

2023 Annual Implementation Plan

for improving student outcomes

Mitcham Primary School (2904)



Mitcham Primary School

thinkers | learners | leaders

Submitted for review by Erin Norman (School Principal) on 02 December, 2022 at 11:26 AM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 11 January, 2023 at 10:27 AM
Endorsed by Nasra Higgins (School Council President) on 14 February, 2023 at 06:02 PM

Self-evaluation Summary - 2023

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

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

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

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

Enter your reflective comments	<p>As a staff we would like to strengthen the following practices:</p> <ul style="list-style-type: none"> - Momentum for our PLCs - Collaborative planning all areas while continuing to work cooperatively with our teams - Data literacy and formative assessment - Peer observations - COVID and post COVID impacts (such as staff illness) has broken our regular practice of these and the opportunity to learn from one another is so informative, important and supportive. - Student conferences and goal-setting - revision of our templates to make them more student centred
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	<ul style="list-style-type: none"> - Commitment to the consistent approach to the teaching of spelling - THRASS as a tool from P-6 - Revisit staff-wide understanding of the whole-school instructional model (GANAG) and how it aligns with the Writers' and Readers' Workshop models. - Continue to work on ensuring we have a 'balanced approach to the teaching and learning of Mathematics, a blend of explicit teaching, independent problem solving, games and hands on activities. - Regularly revisiting of the assessment schedule to ensure that there is a balance in requirements. Implementing a 'data conversation schedule' which aligns with our assessment schedule. - Continue to develop student voice and agency understandings - Maintain our positive school climate and our effective student wellbeing approach.
<p>Considerations for 2023</p>	<p>Participate in the Harvard Data Wise Project as a means to further develop our data literacy levels, grow our ability to effectively differentiate and to embed our PLCs.</p> <p>Work on developing understandings of student voice and agency and ensure we are providing authentic opportunities for student agency.</p> <p>Become a School Wide Positive Behaviour school.</p> <p>Focus on embedding the last two years of numeracy PL to ensure we are offering all our students a 'balanced approach' to mathematics.</p> <p>Review and strengthen our approach to the teaching and learning of spelling.</p> <p>Continue to foster strong community engagement.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise students' learning growth and achievement
Target 2.1	By 2026, increase the proportion of Grade 5 students achieving high benchmark growth in NAPLAN Numeracy from 25 percent in 2021 to 40 percent. By 2026, decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Numeracy from 23 percent in 2021 to 15 percent. By 2026, decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Writing from 21 percent in 2021 to 15 percent.
Target 2.2	By 2026, increase the proportion of students working above the expected level against the Victorian Curriculum: <ul style="list-style-type: none"> • Number and algebra from 32 per cent to 40 percent. • Writing from 17 per cent in 2021 to 27 percent.

Target 2.3	By 2026, decrease the proportion of Year 3 students in the bottom 2 NAPLAN bands for Numeracy from 13 per cent 2021 to 3 percent.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop teacher understanding of the English and mathematics curriculum as learning continuums
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build the capability of teachers to use data to effectively differentiate learning
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop collaborative teaching teams that use high quality planning and instructional practices
Goal 3	To improve student voice and agency

Target 3.1	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice agency from 81 per cent in 2021 to 84 per cent • Self-regulation and goal setting from 88 per cent to 90 per cent
Target 3.2	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for <i>Promote student ownership of goals</i> from 90 per cent to 92 per cent.</p>
Target 3.3	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for <i>Student voice and agency</i> from 80 per cent to 85 per cent.</p>
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Strengthen a whole school understanding and approach to student voice and agency in learning.</p>
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<p>Establish a whole school strategy for students to monitor their own learning goals and track their progress.</p>
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to	<p>Build the capability of all staff and students in giving and receiving feedback to drive learning.</p>

