2024 Annual Implementation Plan

for improving student outcomes

Seaford Park Primary School (5191)

Seaford Park
Primary School

Submitted for review by Patrick Halpin (School Principal) on 10 July, 2024 at 09:29 AM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 11 July, 2024 at 11:06 AM
Endorsed by Sarah Argles (School Council President) on 22 July, 2024 at 12:29 PM

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Maximise the learning growth of every student in literacy and numeracy	Yes	**Year 5 NAPLAN** By 2028, increase the percentage of students in Year 5 who achieve Exceeding proficiency in: • Reading from 31% (2024) to 35% • Writing from x% (2024) to xx% • Numeracy from 12% (2024) to 16%. By 2028 decrease the percentage of Year 5 students identified as developing and needing additional support (moving in to strong). • Reading from 19% (2024) to 15% • Writing from x% (2024) to XX% • Numeracy from 23% (2024) to 19%. By 2028 improve relative growth in NAPLAN • Reading from x% (2024) to XX% • Writing from x% (2024) to XX%	

		• Numeracy from x% (2024) to XX%.	
		Teacher Judgements By 2028 increase the percentage of students in Years 1-6 achieving at or above expected growth: • Reading and viewing from 82% (2023) to 86% (2028) • Writing from 69% (2023) to 81% (2028) • Number and Algebra from 80% (2023) to 86% (2028). - VC change thus reword accordingly	L8. Increase the percentage of students in Years 1-6 achieving at or above expected growth in Writing from 69 to 71%L12. Increase the percentage of students in Years 1-6 achieving at or above growth in Number & Algebra from 80 to 82%
		AToSS By 2028, maintain the percentage of positive student responses to the following factors: • Differentiated learning challenge at or above 90%. (2023 95%) • Stimulated learning at or above 90% (2023 90%) • Effective teaching time at or above 90% (2023 88%)	L13. Maintain the percentage of positive student responses to 'Differentiated learning challenge' at or above 90%L14. Maintain the percentage of positive student responses to 'Stimulated learning' at or above 90%L15. Increase the percentage of positive student responses to 'Effective teaching time' to 89%
		SSS By 2028, maintain/improve the percentage of positive staff responses to the following factors: • Feedback from 71% (2023) to 80% • Collective efficacy at or above 90% (2023 99%) • Parent & Community Involvement at or above 80% (2023 94%)	L16. Increase the percentage of positive staff responses to 'Feedback' from 71 to 73%L17. Maintain the percentage of positive staff responses to 'Collective efficacy' at or above 90%
Improve student wellbeing and empower students to be confident, motivated learners who	Yes	**AToSS** By 2028, increase/maintain the percentages of positive student responses to the following factors:	W1. Increase the percentage of positive student response to 'Student voice and agency' to 88%

are actively engaged in their learning.		• Student voice and agency at 90% or above (2023 86%) • Motivation and interest at 90% or above (2023 92%) • Self-regulation and goal setting at 90% or above (2023 95%)	
		School Staff Survey (SSS) **School Climate** By 2028, increase/maintain the percentages of positive staff responses to the following factor: • Academic emphasis 80% or above (2023 80%) **Teaching and Learning Implementation** • By 2028, maintain the percentages of positive staff responses to the following factor: • Promote student ownership of learning goals at 90% or above. (100%)	W4. Maintain the percentage of positive staff responses to 'Academic emphasis' at 80% or above
		Parent Opinion Survey (POS) By 2028, increase/maintain the percentages of positive parent responses to the following factors: • Student motivation and support from 85% (2023) to 90% • Stimulating learning environment from 84% (2023) to 90% • Effective teaching from 79% (2023) to 90%.	W6. Increase the percentage of positive parent responses to 'Student motivation and support from 85 to 87%W7. Increase the percentage of positive parent responses to 'Stimulated learning environment' from 84 to 96%W8. Increase the percentage of positive parent responses to 'Effective teaching time from 79 to 84%
		Attendance Decrease the number of unexplained absences from 910 half-days (2023) to 0 (2028)	W9. Decrease the number of unexplained absences from 910 half days to 680

