

# 2023 Annual Implementation Plan

## for improving student outcomes

Upper Ferntree Gully Primary School (3926)



Submitted for review by Tabitha OBrien (School Principal) on 26 October, 2022 at 12:02 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 06 January, 2023 at 03:25 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

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

<b>Leadership</b>	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	
<b>Engagement</b>	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	
<b>Support</b>	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	
<b>Enter your reflective comments</b>		The whole-school instructional model is evolving, and progress has been made in using evidence-based teaching and learning approaches, particularly through the Professional Learning Community (PLC) approach. The focus on explicit teaching within the instructional model varies and so development of consistency is important. There are a range of practices being utilised and the focus is on engaging and differentiated instructional practice. There are student leadership opportunities in place and some avenues for students to follow their interests within the curriculum. There are some

	opportunities for students to consistently influence curriculum design or provide feedback on the impact of teaching and learning.
<b>Considerations for 2023</b>	<p>Reintroduce PLC meetings and the PLC inquiry process into the weekly meeting schedule.</p> <p>School leadership to build staff capacity to lead PLCs and track student learning growth.</p> <p>Provide targeted professional development to build teacher capacity to implement the PLC cycle and track student progress.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To maximise student learning growth in literacy.
<b>Target 2.1</b>	Increase the percentage of students in the top two NAPLAN bands for: <ul style="list-style-type: none"> <li>• Year 3 Reading from 36 per cent (3 year aggregate 2018-19 and 2020) to 60 per cent (2026)</li> <li>• Year 5 Reading from 29 per cent (3 year aggregate 2018-19 and 2020) to 40 per cent (2026)</li> <li>• Year 3 Writing from 36 per cent (3 year aggregate 2018-19 and 2020) to 50 per cent (2026)</li> <li>• Year 5 Writing from 6 per cent (3 year aggregate 2018-19 and 2020) to 20 per cent (2026)</li> </ul>
<b>Target 2.2</b>	Reduce the percentage of students achieving below NAPLAN benchmark growth in: <ul style="list-style-type: none"> <li>• Reading from 25 per cent (2021) to 15 per cent (2026)</li> <li>• Writing 33 per cent (2021) to 15 per cent (2026).</li> </ul>

<b>Target 2.3</b>	<p>By 2026, increase the percentage of positive response in the School Staff Opinion survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 53 per cent (2021) to 70 per cent</li> <li>• Teacher collaboration from 48 per cent (2021) to 70 per cent</li> <li>• Collective efficacy 62 per cent (2021) to 80 per cent</li> <li>• Professional learning to improve practice from 50 per cent (2021) to 80 per cent</li> <li>• Understand how to analyse data 50 per cent (2021) to 70 per cent</li> <li>• Collaborate to scaffold student learning from 33 per cent (2021) to 80 per cent</li> <li>• Time to share pedagogical knowledge from 33 per cent (2021) to 70 per cent</li> <li>• Seek feedback to improve practice from 17 per cent (2021) to 65 per cent</li> <li>• Moderate assessment tasks from 50 per cent (2021) to 80 per cent</li> <li>• Timetable meetings to support collaboration from 33 per cent (2021) to 85 per cent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> 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	Embed a culture of professional learning and collaboration.
<b>Key Improvement Strategy 2.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop systems and practices to support ongoing data analysis across all year levels.
<b>Key Improvement Strategy 2.c</b>	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Goal 3</b>	To maximise student learning growth in numeracy.
<b>Target 3.1</b>	<p>Increase the percentage of students in the top 2 NAPLAN bands for Numeracy in:</p> <ul style="list-style-type: none"> <li>• Year 3 from 36 per cent (2021) to 50 per cent (2026)</li> <li>• Year 5 from 30 per cent (2021) to 40 per cent (2026).</li> </ul>
<b>Target 3.2</b>	Increase the percentage of students achieving NAPLAN benchmark growth in Numeracy from 15 per cent (2021) to 18 per cent (2026).
<b>Target 3.3</b>	<p>Increase the percentage of positive response in the Student Attitudes to School survey for the factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 74 per cent (2021) to 90 per cent (2026)</li> <li>• Stimulated learning from 60 per cent (2021) to 80 per cent (2026)</li> <li>• Motivation and interest from 60 per cent (2021) to 75 per cent (2026)</li> <li>• Effective teaching time from 70 per cent (2021) to 85 per cent (2026).</li> </ul>
<b>Key Improvement Strategy 3.a</b> Documented teaching and learning program based on the Victorian Curriculum	Develop, document and embed an instructional model.