strengthen students' participation and engagement in school	
Goal 4	To maximise the wellbeing of all students
Target 4.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Perseverance to increase from 79 per cent in 2021 to 83 per cent • Teacher concern to reduce the not positive perception from 7 per cent in 2021 to 3 per cent
Target 4.2	By 2026, increase percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> • Confidence and resiliency skills from 80 per cent to 85 per cent. • Reducing the negative response to students not experiencing bullying from 25 per cent to 10 per cent.
Key Improvement Strategy 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Sustain a consistent whole school wellbeing framework.
Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build staff capability to support complex social, emotional and wellbeing needs.
Key Improvement Strategy 4.c	Build student capability to identify wellbeing needs and set realistic and achievable wellbeing goals.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the proportion of Grade 5 students achieving high bench mark growth in NAPLAN Numeracy from 25% to 28%. Decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Numeracy from 23% to 20%. Decrease the proportion of Year 3 students in the bottom two bands for Numeracy from 13% to 10%. Increase the proportion of students achieving above expected level growth against the Victorian Curriculum in Number and Algebra from 32% to 36% per cent. Decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Writing from 21 percent in 2021 to 18%. Increase the proportion of students working above the expected level against the Victorian Curriculum in Writing from 17% to 20%. Attitudes to School Survey will indicate positive responses at or above 80% in the area of Perseverance. Attitudes to School Survey will indicate a reduction in the not positive perception of Teacher Concern from 7% (2021) to 5%. Parent Opinion Survey will indicate positive responses at or above 83% in Confidence and Resiliency Skills. Parent Opinion Survey will indicate a reduction in the</p>

			negative response to Students Not Experiencing Bullying from 25% (2021) to 15%.
To maximise students' learning growth and achievement	No	By 2026, increase the proportion of Grade 5 students achieving high benchmark growth in NAPLAN Numeracy from 25 percent in 2021 to 40 percent. By 2026, decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Numeracy from 23 percent in 2021 to 15 percent. By 2026, decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Writing from 21 percent in 2021 to 15 percent.	
		By 2026, increase the proportion of students working above the expected level against the Victorian Curriculum: <ul style="list-style-type: none"> • Number and algebra from 32 per cent to 40 percent. • Writing from 17 per cent in 2021 to 27 percent. 	
		By 2026, decrease the proportion of Year 3 students in the bottom 2 NAPLAN bands for Numeracy from 13 per cent 2021 to 3 percent.	
To improve student voice and agency	No	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Student voice agency from 81 per cent in 2021 to 84 per cent • Self-regulation and goal setting from 88 per cent to 90 per cent 	

		By 2026, increase the percentage positive endorsement in the School Staff Survey for <i>Promote student ownership of goals</i> from 90 per cent to 92 per cent.	
		By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for <i>Student voice and agency</i> from 80 per cent to 85 per cent.	
To maximise the wellbeing of all students	No	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Perseverance to increase from 79 per cent in 2021 to 83 per cent • Teacher concern to reduce the not positive perception from 7 per cent in 2021 to 3 per cent 	
		By 2026, increase percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> • Confidence and resiliency skills from 80 per cent to 85 per cent. • Reducing the negative response to students not experiencing bullying from 25 per cent to 10 per cent. 	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Increase the proportion of Grade 5 students achieving high bench mark growth in NAPLAN Numeracy from 25% to 28%. Decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Numeracy from 23% to 20%.

	<p>Decrease the proportion of Year 3 students in the bottom two bands for Numeracy from 13% to 10%.</p> <p>Increase the proportion of students achieving above expected level growth against the Victorian Curriculum in Number and Algebra from 32% to 36% per cent.</p> <p>Decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Writing from 21 percent in 2021 to 18%.</p> <p>Increase the proportion of students working above the expected level against the Victorian Curriculum in Writing from 17% to 20%.</p> <p>Attitudes to School Survey will indicate positive responses at or above 80% in the area of Perseverance.</p> <p>Attitudes to School Survey will indicate a reduction in the not positive perception of Teacher Concern from 7% (2021) to 5%.</p> <p>Parent Opinion Survey will indicate positive responses at or above 83% in Confidence and Resiliency Skills.</p> <p>Parent Opinion Survey will indicate a reduction in the negative response to Students Not Experiencing Bullying from 25% (2021) to 15%.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
KIS 1.b Priority 2023 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>Increase the proportion of Grade 5 students achieving high bench mark growth in NAPLAN Numeracy from 25% to 28%.</p> <p>Decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Numeracy from 23% to 20%.</p> <p>Decrease the proportion of Year 3 students in the bottom two bands for Numeracy from 13% to 10%.</p> <p>Increase the proportion of students achieving above expected level growth against the Victorian Curriculum in Number and Algebra from 32% to 36% per cent.</p> <p>Decrease the proportion of Grade 5 students achieving below benchmark growth in NAPLAN Writing from 21 percent in 2021 to 18%.</p> <p>Increase the proportion of students working above the expected level against the Victorian Curriculum in Writing from 17% to 20%.</p> <p>Attitudes to School Survey will indicate positive responses at or above 80% in the area of Perseverance.</p> <p>Attitudes to School Survey will indicate a reduction in the not positive perception of Teacher Concern from 7% (2021) to 5%.</p> <p>Parent Opinion Survey will indicate positive responses at or above 83% in Confidence and Resiliency Skills.</p> <p>Parent Opinion Survey will indicate a reduction in the negative response to Students Not Experiencing Bullying from 25% (2021) to 15%.</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support. Embed PLC structures to support teacher collaboration and strengthen teaching practice, with a focus on building capacity to differentiate learning and target specific student needs. Strengthen teacher curriculum knowledge of the continuum of learning in mathematics and writing.