Goal 2	**Maximise the learning growth of every student in literacy and numeracy**	
12-month target 2.1		
12-month target 2.2	L8. Increase the percentage of students in Years 1-6 achieving at or above expected growth in Writing from 69 to 71% L12. Increase the percentage of students in Years 1-6 achieving at or above growth in Number & Algebra from 80 to 82%	
12-month target 2.3	L13. Maintain the percentage of positive student responses to 'Differentiated learning challenge' at or above 90% L14. Maintain the percentage of positive student responses to 'Stimulated learning' at or above 90% L15. Increase the percentage of positive student responses to 'Effective teaching time' to 89%	
12-month target 2.4	L16. Increase the percentage of positive staff responses to 'Feedback' from 71 to 73% L17. Maintain the percentage of positive staff responses to 'Collective efficacy' at or above 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Embed a whole-school approach to assessment of learning growth.	Yes
KIS 2.b Teaching and learning	Build teacher capability to evaluate and plan for differentiated, responsive, student-centred learning.	Yes
KIS 2.c	Embed agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice.	No

Teaching and learning		
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.	Work began on revising and implementing our whole-school Teaching and Reporting Framework (TaRF) and our Assessment Schedule in 2023. This has led to significant improvements in our data over the past few years and it is expected that our improvement will be seen in our 2024 NAPLAN data and teacher judgements. This work will continue in 2024 alongside our preparation for the implementation of the Victorian Curriculum 2.0 We have a strong professional development culture based on responsive teaching and ensuring that each student is taught at their individual point of need. As well as continuing to develop the capacity of the teachers to implement the approaches that we have recently introduced, we will also investigate how we can genuinely integrate the curriculum and use an inquiry-based approach to motivate our students.	
Goal 3	**Improve student wellbeing and empower students to be confident, motivated learners who are actively engaged in their learning.**	
12-month target 3.1	W1. Increase the percentage of positive student response to 'Student voice and agency' to 88%	
12-month target 3.2	W4. Maintain the percentage of positive staff responses to 'Academic emphasis' at 80% or above	
12-month target 3.3	W6. Increase the percentage of positive parent responses to 'Student motivation and support from 85 to 87% W7. Increase the percentage of positive parent responses to 'Stimulated learning environment' from 84 to 96% W8. Increase the percentage of positive parent responses to 'Effective teaching time from 79 to 84%	
12-month target 3.4	W9. Decrease the number of unexplained absences from 910 half days to 680	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop and implement a strategy to build student agency in their learning by utilising goal setting and feedback.	Yes
KIS 3.b Engagement	Develop and implement a professional learning strategy for teachers to build the capability of students to be active participants in their learning.	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.	Students and parents continually report that they would like more frequent and specific information on how the students are progressing across the curriculum. This has been shown in the PIVOT survey ('I know how well I am doing in this class' has been one of the three areas of focus highlighted by PIVOT in 4 of the last 5 rounds) and the Parent/Guardian/Caregiver survey ('Teachers communicate with me often enough about my child's progress' has shown significant improvement over the past few years but continues to receive fewer positive endorsements than the other measures).

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the learning growth of every student in literacy and numeracy
12-month target 1.1	
12-month target 1.2	L8. Increase the percentage of students in Years 1-6 achieving at or above expected growth in Writing from 69 to 71% L12. Increase the percentage of students in Years 1-6 achieving at or above growth in Number & Algebra from 80 to 82%
12-month target 1.3	L13. Maintain the percentage of positive student responses to 'Differentiated learning challenge' at or above 90% L14. Maintain the percentage of positive student responses to 'Stimulated learning' at or above 90% L15. Increase the percentage of positive student responses to 'Effective teaching time' to 89%
12-month target 1.4	L16. Increase the percentage of positive staff responses to 'Feedback' from 71 to 73% L17. Maintain the percentage of positive staff responses to 'Collective efficacy' at or above 90%
KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole-school approach to assessment of learning growth.

Actions	Align the whole-school assessment schedule with the Teacher and Report Framework and the Victorian Curriculum 2.0 for both English and Mathematics
Outcomes	Leaders will observe clearer alignment between summative assessment, formative assessment, teacher judgements and teaching programs. Teachers will be more confident in their judgements based on the reasonable triangulation of data Students will engage in the curriculum throughout the semester with minimal disruption for summative assessment
Success Indicators	Completed assessment schedule for both English and Mathematics Aligned moderations with agreement between teachers Reflections at the end of each semester informing updates and refinements to the schedule Planning and meeting documents will demonstrate higher levels of engagement with formative assessment and less reliance on summative assessment Planning documents will demonstrate alignment between the assessment schedule and the assessments in use in the classrooms. Alignment between the Teaching and Reporting Framework (TaRF), the Assessment Schedule and the Victorian Curriculum

