# 2024 Annual Implementation Plan

## for improving student outcomes

Parkwood Green Primary School (5480)



Submitted for review by Robert Kotevski (School Principal) on 07 December, 2023 at 01:17 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 19 December, 2023 at 09:39 AM
Endorsed by Jocelyn Brabin (School Council President) on 20 December, 2023 at 10:49 AM

# 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 | Embedding |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

| | 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 |
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| | 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 | Embedding |
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| | 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 | Embedding |
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| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

| Future planning | Over the 4 years we had a change in leadership structure and priorities. We had a shift in the way we meet the goals. The school has student leaders in each class who are voted in on a termly basis. We also have SRC and Year 6 leaders. There will be a futher focus next year student voice and agency, which will support student leadership. |
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| 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<br><br>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| **Priorities goal**<br>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. | Yes | Support for the priorities | - Decrease from 11% to 8% students below expected level in Reading F-2 (average).- Increase from 23% to 26% students above expected level in Reading F-2 (average).- Decrease from 10% to 7% students below expected level in Number F-2 (average).- Increase from 22% to 25% students above expected level in Number F-2 (average). |
| Optimise the learning growth of every student | Yes | By 2027 increase the percentage of students achieving exceeding proficiency on NAPLAN in:<br>• Reading from 10% in 2023 to 17%<br>• Writing from 4% in 2023 to 8%<br>• Numeracy from 9% in 2023 to 13% (To be confirmed) | (Year 3)- Reading from 10% in 2023 to 12%- Writing from 4% in 2023 to 5%- Numeracy from 9% in 2023 to 10% |
| | | By 2027 increase the percentage of students achieving at or above expected growth using teacher judgement against the Victorian Curriculum for:<br>• Reading and viewing from 79% in 2022 to 81%<br>• Writing from 75% in 2022 to 78%<br>• Number and algebra from 77% in 2022 to 81% | - Reading and viewing from 79% in 2022 to 80%- Writing from 75% in 2022 to 76%- Number and algebra from 77% in 2022 to 78% |
| | | By 2027 increase the percentage positive endorsement on the School Staff Survey for: | - Professional learning through peer observation from 27% in 2022 to 33%- |

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|---|---|---|---|
| | | • Professional learning through peer observation from 27% in 2022 to 50%<br>• Collective efficacy from 64% in 2022 to 68%<br>• Academic emphasis from 52% in 2022 to 60% | Collective efficacy from 64% in 2022 to 65%-Academic emphasis from 52% in 2022 to 54% |
| Empower students to be resilient and engaged learners and leaders | Yes | By 2027 increase the percentage positive endorsement on the School Staff Survey for:<br>• Use of student feedback to improve practice from 57% in 2022 to 70%<br>• Seek feedback to improve practice from 57% in 2022 to 66%<br>• Professional learning module from 59% in 2022 to 69% | - Use of student feedback to improve practice from 57% in 2022 to 61%- Seek feedback to improve practice from 57% in 2022 to 59%-Professional learning module from 59% in 2022 to 62% |
| | | By 2027 increase the percentage positive endorsement on the Attitudes to School Survey for:<br>• Emotional awareness and regulation from 69% in 2023 to 75%<br>• Stimulated learning from 69% in 2023 to 75%<br>• Sense of connectedness from 66% in 2023 to 75%<br>• Student voice and agency from 55% to 75% | - Emotional awareness and regulation from 69% in 2023 to 71%- Stimulated learning from 69% in 2023 to 71%- Sense of connectedness from 66% in 2023 to 68%- Student voice and agency from 55% to 60% |
| | | By 2027 increase the percentage positive endorsement on the Parent Opinion Survey for the modules:<br>• Parent community engagement from 62% in 2022 to 74%<br>• Student cognitive engagement from 62% in 2022 to 77%<br>• Student development from 64% in 2022 to 79% | - Parent community engagement from 62% in 2022 to 65%- Student cognitive engagement from 62% in 2022 to 66%- Student development from 64% in 2022 to 67% |