Outcomes	<p>Teachers will confidently and accurately identify student learning needs of all their students. PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons. Teachers will provide students with opportunity to work at their level using differentiated resources. Students in need of targeted academic support or intervention will be identified and supported. Students will know what their next steps are to progress their learning.</p>			
Success Indicators	<p>Assessment data is used to identify students' points of need, with the provision of differentiated teaching and resources. Teacher documentation indicates evidence of formative assessment informing teaching and learning at the point of need for each student. Classroom observations and learning walks demonstrating use of strategies from professional learning. A documented assessment schedule and evidence of teachers inputting data and moderating assessments.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Tutor Learning Initiative implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$103,227.20 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
EAL, MiniLit, MacqLit Intervention classes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$163,694.70 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create, revisit and implement a curriculum continuum	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers to train in and implement Harvard Data Wise	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Establish a process for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed a 'balanced approach' to the teaching and learning of Mathematics, incorporating approaches based on professional learning from Michael Ymer and Peter Sullivan	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning in the use of effective tools to assist in the teaching and learning of Spelling	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$6,500.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Revisit and ensure correct implementation of the Writers Workshop model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed our whole school approach to student wellbeing and engagement. Implement the tired social regulation / engagement model School Wide Positive Behaviour Support (SWPB). Strengthen student-student and student-teacher relationships through peer and group learning activities.			
Outcomes	Students will demonstrate expected values and behaviours in the yard Students will be able to articulate strategies they can use to support their own health and wellbeing			

	<p>Students will feel supported and engaged and contribute to a strong classroom culture</p> <p>Students will have strong relationships with peers and staff</p> <p>Teachers will have confidence and knowledge of mental health and wellbeing strategies</p> <p>Teachers will establish strong classroom culture which reflects school values and expectations</p> <p>Staff, students, and parents will demonstrate mutual respect and empathy for each other</p> <p>Teachers, leaders, and the whole school community will share a common understanding of the whole school approach to wellbeing</p>			
Success Indicators	<p>Classroom and yard observations</p> <p>Documentation of policies and programs</p> <p>Surveys- teacher/ student/ parent- to monitor effectiveness and positive impact</p> <p>Curriculum resources readily available and accessible to all staff</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Regular Mitcham Mates Sessions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to monitor student attendance	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establishment and training of SWPB team	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed whole school wellbeing and engagement approach under the umbrella of SWPB	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Review and maintain a variety of lunchtime clubs that promote healthy habits and positive relationships.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning schedule to include a regular time for the Wellbeing Team to speak with staff and for staff to ask questions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$53,412.20	\$53,412.20	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$53,412.20	\$53,412.20	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
EAL, MiniLit, MacqLit Intervention classes	\$163,694.70
Totals	\$163,694.70

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
EAL, MiniLit, MacqLit Intervention classes	from: Term 1 to: Term 4	\$53,412.20	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$53,412.20	

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
Create, revisit and implement a curriculum continuum	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Teachers to train in and implement Harvard Data Wise	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Harvard Data Wise Course - 7 staff to attend in January.
Embed a 'balanced approach' to the teaching and learning of Mathematics, incorporating approaches based on professional learning from Michael Ymer and Peter Sullivan	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Michael Ymer Peter Sullivan <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional Learning in the use of effective tools to assist in the teaching and learning of Spelling	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

			<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants THRASS	
Revisit and ensure correct implementation of the Writers Workshop model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Establishment and training of SWPB team	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Embed whole school wellbeing and engagement approach under the umbrella of SWPB	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources SWPB specialists and resources	<input checked="" type="checkbox"/> On-site
Professional Learning schedule to include a regular time for the Wellbeing Team to speak with staff and for staff to ask questions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

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