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Finalise the assessment schedule by the English and Maths School Improvement Leaders	☑ Curriculum co-ordinator (s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$15,000.00 ☑ Equity funding will be used

Engage all staff in at least one moderation per semester in English (Writing)	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Professional development for staff on the Victorian Curriculum 2.0 in both English and Mathematics	☑ Curriculum co-ordinator (s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 3 to: Term 4	$5,000.00 ☑ Equity funding will be used
Moderation of at least one Number task against the Victorian Curriculum 2.0	☑ Administration team	☑ PLP Priority	from: Term 4 to: Term 4	$1,000.00 ☑ Equity funding will be used

KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to evaluate and plan for differentiated, responsive, student-centred learning.
Actions	(i) Develop a strategy to build the culture of Mathematics at Seaford Park Primary School (ii) Increase teacher capacity to implement the Seven Steps to Writing Success approach with a focus on Persuasive
Outcomes	(i) Leaders will support teachers to implement evidence-based, high impact teaching strategies in their classrooms (i) Teachers will commit to implementing evidence-based, high impact teaching strategies in their classrooms with rigor

	and consistency (i) Students will articulate why they are engaging in the current learning with reference to the extended learning intention, with specific information on their own individual progress (ii) Leaders will build the documentation in consultation with the Seven Steps to Writing Success approach, the Victorian Curriculum 2.0 and the teaching staff (ii) Teachers will accurately assess and moderate their judgements against the Victorian Curriculum, with a growing understanding of the Victorian Curriculum 2.0 (ii) Students will be able to articulate the next steps in their learning
Success Indicators	(i) Completed strategy to build the culture of Mathematics at Seaford Park Primary School (i) PLC minutes recording the progress of the teaching staff towards achieving the mastery goals through evidence-based professional learning (i) Planning documents demonstrating the consistent implementation of the evidence-based practices across the curriculum (i) Increased teacher resources including professional readings (i) NAPLAN results showing an increase in the percentage of students achieving high gain (i) Student Attitudes to School Survey showing increased endorsement of 'Differentiated learning challenge' (ii) Evidence of the growing suite of continua for assessment and moderating student writing samples (ii) Documentation of the Writing strand for the Victorian English Curriculum 2.0 (ii) Evidence of improved student persuasive writing (ii) Improved student outcomes int he NAPLAN Writing assessment

	(ii) Student Attitudes to School Survey showing increased endorsement of 'Effective teaching time. (ii) Student Attitudes to School Survey showing increased endorsement of 'Differentiated learning challenge'

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a strategy to build the culture of Mathematics at Seaford Park Primary School (Instructional Model; Incursions; Professional learning; Continua of learning; Physical spaces; Assembly; Newsletter articles; High quality displays; Tier 2 intervention; Assessment schedule; Mastery goals for teachers; Student voide and agency; Professional learning texts and document)	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 3 to: Term 4	$15,000.00 ☑ Equity funding will be used
Examine and document the Victorian Mathematics Curriculum 2.0	☑ Curriculum co-ordinator (s)	☑ PLP Priority	from: Term 3 to: Term 4	$10,000.00 ☑ Equity funding will be used
Further develop the professional understanding of the staff in the Seven Steps to Writing Success approach through the continuation of professional learning and examination of learning continua	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$25,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Examine and document the Victorian Mathematics Curriculum 2.0	☑ Learning specialist(s)	☐ PLP Priority	from: Term 3 to: Term 4	$25,000.00

Analyse NAPLAN data to identify the next areas of focus in both Writing and Numeracy	☑ Curriculum co-ordinator (s) ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$5,000.00 ☑ Equity funding will be used
Professional Learning Communities select a master goal each term to focus their professional learning	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Focus students identified each term by each professional learning community	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Invest in resources to support the culture of Mathematics	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used

Goal 2	Improve student wellbeing and empower students to be confident, motivated learners who are actively engaged in their learning.
12-month target 2.1	W1. Increase the percentage of positive student response to 'Student voice and agency' to 88%
12-month target 2.2	W4. Maintain the percentage of positive staff responses to 'Academic emphasis' at 80% or above
12-month target 2.3	W6. Increase the percentage of positive parent responses to 'Student motivation and support from 85 to 87% W7. Increase the percentage of positive parent responses to 'Stimulated learning environment' from 84 to 96% W8. Increase the percentage of positive parent responses to 'Effective teaching time from 79 to 84%

