viable curriculum in Numeracy underpinned by the Victorian Curriculum and supported by an agreed instructional model
Key Improvement Strategy 3.b Building leadership teams	Build staff, leadership, Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Numeracy
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Embed the agreed Numeracy model throughout the school using research–based evidence and informed teaching practices in Numeracy.
Goal 4	To improve student learning outcomes through a whole school culture of excellence
Target 4.1	**Staff Opinion Survey (whole school)** • Improve the positive endorsement of Cultural leadership from 64 per cent in 2018 to 75 per cent by 2023 • Improve the positive endorsement for Collective efficacy from 59 per cent in 2018 to 75 per cent by 2023 • Improve the positive endorsement for Academic emphasis from 51 per cent in 2018 to 75 per cent by 2023

Target 4.2	**Parent Opinion Survey** • Improve the positive endorsement for High expectations for success from 75 per cent in 2018 to 81 per cent by 2023
Target 4.3	**Attitude to School Survey** • Improve the positive endorsement for Student motivation and support from 71 per cent in 2018 to 80 per cent by 2023 • Improve the positive endorsement for Student voice and agency from 72 per cent in 2018 to 80 per cent by 2023
Key Improvement Strategy 4.a Vision, values and culture	Engage the school community in the development and implementation of a school wide vision of excellence
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Build teacher capacity to develop and embed student voice and agency in learning
Key Improvement Strategy 4.c Vision, values and culture	Embed a consistent approach to School Wide Positive Behaviours underpinned by the vision of Parkwood Green Primary School
Key Improvement Strategy 4.d	Develop and embed leadership skills of all students to set high expectations of themselves and a strong sense of school and community pride.

Setting expectations and promoting inclusion	

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.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	See attachment
To improve student learning outcomes in Reading and Writing	Yes	**NAPLAN Reading data** • Increase the percentage of Year 5 students in the top two bands in Reading from 30 per cent in 2018 to 50 per cent by 2023 • Increase the percentage of students in Year 5 achieving high to medium Relative growth in Reading from 80 per cent in 2018 to 90 per cent by 2023	See attachment

		• Reduce the percentage of students in Year 5 in the bottom two bands in Reading from 19 per cent in 2018 to 10 per cent by 2023	
		NAPLAN Writing data • Increase the percentage of Year 5 students in the top two bands in Writing from 9 per cent in 2018 to 25 per cent by 2023 • Increase the percentage of Year 5 students achieving high to medium Relative growth in Writing from 72 per cent in 2018 to 90 per cent by 2023 • Reduce the percentage of students in Year 5 in the bottom two bands in Writing from 19 per cent in 2018 to 10 per cent by 2023	- Move students from the middle bands into the top 2 bands in NAPLAN - Upskill teachers to close the gap between summative assessment data and teacher judgement
		Teacher Judgements • Decrease the percentage of students achieving below expected level in Writing from 22 per cent to 15 per cent by 2023	See attachment
To improve student learning outcomes in Numeracy	No	**NAPLAN Numeracy data** • Increase the percentage of Year 5 students in the top two bands in Numeracy from 18 per cent in 2018 to 35 per cent by 2023 • Increase the percentage of Year 5 students achieving high to medium Relative growth in Numeracy from 73 per cent in 2018 to 90 per cent by 2023	

		• Reduce the percentage of students in Year 5 in the bottom two bands in Numeracy from 15 per cent in 2018 to 7.5 per cent by 2023.	
		Teacher Judgements • Improve the percentage of students achieving above expected level in Number and Algebra from 22 per cent to 30 per cent by 2023 • Decrease the percentage of students achieving below expected level in Number and Algebra from 15 per cent to 10 per cent by 2023	
To improve student learning outcomes through a whole school culture of excellence	No	**Staff Opinion Survey (whole school)** • Improve the positive endorsement of Cultural leadership from 64 per cent in 2018 to 75 per cent by 2023 • Improve the positive endorsement for Collective efficacy from 59 per cent in 2018 to 75 per cent by 2023 • Improve the positive endorsement for Academic emphasis from 51 per cent in 2018 to 75 per cent by 2023	
		Parent Opinion Survey	