and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 3.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to analyse and use learning data to inform differentiated learning.
<b>Goal 4</b>	To strengthen wellbeing, social awareness and self-regulation for all students.
<b>Target 4.1</b>	<p>By 2026, increase the percentage of positive response in the Parent Opinion survey for the factors:</p> <ul style="list-style-type: none"> <li>• Teacher communication from 64 per cent (2021) to 74 per cent</li> <li>• Student voice and agency from 71 per cent (2021) to 80 per cent</li> <li>• Parent community engagement from 71 per cent (2021) to 80 per cent</li> <li>• General school improvement from 64 per cent (2021) to 75 per cent</li> </ul>
<b>Target 4.2</b>	<p>By 2026, increase the percentage of positive response in the School Staff survey for the factors:</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 50 per cent (2021) to 70 per cent</li> <li>• Promote student ownership of learning from 67 per cent (2021) to 80 per cent</li> </ul>
<b>Target 4.3</b>	<p>By 2026, increase the percentage of positive response in the Student Attitudes to School survey for the factors:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 59 per cent (2021) to 85 per cent</li> <li>• Sense of connectedness from 46 per cent (2021) to 80 per cent</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency from 42 per cent (2021) to 70 per cent</li> <li>• Teacher concern from 53 per cent (2021) to 75 per cent</li> <li>• Effective classroom behaviour from 61 per cent (2021) to 80 per cent</li> <li>• Perseverance from 57 per cent (2021) to 75 per cent</li> <li>• Managing bullying from 49 per cent (2021) to 80 per cent</li> </ul>
<b>Key Improvement Strategy 4.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen school policies and practices that promote inclusive positive behaviour and a safe environment.
<b>Key Improvement Strategy 4.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.
<b>Key Improvement Strategy 4.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<b>2023 Priorities Goal</b> 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.	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  2.1 Increase the percentage of students in the top 2 NAPLAN bands for Numeracy in:- Year 3 from 36 per cent (2021) to 40 per cent - Year 5 from 30 per cent (2021) to 35 per cent 2.2 Increase the percentage of students achieving NAPLAN benchmark growth in Numeracy from 15 per cent (2021) to 20 per cent 2.3 Increase the percentage of positive response in the Student Attitudes to School survey for the factors:- Differentiated learning challenge from 74 per cent (2021) to 80 per cent - Stimulated learning from 60 per cent (2021) to 70 per cent- Motivation and interest from 60 per cent (2021) to 70 per cent- Effective teaching time from 70 per cent (2021) to 80 per cent
To maximise student learning growth in literacy.	No	Increase the percentage of students in the top two NAPLAN bands for: <ul style="list-style-type: none"> <li>• Year 3 Reading from 36 per cent (3 year aggregate 2018-19 and 2020) to 60 per cent (2026)</li> <li>• Year 5 Reading from 29 per cent (3 year aggregate 2018-19 and 2020) to 40 per cent (2026)</li> <li>• Year 3 Writing from 36 per cent (3 year aggregate 2018-19 and 2020) to 50 per cent (2026)</li> <li>• Year 5 Writing from 6 per cent (3 year aggregate 2018-19 and 2020) to 20 per cent (2026)</li> </ul>	