12-month target 2.4	W9. Decrease the number of unexplained absences from 910 half days to 680
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a strategy to build student agency in their learning by utilising goal setting and feedback.
Actions	(i) Investigate and trial inquiry-based approaches (ii) Promote positive attitudes towards attendance amongst the parent community
Outcomes	(i) Leaders will support teachers to implement an integrated approach to teaching and learning, in consideration of the whole Victorian Curriculum and the strengths and needs of the students in the grade (i) Teachers will have a deeper understanding of the Victorian Curriculum and how each skill and statement can be integrated with others (i) Students will experience opportunities to apply their learning immediately through an integrated curriculum (ii) Leaders communicate a clear and consistent message about the importance of attendance to students, staff and families (ii) Teachers respond to families of students who are not at school for a prolonged period in a streamlined and consistent manner (iii) Students complete tasks and other expectations when they are absent, including catching up on missed work tasks and other learning
Success Indicators	(i) Evidence of consultation with the teaching staff (i) Documented integrated curriculum for one topic with one cohort

	(i) Documented draft schoolwide approach to the integrated curriculum based on gathered evidence and the Victorian Curriculum (i) Attitudes to School Survey demonstrating a maintenance in the positive endorsement of 'Differentiated learning challenge' and 'Stimulated learning' and an increase in the positive endorsement of 'Effective teaching time' (i) School Staff Survey demonstrating an increase in the positive endorsement of 'Feedback' and maintenance of the positive endorsement of 'Collective efficacy' (ii) Data analysis indicating a positive impact on student attendance (number of students in the fortnightly draw increasing) (ii) Schoolwide consistent message shared with families in our school newsletter and other communications (ii) Schoolwide strategy published and shared with all staff and discussed with students and families (ii) Tiered response to unexplained absences published, enacted and documented (ii) Data analysis indicating a reduction in the percentage of unexplained absences (ii) Increased response rates from staff in relation to the students seeking additional work when they have been absent

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Select one grade to develop and trial the integrated planning template	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Develop a reporting schedule to ensure all 8 areas are reported on through a cyclical approach	☑ Assistant principal	☐ PLP Priority	from: Term 3 to: Term 4	$0.00

Analysis of survey responses to identify the next steps	☑ Principal	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
Develop and communicate a schoolwide strategy towards improving student attendance	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Analyse the data on a continual basis	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional development for relevant staff on recording and analysing student attendance	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☑ Equity funding will be used
Purchase the relevant module on Compass to support the analysis of attendance data	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Equity funding will be used
Professional development for staff on increasing student engagement through tiered supports	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 2	$25,000.00 ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items

KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a professional learning strategy for teachers to build the capability of students to be active participants in their learning.
Actions	Increase teacher awareness of effective tiered responses to classroom and behaviour management
Outcomes	Leaders respond appropriately to behaviours requiring a Tier 2 and Tier 3 response as per the schoolwide consistent approach Teachers establish effective relationships with students and their parents, and record behaviours of concern on Compass and consult with the Student Support PLC and Learning Specialist, following the schoolwide flow chart Students understand their rights and responsibilities in line with our school values and engage in learning tasks in an appropriate manner
Success Indicators	Documented schoolwide consistent approach to classroom and behaviour management Documented professional learning plan for staff (teachers and integration aides) Documented whole school tiered approach to collecting and responding to relevant data in relation to behaviour management PIVOT data analysis illustrating a greater understanding among the students of the expected behaviours (rights and responsibilities) Attitudes to School Survey data illustrating an improvement in student perception

	Parent Opinion Survey illustrating an improvement in 'Student motivation, 'Stimulating learning environment,' and 'Effective teaching'

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning for staff on the revised approach to SWPBS (Rights and Responsibilities for Respectful Relationships)	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Equity funding will be used
Professional learning for staff on recording data on Compass	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 1	$5,000.00 ☑ Equity funding will be used
Engage all students in the PIVOT survey to identify the next steps and monitor progress	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Analyse data and communicate outcomes to staff	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Communicate classroom and behaviour management strategies to families through the school newsletter	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

Termly re-engagement assemblies to highlight specific areas of focus	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$232,075.84	$235,000.00	-$2,924.16
Disability Inclusion Tier 2 Funding	$124,411.28	$125,000.00	-$588.72
Schools Mental Health Fund and Menu	$27,957.50	$30,000.00	-$2,042.50
Total	$384,444.62	$390,000.00	-$5,555.38

