2022 Annual Implementation Plan

for improving student outcomes

Seaford Park Primary School (5191)

Submitted for review by Patrick Halpin (School Principal) on 16 December, 2021 at 01:26 PM
Endorsed by Tristan Lanarus (Senior Education Improvement Leader) on 03 March, 2022 at 03:37 PM
Endorsed by Kylie Tomlinson (School Council President) on 28 March, 2022 at 12:44 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

| Support | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |
| | 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	The work conducted through 2021 has led to significant growth across all areas of evaluation and most of our Differentiated School Performance Groups have moved from 'Transform' to 'Influence'. This work has been in spite of the challenges presented by remote learning and disengaged students. Our team managed to keep an unwavering focus on student outcomes in Mathematics throughout the year and have been rewarded by the results achieved. While we are very excited and enthused about our work, we acknowledge that the focus is very narrow. As we move forward, we will continue to investigate the HITS and will broaden the scope of our skills by transferring them to other areas of the curriculum. For example, over the past term, the teachers have investigated and experimented with Learning Intentions and Success Criteria in Mathematics and have come up with an agreed implementation in 2022. Once we have embedded the practice within our Mathematics lessons, we will discuss broadening this practice to all areas of the curriculum.
Considerations for 2022	We have achieved a lot in 2021 but our work in Mathematics is not yet complete. It is important that we continue to grow our understanding and awareness of the foundational skills in Mathematics to ensure that our students do not move into the senior year levels without a deep and robust understanding of Trust the Count, Place Value, Multiplicative Thinking and Partitioning. For the more able students, extending them into Proportional Reasoning and Generalising will be important and must be considered by the team. We will continue to work through Tier 2 of our School Wide Positive Behaviour Supports implementation with the focus on coaching and supporting individual teachers to ensure that the students who require additional support have access when required.
Documents that support this plan	Differentiated School Performance 2021.pptx (0.55 MB)

SSP Goals Target and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.ay Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.by Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student outcomes in literacy and numeracy.
Target 2.1	By 2023 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 25% (2023). In the Victorian Curriculum in Reading for all students to achieve at least one year's growth in each 12 month period.
Target 2.2	By 2023 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 25% (2023). In the Victorian Curriculum in Writing for all students to achieve at least one year's growth in each 12 month period.
Target 2.3	By 2023 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 25% (2023). In the Victorian Curriculum in Numeracy for all students to achieve at least one year's growth in each 12 month period.
Target 2.4	By 2023 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 75% (2023).
Key Improvement Strategy 2.ay Building practice excellence	Embed an evidenced based schoolwide approach to teaching literacy and numeracy.
Key Improvement Strategy 2.by Curriculum planning and assessment	Build consistency in teaching practice aligned with the school's instructional model
Key Improvement Strategy 2.cy	Implement a process of collaborative goal setting and feedback between teachers and students

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 2.dy Evaluating impact on learning	Use data to inform and evaluate practice.
Goal 3	To improve student positive climate for learning.
Target 3.1	By 2023 increase the positive endorsement of the AtoSS factors; • 'student voice and agency' from 57% (2019) to 75% (2023). • 'effective classroom behaviour' from 77% (2019) to 85% (2023). • 'attitudes to attendance' from 79% (2019) to 85% (2023). By 2023 to reduce the percentage of 20 or more days absence to 18%.
Target 3.2	By 2023 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 80% (2023).
Target 3.3	By 2023 increase the positive endorsement of the POS teacher communication from 43% (2019) to 75% (2023).
Key Improvement Strategy 3.ay Health and wellbeing	Embed a consistent approach to student wellbeing and engagement
Key Improvement Strategy 3.by Empowering students and building school pride	Build student voice and agency in their learning
Key Improvement Strategy 3.cy Setting expectations and promoting inclusion	Develop processes to embed effective student leadership.
Goal 4	To improve student wellbeing, inclusion and engagement.
Target 4.1	By 2023 increase the positive endorsement of the AtoSS factors • 'sense of connectedness' from 78% (2019) to 82% (2023). • 'self regulation and goal setting' from 81% (2019) to 85% (2023).
Target 4.2	By 2023 increase the positive endorsement of the SSS factors • 'staff professional safety' from 65% (2019) to 80% (2023). • 'trust in students and parents' from 48% (2019) to 55% (2023)'