		<p>Reduce the percentage of students achieving below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> <li>• Reading from 25 per cent (2021) to 15 per cent (2026)</li> <li>• Writing 33 per cent (2021) to 15 per cent (2026).</li> </ul>	
		<p>By 2026, increase the percentage of positive response in the School Staff Opinion survey for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 53 per cent (2021) to 70 per cent</li> <li>• Teacher collaboration from 48 per cent (2021) to 70 per cent</li> <li>• Collective efficacy 62 per cent (2021) to 80 per cent</li> <li>• Professional learning to improve practice from 50 per cent (2021) to 80 per cent</li> <li>• Understand how to analyse data 50 per cent (2021) to 70 per cent</li> <li>• Collaborate to scaffold student learning from 33 per cent (2021) to 80 per cent</li> <li>• Time to share pedagogical knowledge from 33 per cent (2021) to 70 per cent</li> <li>• Seek feedback to improve practice from 17 per cent (2021) to 65 per cent</li> <li>• Moderate assessment tasks from 50 per cent (2021) to 80 per cent</li> <li>• Timetable meetings to support collaboration from 33 per cent (2021) to 85 per cent.</li> </ul>	
To maximise student learning growth in numeracy.	No	<p>Increase the percentage of students in the top 2 NAPLAN bands for Numeracy in:</p> <ul style="list-style-type: none"> <li>• Year 3 from 36 per cent (2021) to 50 per cent (2026)</li> <li>• Year 5 from 30 per cent (2021) to 40 per cent (2026).</li> </ul>	
		<p>Increase the percentage of students achieving NAPLAN benchmark growth in Numeracy from 15 per cent (2021) to 18 per cent (2026).</p>	

		<p>Increase the percentage of positive response in the Student Attitudes to School survey for the factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 74 per cent (2021) to 90 per cent (2026)</li> <li>• Stimulated learning from 60 per cent (2021) to 80 per cent (2026)</li> <li>• Motivation and interest from 60 per cent (2021) to 75 per cent (2026)</li> <li>• Effective teaching time from 70 per cent (2021) to 85 per cent (2026).</li> </ul>	
To strengthen wellbeing, social awareness and self-regulation for all students.	No	<p>By 2026, increase the percentage of positive response in the Parent Opinion survey for the factors:</p> <ul style="list-style-type: none"> <li>• Teacher communication from 64 per cent (2021) to 74 per cent</li> <li>• Student voice and agency from 71 per cent (2021) to 80 per cent</li> <li>• Parent community engagement from 71 per cent (2021) to 80 per cent</li> <li>• General school improvement from 64 per cent (2021) to 75 per cent</li> </ul>	
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		<p>By 2026, increase the percentage of positive response in the Student Attitudes to School survey for the factors:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting from 59 per cent (2021) to 85 per cent</li> <li>• Sense of connectedness from 46 per cent (2021) to 80 per cent</li> <li>• Student voice and agency from 42 per cent (2021) to 70 per cent</li> <li>• Teacher concern from 53 per cent (2021) to 75 per cent</li> </ul>	