		• Improve the positive endorsement for High expectations for success from 75 per cent in 2018 to 81 per cent by 2023	
		Attitude to School Survey • Improve the positive endorsement for Student motivation and support from 71 per cent in 2018 to 80 per cent by 2023 • Improve the positive endorsement for Student voice and agency from 72 per cent in 2018 to 80 per cent by 2023	

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	See attachment	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Priority 2022 Dimension		
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve student learning outcomes in Reading and Writing	
12 Month Target 2.1	See attachment	
12 Month Target 2.2	- Move students from the middle bands into the top 2 bands in NAPLAN - Upskill teachers to close the gap between summative assessment data and teacher judgement	
12 Month Target 2.3	See attachment	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop, embed, and evaluate a guaranteed and viable curriculum in Reading and Writing underpinned by the Victorian Curriculum and supported by an agreed instructional model	Yes
KIS 2 Evaluating impact on learning	Build staff, leadership and Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Reading and Writing	No
KIS 3 Evidence-based high-impact teaching strategies	Build staff and leadership capacity to embed High Impact Teaching Strategies in instructional practice across the school.	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.	- Writing is the chosen school priority because our data is showing us that there is discrepancy between teacher data and summative assessment data.

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	See attachment
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	- Having and using our in-depth understanding of Mathematics GVC - Ensuring Maths is occurring in the classroom 5 hours a week, cohorts will work together to use data to plan and meet learning needs of all students - Teams to unpack GVC, data and supporting documentation - Prioritising teams to meet as professional learning communities, structures to support teacher collaboration and reflection to strengthen teaching practice - Differentiate across cohorts, using the GVC - Build staff capacity to understand and implement IEPs - Build students' self-awareness and metacognitive skills
Outcomes	- Regular analysis of student learning, where teachers will confidently and accurately identify student learning needs of their students - Regular identification of where students are in learning continuums - Consistent use of GVC documents and understanding and implementation of our whole school instructional model - Collaboration and engaging in conversations to evaluate and plan curriculum, assessment and lessons - Fluid groups of students and being responsive to student data - Students can identify their goals, achievements and next steps in their learning
Success Indicators	- Shared, collaborative, working documents - Evidence of teachers are using documents in PLCs, team meetings and weekly planning - Evidence of data use and GVC in planning documents and reflected in teaching practice - Growth in student data and teachers confidence

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Embed consistent practices across the school with utilising our whole school documentation, GVC and guided by whole school data. Targeted work through whole school PLCs, team PLCs and team planning.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Numeracy consultant - work with leaders to support facilitation of unit and weekly planning and effective use of data. Numeracy consultant Chris Coombes to also coach year levels to support the consistent practice of Maths Centres to ensure quality teaching and learning is differentiated for all.	☑ Leadership Team ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$1,800.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review the timetable to ensure curriculum essentials are prioritised and reflect the support in Wellbeing and Numeracy.	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish, monitor and evaluate processes and documentation for wellbeing referrals and processes to support students requiring learning or behaviour plans to support all students.	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Embed Respectful Relationships school wide - Establish a Wellbeing SWPBS and Respectful relationships team to support driving the program initiatives - Build the capacity of all staff to support students to self regulate, develop awareness of their emotions to support their social, emotional and academic wellbeing with SWPBS practices - Continue as a Lead school in Respectful Relationships to support schools within our network and make adaptations to our own.

	-Development and communication of learning plans both academic, social/emotional and behaviour plans to support our students
Outcomes	- Students can successfully identify, regulate their emotions and use strategies to support them - Teachers will embed the Respectful Relationships practices in their classroom which will be evident in our school community
Success Indicators	- This will be evidenced by weekly and unit planners focusing on Respectful Relationships being embedded in the classroom - Visibility for our school community, posters around the school, classrooms, social media, newsletters. - Understood and enacted by our whole staff and growth in our students in regulating own emotions - Students needing additional support will be identified and support plans implemented and reviewed with communication with families for support - Teachers will have a good understanding of all students, can work closely with ES to support students with diverse needs to who need extra support