	• 'shielding/buffering' from 51% (2019) to 56% (2023)
Key Improvement Strategy 4.ay Setting expectations and promoting inclusion	Build staff capabilities to support positive student wellbeing, inclusion and engagement. Employ restorative practices approaches to student management
Key Improvement Strategy 4.by Health and wellbeing	Develop and implement processes that ensure consistency of practice, communication and support for wellbeing across the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	Maths: - Increase the percentage of students achieving 12-months' growth in the Number and Algebra strand, according to teacher judgements, from 60 to 65% - Reduce the percentage of students in the Bottom-2-bands in Year 3 Numeracy from 13 to 10% in NAPLAN - Increase the percentage of students in the Top-2-bands in Year 3 Numeracy from 33 to 40% in NAPLAN - Increase the percentage of students in the Top-2-bands in Year 5 Numeracy from 31 to 35% in NAPLAN Attitudes to School Survey: - Increase the positive endorsement of 'Effort,' (Teacher-student relations) from 90 to 92% PIVOT Survey: - Increase the positive endorsement of Standard 5, 'Assess, provide feedback and report on student learning,' from 4.0 to 4.2 School Staff Survey: - Increase the positive endorsement of 'Academic emphasis,' from 60 to 70% - Increase the positive endorsement of 'Collective efficacy,' from 72 to 75% - Increase the positive endorsement of 'Parent and community involvement,' from 68 to 75% Parent Opinion Survey: - Increase the positive endorsement of 'Teacher communication,' from 64 to 70%
Improve student outcomes in literacy and numeracy.	No	By 2023 increase the high benchmark growth in NAPLAN reading from 11% (2019) to 25% (2023). In the Victorian Curriculum in Reading for all students to achieve at least one year's growth in each 12 month period. By 2023 decrease the low benchmark growth in NAPLAN writing from 38% (2019) to 25% (2023). In the Victorian Curriculum in Writing for all students to achieve at least one year's growth in each 12 month period.	

		By 2023 increase the high benchmark growth in NAPLAN numeracy from 11% (2019) to 25% (2023). In the Victorian Curriculum in Numeracy for all students to achieve at least one year's growth in each 12 month period.	
		By 2023 increase the overall percentage endorsement of the SSS module factor teaching and learning practice improvement from 52% (2019) to 75% (2023).	
To improve student positive climate for learning.	No	By 2023 increase the positive endorsement of the AtoSS factors; • 'student voice and agency' from 57% (2019) to 75% (2023). • 'effective classroom behaviour' from 77% (2019) to 85% (2023). • 'attitudes to attendance' from 79% (2019) to 85% (2023). By 2023 to reduce the percentage of 20 or more days absence to 18%.	
		By 2023 increase the positive endorsement of the SSS safety and wellbeing module from 70% (2019) to 80% (2023).	
		By 2023 increase the positive endorsement of the POS teacher communication from 43% (2019) to 75% (2023).	
To improve student wellbeing, inclusion and engagement.	No	By 2023 increase the positive endorsement of the AtoSS factors • 'sense of connectedness' from 78% (2019) to 82% (2023). • 'self regulation and goal setting' from 81% (2019) to 85% (2023).	
		By 2023 increase the positive endorsement of the SSS factors • 'staff professional safety' from 65% (2019) to 80% (2023). • 'trust in students and parents' from 48% (2019) to 55% (2023)' • 'shielding/buffering' from 51% (2019) to 56% (2023)	