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| **Goal 1** | **Priorities goal**<br>**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.** |
| **12-month target 1.1-month target** | - Decrease from 11% to 8% students below expected level in Reading F-2 (average).<br>- Increase from 23% to 26% students above expected level in Reading F-2 (average). |

| | | |
|---|---|---|
| | - Decrease from 10% to 7% students below expected level in Number F-2 (average).<br>- Increase from 22% to 25% students above expected level in Number F-2 (average). | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a** | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 1.b** | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | 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. | | |
| **Goal 2** | **Optimise the learning growth of every student** | |
| **12-month target 2.1-month target** | (Year 3)<br>- Reading from 10% in 2023 to 12%<br>- Writing from 4% in 2023 to 5%<br>- Numeracy from 9% in 2023 to 10% | |
| **12-month target 2.2-month target** | - Reading and viewing from 79% in 2022 to 80%<br>- Writing from 75% in 2022 to 76%<br>- Number and algebra from 77% in 2022 to 78% | |
| **12-month target 2.3-month target** | - Professional learning through peer observation from 27% in 2022 to 33%<br>- Collective efficacy from 64% in 2022 to 65%<br>- Academic emphasis from 52% in 2022 to 54% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |

| KIS 2.a<br>Teaching and learning | Enhance teacher capability to use research informed quality teaching strategies | Yes |
|---|---|---|
| KIS 2.b<br>Teaching and learning | Optimise the tiered response to teaching and learning | No |
| KIS 2.c<br>Assessment | Strengthen the use of assessment practices | Yes |
| KIS 2.d<br>Leadership | Strengthen staff collaborative structures and processes | 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. | Staff data has indicated that collaboration is low, despite numerous collaborative approaches embedded in the school. We will develop a PGPS coaching framework to allow all staff to build their knowledge and instructional practices. | |

| Goal 3 | Empower students to be resilient and engaged learners and leaders |
|---|---|
| **12-month target 3.1-month target** | - Use of student feedback to improve practice from 57% in 2022 to 61%<br>- Seek feedback to improve practice from 57% in 2022 to 59%<br>- Professional learning module from 59% in 2022 to 62% |
| **12-month target 3.2-month target** | - Emotional awareness and regulation from 69% in 2023 to 71%<br>- Stimulated learning from 69% in 2023 to 71%<br>- Sense of connectedness from 66% in 2023 to 68%<br>- Student voice and agency from 55% to 60% |
| **12-month target 3.3-month target** | - Parent community engagement from 62% in 2022 to 65%<br>- Student cognitive engagement from 62% in 2022 to 66%<br>- Student development from 64% in 2022 to 67% |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| **KIS 3.a**<br>Leadership | Affirm, communicate and enact a shared vision for Parkwood Green PS | Yes |
| **KIS 3.b**<br>Teaching and learning | Enhance staff capability to engage students in learning tasks that are rich and purposeful | No |
| **KIS 3.c**<br>Engagement | Expand the toolkit of staff to enhance learner resilience | Yes |
| **KIS 3.d**<br>Leadership | Strengthen collaboration amongst students, staff and families to empower learners | 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. | With the commencement of a new strategic plan, the school in its new structure is ready for a refined and purposeful school vision that is shared by all members of the school community. | |