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Establish a Wellbeing SWPBS and Respectful relationships team to support driving the program initiatives, trialling the learning activities and planning for the whole school.	☑ Assistant Principal ☑ SWPBS Leader/Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Documented and consistent processes for student referrals, student learning plans, behaviour support plans, care team meetings and SSG meetings to ensure consistency across the	☑ Assistant Principal ☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 1	$0.00

school with identifying, assessing and evaluating student learning needs.	☑ Wellbeing Team		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Engage with stakeholders (therapists, social workers, consultants, external services etc) to strengthen the supports provided for our students and families and for support to be onsite.	☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Embed various tools to support students with regulating their emotions (Centervention app, calm corners, sensory boxes, professional development from our school psych, PD offered by visiting teachers from the region)	☑ Learning Specialist(s) ☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve student learning outcomes in Reading and Writing
12 Month Target 2.1	See attachment
12 Month Target 2.2	- Move students from the middle bands into the top 2 bands in NAPLAN - Upskill teachers to close the gap between summative assessment data and teacher judgement
12 Month Target 2.3	See attachment
KIS 1 Curriculum planning and assessment	Develop, embed, and evaluate a guaranteed and viable curriculum in Reading and Writing underpinned by the Victorian Curriculum and supported by an agreed instructional model
Actions	- Re-establish and embed clear documentation and build consistency with embedding our school instructional model within our GVC - establish PGPS Coaching model, how this will look with tutoring in the classrooms, coaching outcomes - Collaborating in PLCs and strengthening our current PLCs - Engage with consultants to support the school with implementing effective teaching practices aligned with our school philosophy - Focus in PLCs to unpack and better understand data including deepening use of formative assessments
Outcomes	- Our GVC will be continually updated and used regularly in team planning and PLC meetings - Growth in our students in areas identified in PLCs and growth identified, monitored and measured by data - Confidence in teachers, growth in pedagogical content knowledge and growth in teacher practice to support our learners - All staff can articulate our school instructional model and use it in their planning and teaching - Increased knowledge of relative growth in students and teaching practices and strategies to support growth for all
Success Indicators	- Growth in student data in academic/curriculum Vic Curric and AtSS data to see increased student engagement - Staff understand and use our GVC documents to support with planning effective teaching sequences and unit planners - Literacy and Maths consultants working with leaders, coaching staff and supporting the documentation as well as evidence of

	improved practices - More aligned teacher judgements with other data sources (summative and formative)				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Work with Literacy consultant Paul Ledwidge for planning with leaders, support coaching with teachers and planning in teams. Narissa Leung for our whole school professional learning on Writing on 6+1 traits	☑ Leadership Team ☑ Literacy Leader ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$11,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Maths consultant Chris Coombes to plan with and coach with teams of teachers and embed our GVC consistently across the school with a focus on use of formative data to inform teaching.	☑ Leadership Team ☑ Numeracy Leader ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Leadership team and middle leaders working collaboratively to refine and evaluate our GVC documents to ensure it is relevant and updated, allocate leadership planning days.	☑ Leadership Team ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Evaluating impact on learning	Build staff, leadership and Professional Learning Team capacity in data literacy in order to differentiate and measure impact on teaching and learning in Reading and Writing
Actions	- PLC training - establish a data wall with professional learning with Lyn Sharatt - Coaching- establishing a coaching model- Consistency across the school - Learning walks- establishing structure to embed within our practice - peer observations, observing exemplary teaching by leaders and other exemplary teaching within the school - Videos from DET portals, consultants and use of online resources to build the capacity of staff
Outcomes	- Staff will understand the purpose of data walls and effectiveness of rich conversations to support growth in students - Staff will actively contribute to the creation and discussions using data walls and gain a deeper understanding of our students at a cohort and school level - Data will be used on a regular basis, brought to planning meetings, lead the discussions in PLCs and documented - Planners will reflect the differentiation needs of students and how teachers will respond to the data with whole group focus, small groups and targeted conferences.
Success Indicators	- Growth in student learning outcomes reflected in multiple sources of data - Evidence in our NAPLAN results and an upward trend over the years; increased the number of students in the top two bands - Unit planners and weekly planners reflect core teaching practices and effective use of data to differentiate student learning