Activities and milestones – Total Budget

Activities and milestones	Budget
Finalise the assessment schedule by the English and Maths School Improvement Leaders	$15,000.00
Engage all staff in at least one moderation per semester in English (Writing)	$1,000.00
Professional development for staff on the Victorian Curriculum 2.0 in both English and Mathematics	$5,000.00
Moderation of at least one Number task against the Victorian Curriculum 2.0	$1,000.00
Develop a strategy to build the culture of Mathematics at Seaford Park Primary School (Instructional Model; Incursions; Professional learning; Continua of learning; Physical spaces; Assembly; Newsletter articles; High quality displays; Tier 2 intervention; Assessment schedule; Mastery goals for	$15,000.00

teachers; Student voide and agency; Professional learning texts and document)	
Examine and document the Victorian Mathematics Curriculum 2.0	$10,000.00
Further develop the professional understanding of the staff in the Seven Steps to Writing Success approach through the continuation of professional learning and examination of learning continua	$25,000.00
Analyse NAPLAN data to identify the next areas of focus in both Writing and Numeracy	$5,000.00
Professional Learning Communities select a master goal each term to focus their professional learning	$5,000.00
Focus students identified each term by each professional learning community	$30,000.00
Invest in resources to support the culture of Mathematics	$25,000.00
Professional development for relevant staff on recording and analysing student attendance	$1,000.00
Purchase the relevant module on Compass to support the analysis of attendance data	$5,000.00
Professional development for staff on increasing student engagement through tiered supports	$25,000.00
Professional learning for staff on the revised approach to SWPBS (Rights and Responsibilities for Respectful Relationships)	$5,000.00
Professional learning for staff on recording data on Compass	$5,000.00
Engage all students in the PIVOT survey to identify the next steps and monitor progress	$2,000.00

Communicate classroom and behaviour management strategies to families through the school newsletter	$5,000.00
Termly re-engagement assemblies to highlight specific areas of focus	$15,000.00
Totals	$200,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Finalise the assessment schedule by the English and Maths School Improvement Leaders	from: Term 1 to: Term 2	$15,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Engage all staff in at least one moderation per semester in English (Writing)	from: Term 1 to: Term 4	$1,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Professional development for staff on the Victorian Curriculum 2.0 in both English and Mathematics	from: Term 3 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Moderation of at least one Number task against the Victorian Curriculum 2.0	from: Term 4 to: Term 4	$1,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Develop a strategy to build the culture of Mathematics at	from: Term 3	$15,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

Seaford Park Primary School (Instructional Model; Incursions; Professional learning; Continua of learning; Physical spaces; Assembly; Newsletter articles; High quality displays; Tier 2 intervention; Assessment schedule; Mastery goals for teachers; Student voide and agency; Professional learning texts and document)	to: Term 4		☑ Professional development (excluding CRT costs and new FTE)
Examine and document the Victorian Mathematics Curriculum 2.0	from: Term 3 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Further develop the professional understanding of the staff in the Seven Steps to Writing Success approach through the continuation of professional learning and examination of learning continua	from: Term 1 to: Term 2	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Analyse NAPLAN data to identify the next areas of focus in both Writing and Numeracy	from: Term 2 to: Term 3	$5,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Professional Learning Communities select a master goal each term to focus their professional learning	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

Focus students identified each term by each professional learning community	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing
Invest in resources to support the culture of Mathematics	from: Term 1 to: Term 4	$25,000.00	☑ Teaching and learning programs and resources
Professional development for relevant staff on recording and analysing student attendance	from: Term 1 to: Term 2	$1,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Purchase the relevant module on Compass to support the analysis of attendance data	from: Term 1 to: Term 1	$5,000.00	☑ Teaching and learning programs and resources
Professional learning for staff on the revised approach to SWPBS (Rights and Responsibilities for Respectful Relationships)	from: Term 1 to: Term 1	$5,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services
Professional learning for staff on recording data on Compass	from: Term 1 to: Term 1	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Engage all students in the PIVOT survey to identify the next steps and monitor progress	from: Term 1 to: Term 4	$2,000.00	☑ Teaching and learning programs and resources