# Define actions, outcomes, success indicators and activities

| Goal 1 | **Priorities goal**<br>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. |
|---|---|
| **12-month target 1.1 target** | - Decrease from 11% to 8% students below expected level in Reading F-2 (average).<br>- Increase from 23% to 26% students above expected level in Reading F-2 (average).<br>- Decrease from 10% to 7% students below expected level in Number F-2 (average).<br>- Increase from 22% to 25% students above expected level in Number F-2 (average). |
| **KIS 1.a**<br>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 | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| **Actions** | LITERACY<br>- Deliver whole school professional learning in emergent reading building blocks with consultant and school-based leaders to identify and meet student learning needs<br>- Implement new Literacy block structure in F-1 (developed in 2023) from Term 1 2024 and trial structure in Year 2 from Term 2 2024<br><br>NUMERACY<br>- Deliver whole school professional learning run by school-based leaders around newly developed learning sequences to identify and meet student learning needs |
| **Outcomes** | LITERACY<br>- Students will be supported to learn at their point of need in Reading<br>- Teachers in F-2 will use a consistent approach to instructional practices in the Literacy Block evident in weekly planning<br>- Leaders will deliver targeted professional to improve teacher content knowledge in teaching of Reading<br><br>NUMERACY<br>- Students will be supported to learn at their point of need in Number and Algebra<br>- Teachers will use developmental learning sequences in planning across all year levels to provide opportunities for students to work |

| | at their level<br>- Leaders will deliver targeted professional learning to improve teacher content knowledge in teaching of Number and Algebra |
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| **Success Indicators** | LITERACY<br>Early indicators:<br>- Year level curriculum documentation will show plans for agreed instructional practices in each Reading lesson<br>Late indicators:<br>- Decodable Readers Australia (DRA) Reading benchmark assessment will show increased learning growth in Reading<br>- DRA Phonological Awareness assessment will show increased learning growth in Reading<br>- Victorian Curriculum teacher judgement will show increased learning growth in Reading<br><br>NUMERACY<br>Early indicators:<br>- Year level curriculum documentation will show evidence of the developmental learning sequences in each Number and Algebra lesson<br>Late indicators:<br>- Maths Online Interview (MOI) assessment will show increased learning growth in Number and Algebra<br>- Victorian Curriculum teacher judgement will show increased learning growth in Number and Algebra |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Schedule and organise whole school and team professional learning delivered by Literacy Consultant | ☑ Literacy leader | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $20,000.00<br><br>☑ Equity funding will be used<br><br>☑ Disability Inclusion Tier 2 Funding will be used<br><br>☑ Other funding will be used |
| Team-based professional learning to support the implementation of new Literacy block structure with Literacy Leader | ☑ Literacy leader | ☑ PLP Priority | from:<br>Term 1 | $20,000.00 |

| | | | | to:<br>Term 4 | ☑ Equity funding will be used<br><br>☑ Disability Inclusion Tier 2 Funding will be used<br><br>☑ Other funding will be used |
|---|---|---|---|---|---|
| Schedule and organise whole school professional learning delivered by Numeracy Leader | ☑ Numeracy leader | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $0.00<br><br>☑ Other funding will be used | |
| Team-based professional learning to support the implementation of new developmental sequence with Numeracy Leader | ☑ Numeracy leader | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $20,000.00<br><br>☑ Other funding will be used | |
| Building capacity of teams to implement Literacy and Numeracy activities through PLC inquiry cycles | ☑ Leadership team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00<br><br>☑ Disability Inclusion Tier 2 Funding will be used<br><br>☑ Other funding will be used | |

| **Goal 2** | Optimise the learning growth of every student |
|---|---|
| **12-month target 2.1 target** | (Year 3)<br>- Reading from 10% in 2023 to 12% |

| | - Writing from 4% in 2023 to 5%<br>- Numeracy from 9% in 2023 to 10% |
|---|---|
| **12-month target 2.2 target** | - Reading and viewing from 79% in 2022 to 80%<br>- Writing from 75% in 2022 to 76%<br>- Number and algebra from 77% in 2022 to 78% |
| **12-month target 2.3 target** | - Professional learning through peer observation from 27% in 2022 to 33%<br>- Collective efficacy from 64% in 2022 to 65%<br>- Academic emphasis from 52% in 2022 to 54% |
| **KIS 2.a**<br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance teacher capability to use research informed quality teaching strategies |
| **Actions** | Develop a Parkwood Green Primary School (PGPS) coaching model to ensure consistent instructional practice in every classroom from F-6. |
| **Outcomes** | - Students will experience high quality teaching instruction<br>- Teachers and leaders will engage in coaching partnerships to improve instructional practices, including feedback |
| **Success Indicators** | Early indicators:<br>- Classroom observations and learning walks demonstrating use of instructional practices<br>- Participation in coaching conversations<br>Late indicators:<br>- NAPLAN data<br>- School Staff Survey data<br>- Attitudes to School Survey data |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|