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLC initiative training including all teachers and leaders to effectively embed the DET Professional Learning Communities initiative within our school.	☑ Leadership Team ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning focused on data and triangulating data to plan for improved student learning outcomes.	☑ Leadership Team ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Learning walks and establishing a culture to provide constructive peer feedback to each other.	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ 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	$91,828.67	$16,800.00	$75,028.67
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$91,828.67**	**$16,800.00**	**$75,028.67**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Numeracy consultant - work with leaders to support facilitation of unit and weekly planning and effective use of data. Numeracy consultant Chris Coombes to also coach year levels to support the consistent practice of Maths Centres to ensure quality teaching and learning is differentiated for all.	$1,800.00
- Embed various tools to support students with regulating their emotions (Centervention app, calm corners, sensory boxes, professional development from our school psych, PD offered by visiting teachers from the region)	$2,000.00
Work with Literacy consultant Paul Ledwidge for planning with leaders, support coaching with teachers and planning in teams. Narissa Leung for our whole school professional learning on Writing on 6+1 traits	$11,000.00
Maths consultant Chris Coombes to plan with and coach with teams of teachers and embed our GVC consistently	$2,000.00

across the school with a focus on use of formative data to inform teaching.	
Totals	$16,800.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Numeracy consultant - work with leaders to support facilitation of unit and weekly planning and effective use of data. Numeracy consultant Chris Coombes to also coach year levels to support the consistent practice of Maths Centres to ensure quality teaching and learning is differentiated for all.	from: Term 1 to: Term 4	$1,800.00	
- Embed various tools to support students with regulating their emotions (Centervention app, calm corners, sensory boxes, professional development from our school psych, PD offered by visiting teachers from the region)	from: Term 1 to: Term 4	$2,000.00	
Work with Literacy consultant Paul Ledwidge for planning with leaders, support coaching with teachers and planning in teams. Narissa Leung for our whole school professional learning on Writing on 6+1 traits	from: Term 1 to: Term 4	$11,000.00	
Maths consultant Chris Coombes to plan with and coach with teams of teachers and embed our GVC	from: Term 1	$2,000.00	

consistently across the school with a focus on use of formative data to inform teaching.	to: Term 4		
Totals		$16,800.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	**Budget**
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	**When**	**Funding allocated ($)**	**Category**

Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Embed consistent practices across the school with utilising our whole school documentation, GVC and guided by whole school data. Targeted work through whole school PLCs, team PLCs and team planning.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Numeracy leader	☑ On-site
Numeracy consultant - work with leaders to support facilitation of unit and weekly planning and effective use of data. Numeracy consultant Chris Coombes to also coach year levels to support the consistent practice of Maths Centres to ensure quality teaching and learning is differentiated for all.	☑ Leadership Team ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Learning Specialist ☑ External consultants Chris Coombes	☑ On-site
- Establish a Wellbeing SWPBS and Respectful relationships team to support driving the program initiatives, trialling the learning activities and planning for the whole school.	☑ Assistant Principal ☑ SWPBS Leader/Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ School improvement partnerships ☑ Internal staff ☑ Departmental resources Lead School Respectful Relationships for	☑ On-site

					Brimbank-Melton network	
- Documented and consistent processes for student referrals, student learning plans, behaviour support plans, care team meetings and SSG meetings to ensure consistency across the school with identifying, assessing and evaluating student learning needs.	☑ Assistant Principal ☑ SWPBS Leader/Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Student Support Services Brimbank/Sunshine	☑ On-site
- Engage with stakeholders (therapists, social workers, consultants, external services etc) to strengthen the supports provided for our students and families and for support to be onsite.	☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ School improvement partnerships ☑ Internal staff ☑ Lookout Centre/Designated Teacher	☑ On-site
Work with Literacy consultant Paul Ledwidge for planning with leaders, support coaching with teachers and planning in teams. Narissa Leung for our whole school professional learning on Writing on 6+1 traits	☑ Leadership Team ☑ Literacy Leader ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Timetabled Planning Day ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ External consultants Paul Ledwidge	☑ On-site
Maths consultant Chris Coombes to plan with and coach with teams of teachers and embed our GVC consistently across the	☑ Leadership Team ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Professional Practice Day ☑ Communities of Practice	☑ Internal staff ☑ External consultants Chris Coombes	☑ On-site

school with a focus on use of formative data to inform teaching.	☑ PLC Leaders			☑ PLC/PLT Meeting	☑ Numeracy leader	
PLC initiative training including all teachers and leaders to effectively embed the DET Professional Learning Communities initiative within our school.	☑ Leadership Team ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources PLC Initiative starting in Semester 2	☑ On-site