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Maths: - Increase the percentage of students achieving 12-months' growth in the Number and Algebra strand, according to teacher judgements, from 60 to 65% - Reduce the percentage of students in the Bottom-2-bands in Year 3 Numeracy from 13 to 10% in NAPLAN - Increase the percentage of students in the Top-2-bands in Year 3 Numeracy from 33 to 40% in NAPLAN - Increase the percentage of students in the Top-2-bands in Year 5 Numeracy from 31 to 35% in NAPLAN Attitudes to School Survey: - Increase the positive endorsement of 'Effort,' (Teacher-student relations) from 90 to 92% PIVOT Survey: - Increase the positive endorsement of Standard 5, 'Assess, provide feedback and report on student learning,' from 4.0 to 4.2 School Staff Survey: - Increase the positive endorsement of 'Academic emphasis,' from 60 to 70% - Increase the positive endorsement of 'Collective efficacy,' from 72 to 75% - Increase the positive endorsement of 'Parent and community involvement,' from 68 to 75% Parent Opinion Survey: - Increase the positive endorsement of 'Teacher communication,' from 64 to 70%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 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 2022.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Maths: - Increase the percentage of students achieving 12-months' growth in the Number and Algebra strand, according to teacher judgements, from 60 to 65% - Reduce the percentage of students in the Bottom-2-bands in Year 3 Numeracy from 13 to 10% in NAPLAN - Increase the percentage of students in the Top-2-bands in Year 3 Numeracy from 33 to 40% in NAPLAN - Increase the percentage of students in the Top-2-bands in Year 5 Numeracy from 31 to 35% in NAPLAN Attitudes to School Survey: - Increase the positive endorsement of 'Effort,' (Teacher-student relations) from 90 to 92% PIVOT Survey: - Increase the positive endorsement of Standard 5, 'Assess, provide feedback and report on student learning,' from 4.0 to 4.2 School Staff Survey: - Increase the positive endorsement of 'Academic emphasis,' from 60 to 70% - Increase the positive endorsement of 'Collective efficacy,' from 72 to 75% - Increase the positive endorsement of 'Parent and community involvement,' from 68 to 75% Parent Opinion Survey: - Increase the positive endorsement of 'Teacher communication,' from 64 to 70%
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop the structures, programs and approaches required to build teacher capability in the use of the High Impact Teaching Strategies to support all students at their point of learning need, and to ensure greater consistency of practice across classes.
Outcomes	Students will: - articulate what they are learning, how they are going, how they can be successful and what they can do if they require help when questioned by a familiar or unfamiliar adult - demonstrate appropriate behaviours during Maths lessons - demonstrate progress against the focus of our PLC Inquiry - co-construct the success criteria with the support of their teacher during Maths lessons Teachers will: - display learning intentions (LI) and success criteria (SC) for all Mathematics lessons, as a minimum - articulate the LI to the students - engage the students in co-constructing the SC - engage in professional learning in formative assessment and feedback alongside our work as a PLC - identify target students for intervention from the data and plan and teach accordingly Leaders will: - observe consistent practice across the school in relation to LI and SC - hear the students articulating their learning across the school - engage in the PLC Inquiry cycle alongside the teaching staff - report their observations from their learning walks back to the staff
Success Indicators	Early Indicators: - Planning documents showing LI and SC and differentiation - PLC Meeting Minutes demonstrating discussions based on data (formative assessment)

- IEPs for students receiving TLI intervention

Late Indicators:
- Learning Walk observational notes
- Curriculum Reports
- Pre and Post test data
- Student feedback
- NAPLAN data (Maths)
- Teacher Judgement data (Maths)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Baseline data will be collected indicating the growth made in Maths in the 12 months between December 2020 and December 2021	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Baseline data will be collected to assess the ability of the students to articulate their learning (Maths Online Interview)	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will agree to pre-, post- and formative assessment strategies and will report assessment data back to the PLC at weekly meetings to focus the teaching on student need	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers will engage in professional learning in relation to the foundational skills in Mathematics as well as the High Impact Teaching Strategies (formative assessment and feedback) as agreed by the PLCs	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