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|---|---|---|---|---|
| School Improvement Team (SIT) explore coaching models and courses to inform the development of a PGPS coaching framework | ☑ School improvement team | ☑ PLP Priority | from: Term 1 to: Term 4 | $10,000.00 ☑ Other funding will be used |
| Schedule and organise classroom observations linked to the PLC inquiry cycles as well as Literacy and Numeracy priorities | ☑ Education support ☑ Leadership team ☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Other funding will be used |

| KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen the use of assessment practices |
|---|---|
| **Actions** | Build staff capacity in assessment and differentiation in order to meet individual student learning needs. |
| **Outcomes** | - Students will experience teaching that is targeted to their point of need<br>- Teachers will use data and evidence to monitor learning<br>- Leaders will strengthen the alignment between assessment, curriculum and instruction |
| **Success Indicators** | Early indicators:<br>- Planning documents<br>- PLC inquiry cycle focus<br>- Intervention referrals<br>Late indicators:<br>- Victorian Curriculum (VC) teacher judgement<br>- NAPLAN data |

| | - School Staff Survey data<br>- Attitudes to School Survey data | | | | |
|---|---|---|---|---|---|
| **Activities** | **People responsible** | **Is this a PL priority** | **When** | | **Activity cost and funding streams** |
| Consult staff and review assessment schedule | ☑ Data leader | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | | $0.00 |
| Survey students about perceptions about being challenged as learners | ☑ Leadership team | ☐ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | | $0.00 |
| Support teachers to use assessment to inform planning through PLC inquiry cycles | ☑ Literacy leader<br>☑ Numeracy leader<br>☑ Team leader(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | | $10,000.00<br><br>☑ Other funding will be used |

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| **KIS 2.d**<br>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 | Strengthen staff collaborative structures and processes |
| **Actions** | Embed Professional Learning Community (PLC) structures to support teacher collaboration and strengthen teaching practice. |
| **Outcomes** | - Leaders and teachers will regularly evaluate student learning and quality of teaching through PLCs<br>- Students will make measurable and ambitious gains |

| Success Indicators | Early indicators:<br>- starting PLCs in Term 1 and continuing throughout the year<br>- authentic and purposeful documentation of PLC inquiry cycles<br>Late indicators:<br>- Victorian Curriculum (VC) teacher judgement<br>- NAPLAN data<br>- School Staff Survey data<br>- complete PLC inquiry cycles |
|---|---|

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Leaders and teams will develop consistent norms and protocols for all meetings, including PLCs | ☑ Leadership team<br>☑ Team leader(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $0.00 |
| PLC practice instructor to train new team leaders in facilitating PLCs and support PLCs throughout the year | ☑ Leadership team<br>☑ PLC leaders | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $5,000.00<br><br>☑ Other funding will be used |
| Develop meeting schedule that prioritises PLCs | ☑ Assistant principal<br>☑ Leadership team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Leaders actively participating in PLCs to foster collaborative practices | ☑ Leadership team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |
| Unpack Staff Survey data will all staff | ☑ Leadership team | ☐ PLP Priority | from:<br>Term 3 | $0.00 |