Communicate classroom and behaviour management strategies to families through the school newsletter	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing
Totals		$145,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Further develop the professional understanding of the staff in the Seven Steps to Writing Success approach through the continuation of professional learning and examination of learning continua	from: Term 1 to: Term 2	$15,000.00	☑ Professional learning for school-based staff • Middle school leaders
Termly re-engagement assemblies to highlight specific areas of focus	from: Term 1 to: Term 4	$10,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Totals		$25,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Professional development for staff on increasing student engagement through tiered supports	from: Term 1 to: Term 2	$25,000.00	☑ Cool Kids at School (Macquarie University)
Termly re-engagement assemblies to highlight specific areas of focus	from: Term 1 to: Term 4	$5,000.00	☑ Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Totals		$30,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Tier 2 Intervention Teacher	$60,000.00
Integration Aide to support students in class	$40,000.00
Develop satellite libraries in each subschool	$40,000.00
CRT costs to support teachers in developing our adjustments, supports, assessments, etc.	$10,000.00
Totals	$150,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Tier 2 Intervention Teacher	from: Term 1		

	to: Term 4		
Integration Aide to support students in class	from: Term 1 to: Term 4	$40,000.00	☑ School-based staffing
Develop satellite libraries in each subschool	from: Term 2 to: Term 3	$40,000.00	☑ Teaching and learning programs and resources
CRT costs to support teachers in developing our adjustments, supports, assessments, etc.	from: Term 1 to: Term 4	$10,000.00	☑ CRT
Totals		$90,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Tier 2 Intervention Teacher	from: Term 1 to: Term 4	$60,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Minor building or internal environmental modifications under $5,000 (GST inclusive) •

Integration Aide to support students in class	from: Term 1 to: Term 4	$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Develop satellite libraries in each subschool	from: Term 2 to: Term 3		
CRT costs to support teachers in developing our adjustments, supports, assessments, etc.	from: Term 1 to: Term 4		
Totals		$100,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Tier 2 Intervention Teacher	from: Term 1 to: Term 4		
Integration Aide to support students in class	from: Term 1 to: Term 4		
Develop satellite libraries in each subschool	from: Term 2		

	to: Term 3		
CRT costs to support teachers in developing our adjustments, supports, assessments, etc.	from: Term 1 to: Term 4		
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Engage all staff in at least one moderation per semester in English (Writing)	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning	☑ PLC/PLT meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Departmental resources Victorian Curriculum ☑ Pedagogical Model	☑ On-site
Professional development for staff on the Victorian Curriculum 2.0 in both English and Mathematics	☑ Curriculum co-ordinator (s) ☑ Learning specialist(s)	from: Term 3 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Moderation of at least one Number task against the Victorian Curriculum 2.0	☑ Administration team	from: Term 4	☑ Moderated assessment of student learning	☑ Formal school meeting / internal	☑ PLC Initiative ☑ Maths/Sci specialist	☑ On-site

		to: Term 4		professional learning sessions ☑ PLC/PLT meeting	☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
Examine and document the Victorian Mathematics Curriculum 2.0	☑ Curriculum co-ordinator (s)	from: Term 3 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Maths/Sci specialist	☑ On-site
Further develop the professional understanding of the staff in the Seven Steps to Writing Success approach through the continuation of professional learning and examination of learning continua	☑ Learning specialist(s)	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist ☑ Literacy leaders	☑ On-site
Professional Learning Communities select a master goal each term to focus their professional learning	☑ Principal	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ PLC Initiative ☑ Maths/Sci specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Focus students identified each term by each	☑ Principal	from: Term 1	☑ Planning ☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Learning specialist ☑ Maths/Sci specialist	☑ On-site

professional learning community		to: Term 4				
Professional development for relevant staff on recording and analysing student attendance	☑ Assistant principal	from: Term 1 to: Term 2	☑ Collaborative inquiry/action research team	☑ Communities of practice	☑ Internal staff ☑ Departmental resources SWPBS	☑ On-site
Professional development for staff on increasing student engagement through tiered supports	☑ Assistant principal	from: Term 1 to: Term 2	☑ Collaborative inquiry/action research team	☑ Whole school pupil free day	☑ Internal staff ☑ Learning specialist	☑ On-site
Professional learning for staff on the revised approach to SWPBS (Rights and Responsibilities for Respectful Relationships)	☑ Assistant principal	from: Term 1 to: Term 1	☑ Collaborative inquiry/action research team	☑ Whole school pupil free day	☑ Internal staff	☑ On-site
Professional learning for staff on recording data on Compass	☑ Assistant principal	from: Term 1 to: Term 1	☑ Collaborative inquiry/action research team	☑ Communities of practice	☑ Internal staff	☑ On-site