The Tutor Learning Initiative will support the work of the PLCs through small group and individual withdrawals and co-teaching in classrooms	☑ Numeracy Improvement Teacher	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Daily whole school Mathematics Enhancement sessions will continue with a focus on our PLC Inquiry focus	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Maths resources will be audited and new resources purchased	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
The Instructional Model will be reviewed and a consistent approach will be agreed	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Planning documents will be analysed and unit planners created as the documented Maths curriculum (P-6)	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

| Termly learning walks will be conducted by the Principal and Learning Specialists | ☑ Learning Specialist(s) ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00

☐ Equity funding will be used

☐ Disability Inclusion Tier 2 Funding will be used

☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Establish a whole school approach to social-emotional wellbeing
Outcomes	Students will: - articulate the behaviour expectations during all school-related events - contribute to the creation of videos and posters outlining the expected behaviours Teachers will: - promote the language of our expected behaviours with the students and families - model appropriate and expected behaviours - include the Wellbeing & Engagement scope and sequence in their planning and teaching Leaders will: - observe consistent behaviour across the school - include wellbeing on all staff meeting agendas - create a school wide approach to Wellbeing & Engagement based on the input of students, teachers and parents
Success Indicators	Early Indicators: - Wellbeing & Engagement Scope and Sequence, including SWPBS, RRR and Zones of Regulation - Posters and Videos of expected behaviours - Timetable showing in-class support and coaching by the Learning Specialist Late Indicators: - Compass records of inappropriate behaviours showing a decline in reports - Survey results

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data will be collected to gauge the areas of concern that require whole-school focus	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$60,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Two videos and posters will be created per terms in relation to whole-school expectations	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
A Scope and Sequence will be developed for Prep-6	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing will be added as a standing item on each staff meeting agenda	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
A timetable will be drawn up for in-class support and coaching for teachers	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$197,445.00	$125,000.00	$72,445.00
Disability Inclusion Tier 2 Funding	$110,481.00	$0.00	$110,481.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$307,926.00**	**$125,000.00**	**$182,926.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Teachers will engage in professional learning in relation to the foundational skills in Mathematics as well as the High Impact Teaching Strategies (formative assessment and feedback) as agreed by the PLCs	$5,000.00
Daily whole school Mathematics Enhancement sessions will continue with a focus on our PLC Inquiry focus	$50,000.00
Maths resources will be audited and new resources purchased	$10,000.00
Data will be collected to gauge the areas of concern that require whole-school focus	$60,000.00
Totals	**$125,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Teachers will engage in professional learning in relation to the foundational skills in Mathematics as well as the High Impact Teaching Strategies (formative assessment and feedback) as agreed by the PLCs	from: Term 1 to: Term 4	$5,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Daily whole school Mathematics Enhancement sessions will continue with a focus on our PLC Inquiry focus	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Maths resources will be audited and new resources purchased	from: Term 1 to: Term 2	$10,000.00	☑ Teaching and learning programs and resources
Data will be collected to gauge the areas of concern that require whole-school focus	from: Term 1	$60,000.00	☑ School-based staffing

	to: Term 4		
Totals		$125,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Literacy Intervention Teaching	$60,000.00
Integration Aide	$40,000.00
Classroom furniture upgarde	$80,000.00
Totals	**$180,000.00**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy Intervention Teaching	from: Term 1 to: Term 4		
Integration Aide	from: Term 1 to: Term 4		
Classroom furniture upgarde	from: Term 3 to: Term 4	$72,445.00	☑ Assets

Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy Intervention Teaching	from: Term 1 to: Term 4	$70,481.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Special Education Teacher
Integration Aide	from: Term 1 to: Term 4	$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Classroom furniture upgarde	from: Term 3 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Literacy Intervention Teaching	from: Term 1 to: Term 4		
Integration Aide	from: Term 1 to: Term 4		
Classroom furniture upgarde	from: Term 3 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers will agree to pre-, post- and formative assessment strategies and will report assessment data back to the PLC at weekly meetings to focus the teaching on student need	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site
Teachers will engage in professional learning in relation to the foundational skills in Mathematics as well as the High Impact Teaching Strategies (formative assessment and feedback) as agreed by the PLCs	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ PLC Initiative ☑ High Impact Teaching Strategies (HITS)	☑ On-site