| | | | | to: Term 4 | |
|---|---|---|---|---|---|

| **Goal 3** | Empower students to be resilient and engaged learners and leaders |
|---|---|
| **12-month target 3.1 target** | - Use of student feedback to improve practice from 57% in 2022 to 61%<br>- Seek feedback to improve practice from 57% in 2022 to 59%<br>- Professional learning module from 59% in 2022 to 62% |
| **12-month target 3.2 target** | - Emotional awareness and regulation from 69% in 2023 to 71%<br>- Stimulated learning from 69% in 2023 to 71%<br>- Sense of connectedness from 66% in 2023 to 68%<br>- Student voice and agency from 55% to 60% |
| **12-month target 3.3 target** | - Parent community engagement from 62% in 2022 to 65%<br>- Student cognitive engagement from 62% in 2022 to 66%<br>- Student development from 64% in 2022 to 67% |
| **KIS 3.a**<br>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 | Affirm, communicate and enact a shared vision for Parkwood Green PS |
| **Actions** | Embed PGPS vision statement in school practices and processes. |
| **Outcomes** | Leaders, teachers and the school community will have a shared understanding of the purpose of the PGPS vision |
| **Success Indicators** | Early indicators:<br>- alignment of meetings and professional learning with PGPS vision<br>- PGPS vision is visible in shared physical spaces and on the website<br>Late indicators:<br>- School Staff Survey data |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| | - Attitudes to School Survey data<br>- Parent Opinion Survey data | | | |
| Update PGPS vision on the school website | ☑ Assistant principal<br>☑ Education support<br>☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $0.00 |
| PGPS vision signage displayed in admin building and classrooms | ☑ Education support<br>☑ Learning specialist(s)<br>☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $2,000.00<br><br>☑ Other funding will be used |

| KIS 3.c<br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Expand the toolkit of staff to enhance learner resilience |
|---|---|
| **Actions** | Embed the Resilience, Rights and Respectful Relationships (RRRR) curriculum |
| **Outcomes** | Students will have strong relationships with peers and staff |
| **Success Indicators** | Early indicators:<br>- evidence of RRRR and Social and Emotional Learning (SEL) in weekly planning<br>- Wellbeing referrals<br>Late indicators:<br>- School Staff Survey data<br>- Attitudes to School Survey data<br>- Parent Opinion Survey data |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| RRRR scope & sequence followed in F-6 | ☑ Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |
| Appoint RRRR leader(s) and team | ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 1 | $0.00 |
| Ongoing RRRR training for RRRR leader(s) and team | ☑ Respectful relationships implementation team | ☑ PLP Priority | from: Term 1 to: Term 4 | $10,000.00 <br><br> ☑ Disability Inclusion Tier 2 Funding will be used <br><br> ☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Wellbeing PLC inquiry cycle focus in Term 1 | ☑ Leadership team <br> ☑ PLC leaders | ☐ PLP Priority | from: Term 1 to: Term 1 | $0.00 |

# Funding planner

## Summary of budget and allocated funding

| Summary of budget | School's total funding ($) | Funding allocated in activities ($) | Still available/shortfall |
|---|---|---|---|
| Equity Funding | $198,882.50 | $20,000.00 | $178,882.50 |
| Disability Inclusion Tier 2 Funding | $281,023.24 | $35,000.00 | $246,023.24 |
| Schools Mental Health Fund and Menu | $69,503.46 | $5,000.00 | $64,503.46 |
| **Total** | **$549,409.20** | **$60,000.00** | **$489,409.20** |

## Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---|
| Schedule and organise whole school and team professional learning delivered by Literacy Consultant | $20,000.00 |
| Team-based professional learning to support the implementation of new Literacy block structure with Literacy Leader | $20,000.00 |
| Building capacity of teams to implement Literacy and Numeracy activities through PLC inquiry cycles | $5,000.00 |
| Schedule and organise classroom observations linked to the PLC inquiry cycles as well as Literacy and Numeracy priorities | $5,000.00 |
| Ongoing RRRR training for RRRR leader(s) and team | $10,000.00 |
| **Totals** | **$60,000.00** |

## Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Schedule and organise whole school and team professional learning delivered by Literacy Consultant | from: Term 1 to: Term 4 | $10,000.00 | |
| Team-based professional learning to support the implementation of new Literacy block structure with Literacy Leader | from: Term 1 to: Term 4 | $10,000.00 | |
| **Totals** | | $20,000.00 | |

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Schedule and organise whole school and team professional learning delivered by Literacy Consultant | from: Term 1 to: Term 4 | $10,000.00 | |
| Team-based professional learning to support the implementation of new Literacy block structure with Literacy Leader | from: Term 1 to: Term 4 | $10,000.00 | |
| Building capacity of teams to implement Literacy and Numeracy activities through PLC inquiry cycles | from: Term 1 to: Term 4 | $5,000.00 | |

| | | | |
|---|---|---|---|
| Schedule and organise classroom observations linked to the PLC inquiry cycles as well as Literacy and Numeracy priorities | from: Term 1 to: Term 4 | $5,000.00 | |
| Ongoing RRRR training for RRRR leader(s) and team | from: Term 1 to: Term 4 | $5,000.00 | |
| **Totals** | | **$35,000.00** | |

## Activities and milestones - Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Ongoing RRRR training for RRRR leader(s) and team | from: Term 1 to: Term 4 | $5,000.00 | |
| **Totals** | | **$5,000.00** | |

## 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 |
|---|---|---|---|---|---|---|
| Schedule and organise whole school and team professional learning delivered by Literacy Consultant | ☑ Literacy leader | from: Term 1 to: Term 4 | ☑ Curriculum development | ☑ Whole school pupil free day<br>☑ Formal school meeting / internal professional learning sessions | ☑ Literacy expertise<br>☑ Literacy leaders<br>☑ External consultants<br>Narissa Leung<br>☑ Pedagogical Model | ☑ On-site |
| Team-based professional learning to support the implementation of new Literacy block structure with Literacy Leader | ☑ Literacy leader | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Peer observation including feedback and reflection<br>☑ Formalised PLC/PLTs | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ Literacy leaders | ☑ On-site |
| Schedule and organise whole school professional learning delivered by Numeracy Leader | ☑ Numeracy leader | from: Term 1 to: Term 3 | ☑ Curriculum development | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ Numeracy leader | ☑ On-site |
| Team-based professional learning to support the implementation of new developmental sequence with Numeracy Leader | ☑ Numeracy leader | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Moderated assessment of student learning<br>☑ Formalised PLC/PLTs | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ Numeracy leader | ☑ On-site |
| Building capacity of teams to implement Literacy and | ☑ Leadership team | from: Term 1 | ☑ Formalised PLC/PLTs | ☑ PLC/PLT meeting | ☑ PLC Initiative<br>☑ Learning specialist | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| Numeracy activities through PLC inquiry cycles | | to: Term 4 | | | ☑ Literacy leaders ☑ Numeracy leader | |
| School Improvement Team (SIT) explore coaching models and courses to inform the development of a PGPS coaching framework | ☑ School improvement team | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation | ☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning | ☑ Academy program/course | ☑ On-site |
| Schedule and organise classroom observations linked to the PLC inquiry cycles as well as Literacy and Numeracy priorities | ☑ Education support ☑ Leadership team ☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Planning ☑ Peer observation including feedback and reflection | ☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff | ☑ On-site |
| PLC practice instructor to train new team leaders in facilitating PLCs and support PLCs throughout the year | ☑ Leadership team ☑ PLC leaders | from: Term 1 to: Term 2 | ☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection | ☑ Formal school meeting / internal professional learning sessions | ☑ PLC Initiative | ☑ On-site |
| Ongoing RRRR training for RRRR leader(s) and team | ☑ Respectful relationships implementation team | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation ☑ Student voice, including input and feedback | ☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning | ☑ Departmental resources RRRR project lead | ☑ Off-site RRRR |