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<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>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.</b>	
<b>12 Month Target 1.1</b>	2.1 Increase the percentage of students in the top 2 NAPLAN bands for Numeracy in: - Year 3 from 36 per cent (2021) to 40 per cent - Year 5 from 30 per cent (2021) to 35 per cent 2.2 Increase the percentage of students achieving NAPLAN benchmark growth in Numeracy from 15 per cent (2021) 2.3 Increase the percentage of positive response in the Student Attitudes to School survey for the factors: - Differentiated learning challenge from 74 per cent (2021) to 80 per cent - Stimulated learning from 60 per cent (2021) to 70 per cent - Motivation and interest from 60 per cent (2021) to 70 per cent - Effective teaching time from 70 per cent (2021) to 80 per cent	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	2.1 Increase the percentage of students in the top 2 NAPLAN bands for Numeracy in: <ul style="list-style-type: none"> <li>- Year 3 from 36 per cent (2021) to 40 per cent</li> <li>- Year 5 from 30 per cent (2021) to 35 per cent</li> </ul> 2.2 Increase the percentage of students achieving NAPLAN benchmark growth in Numeracy from 15 per cent (2021) 2.3 Increase the percentage of positive response in the Student Attitudes to School survey for the factors: <ul style="list-style-type: none"> <li>- Differentiated learning challenge from 74 per cent (2021) to 80 per cent</li> <li>- Stimulated learning from 60 per cent (2021) to 70 per cent</li> <li>- Motivation and interest from 60 per cent (2021) to 70 per cent</li> <li>- Effective teaching time from 70 per cent (2021) to 80 per cent</li> </ul>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting students achieving above and below.
<b>Outcomes</b>	Students in need of targeted Numeracy academic support or intervention will be identified and supported Students will know what the next steps are to progress their learning in Numeracy Students will display an increased use of Numeracy-specific vocabulary Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will plan for differentiation based on student learning Numeracy data Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Teachers will provide targeted academic support to students through Numeracy goals Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Leaders will support teaching staff to revise current Maths Curriculum map DSSI will support teachers and leaders to embed documentation and practice in Numeracy

<b>Success Indicators</b>	<p>Curriculum documentation will show plans for differentiation in Numeracy</p> <p>Formative and summative Numeracy assessment rubrics will show student learning growth</p> <p>Pre unit and post unit assessment results will be documented and regularly analysed through PLC to inform future planning</p> <p>Student IEP's and goals will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra</p> <p>The percentage of students in the top two NAPLAN bands for Numeracy will increase</p> <p>AtoSS factors: stimulated learning, motivation and interest and effective teaching time.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs that incorporates targeted learning and intervention for students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
Develop middle leadership through the Teaching academy and Numeracy Learning.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$990.00  <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
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<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 update IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra and showing less than 12 months growth	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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

Refresh peer observations with a focus on differentiation in Numeracy lessons		<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
<b>Actions</b>	Strengthen the whole school approach towards social and emotional learning				
<b>Outcomes</b>	Students will report improved emotional awareness and resilience Students will be able to explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within their classrooms Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches with a focus on SWPBS Leaders will directly support students' mental health and/or provide referrals				
<b>Success Indicators</b>	Curriculum documentation will show plans for social and emotional learning ? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support Victorian Curriculum: Personal and Social Capability : RRR SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience				

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document a scope and sequence for the teaching of the Personal and Social General Capability - RRRR	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$10,842.70	\$10,842.70	\$0.00
Disability Inclusion Tier 2 Funding	\$57,151.60	\$57,151.60	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$27,861.25	\$0.00
<b>Total</b>	<b>\$95,855.55</b>	<b>\$95,855.55</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs that incorporates targeted learning and intervention for students	\$5,000.00
Develop middle leadership through the Teaching academy and Numeracy Learning.	\$990.00
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	\$25,000.00
Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)	\$3,000.00
<b>Totals</b>	<b>\$33,990.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs that incorporates targeted learning and intervention for students	from: Term 1 to: Term 4	\$9,852.70	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop middle leadership through the Teaching academy and Numeracy Learning.	from: Term 1 to: Term 3	\$990.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$10,842.70	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
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Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Be You Initiative for Educators (free)
Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)	from: Term 1 to: Term 4	\$2,861.25	<input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd)  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>Program delivered in school by external service provider</li> </ul>
<b>Totals</b>		\$27,861.25	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Disability Inclusion Support	\$57,151.60
<b>Totals</b>	\$57,151.60

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Disability Inclusion Support	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Disability Inclusion Support	from: Term 1 to: Term 4	\$57,151.60	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$57,151.60	

## Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Disability Inclusion Support	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs that incorporates targeted learning and intervention for students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop middle leadership through the Teaching academy and Numeracy Learning.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site BASTOW
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review and update IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra and	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

showing less than 12 months growth						
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability (may include Foundation resources from the Schools Mental Health Menu)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site