

# 2023 Annual Implementation Plan

## for improving student outcomes

Kiewa Valley Primary School (6229)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
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>	After recently completing our PRSE and review process our validation day, fieldwork day and final review day our team has concluded that we are working on embedding. We have identified student voice and agency as an area for further development and explicit teaching. The SIT team has reflected on the work still to be achieved and we have demonstrated that we have achieved and set up a lot of our structures which will enable us now to further drive improvement in the identified areas of numeracy, literacy and wellbeing. We need to streamline approached, processes and procedures and deeply embed the use of data to inform teaching and decision making.
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<p><b>Considerations for 2023</b></p>	<p>LEARNING GROWTH: we are shifting our focus onto learning growth and this will start with a review of the data sets used on our data wall. We currently do not have a formalised way to track growth on the wall, this will enable us to identify those students who have stagnated. Review of our student goal setting expectations to connect these to LI and SC.</p> <p>SWPBS: we have key components of SWPBS in place, however we need to review procedures and processes to formalise expectations so we can clearly communicate these to our community.</p> <p>KVPS WORKSHOP MODEL: we need to continually review this and ensure consistency of practice across literacy and in 2023 the roll out of the Maths Workshop model. we need to revisit conferencing to ensure we have an established common language and understanding of the expectations.</p> <p>FORMATIVE ASSESSMENT: develop a clear and consistent language about Formative Assessment at KVPS, what are the expectations, what are the strategies that work our our students and how are we documenting it.</p> <p>TEACHER JUDGEMENT: we need to investigate further the disconnect between Yr 2 and 3 and Yr 4 and 5 with our TJ. Move to collaborative assessment in units and strengthen the use of triangulation of data.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;            In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<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 improve student outcomes in writing
<b>Target 2.1</b>	Increase NAPLAN writing high relative growth data from 8 per cent (2018 baseline) to 25 per cent by 2022.
<b>Target 2.2</b>	Increase the percentage of students in the top two bands in writing in NAPLAN in Year 5 from 30 per cent (2018 baseline) to 40 per cent by 2022.
<b>Target 2.3</b>	Decrease NAPLAN low growth in writing from 28 per cent (2018 baseline) to 10 per cent by 2022.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop and embed an agreed Teaching and Learning model for writing

<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build teacher capacity in the explicit teaching of writing
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop and embed teacher reflection, feedback and observation processes and practices.
<b>Goal 3</b>	To improve students' outcomes in numeracy
<b>Target 3.1</b>	Increase the percentage of students in the top two bands in Year 3 NAPLAN from 11 per cent (2018 baseline) to 35 per cent by 2022.
<b>Target 3.2</b>	Increase the percentage of students in the top two bands in Year 5 NAPLAN from 25 per cent (2018 baseline) to 35 per cent by 2022.
<b>Target 3.3</b>	Increase the percentage of students above expected levels in the Teacher Judgement data from 23 per cent (2018 baseline) to 40 per cent by 2022.
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Audit and refine numeracy assessment practices
<b>Key Improvement Strategy 3.b</b> Evaluating impact on learning	Build teacher capacity to deliver challenging and differentiated learning tasks in numeracy
<b>Goal 4</b>	Increase student influence and agency in their learning.

<b>Target 4.1</b>	Increase the measure of Student voice and agency in the AToS from 76 per cent positive in 2018 to 90 per cent positive in 2022.
<b>Target 4.2</b>	Using a school developed and administered survey, increase the percentage of positive responses related to feedback from the 2019 benchmark. (still to be administered and benchmarked)
<b>Target 4.3</b>	Increase the percentage of high growth in NAPLAN reading from 35 per cent (2018 baseline) to 50 per cent by 2022.
<b>Key Improvement Strategy 4.a</b> Evidence-based high-impact teaching strategies	Develop and embed visual pathways in literacy and numeracy
<b>Key Improvement Strategy 4.b</b> Vision, values and culture	Audit and refine the schools vision and values
<b>Key Improvement Strategy 4.c</b> Intellectual engagement and self-awareness	Build teacher capacity to develop and embed feedback and goal setting practices

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b></p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>Numeracy:</b> By the end of 2023, students in Year 5 achieving at or above benchmark growth will increase from 73% to 76%</p> <p>By the end of 2023, students achieving at or above expected level in Number and Algebra will increase from 61% (in 2021) to 66%.</p> <p><b>Wellbeing -</b> By the end of 2023, students will increase the percentage of positive responses for the factor of self-regulation and goal setting from 79% to 81%.</p>
To improve student outcomes in writing	No	Increase NAPLAN writing high relative growth data from 8 per cent (2018 baseline) to 25 per cent by 2022.	
		Increase the percentage of students in the top two bands in writing in NAPLAN in Year 5 from 30 per cent (2018 baseline) to 40 per cent by 2022.	



		Decrease NAPLAN low growth in writing from 28 per cent (2018 baseline) to 10 per cent by 2022.	
To improve students' outcomes in numeracy	No	Increase the percentage of students in the top two bands in Year 3 NAPLAN from 11 per cent (2018 baseline) to 35 per cent by 2022.	
		Increase the percentage of students in the top two bands in Year 5 NAPLAN from 25 per cent (2018 baseline) to 35 per cent by 2022.	
		Increase the percentage of students above expected levels in the Teacher Judgement data from 23 per cent (2018 baseline) to 40 per cent by 2022.	
Increase student influence and agency in their learning.	No	Increase the measure of Student voice and agency in the AToS from 76 per cent positive in 2018 to 90 per cent positive in 2022.	
		Using a school developed and administered survey, increase the percentage of positive responses related to feedback from the 2019 benchmark. (still to be administered and benchmarked)	

		Increase the percentage of high growth in NAPLAN reading from 35 per cent (2018 baseline) to 50 per cent by 2022.	
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<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>	<p>Numeracy: By the end of 2023, students in Year 5 achieving at or above benchmark growth will increase from 73% to 76%</p> <p>By the end of 2023, students achieving at or above expected level in Number and Algebra will increase from 61% (in 2021) to 66%.</p> <p>Wellbeing - By the end of 2023, students will increase the percentage of positive responses for the factor of self-regulation and goal setting from 79% to 81%.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</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 2</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>	Numeracy: By the end of 2023, students in Year 5 achieving at or above benchmark growth will increase from 73% to 76%  By the end of 2023, students achieving at or above expected level in Number and Algebra will increase from 61% (in 2021) to 66%.  Wellbeing - By the end of 2023, students will increase the percentage of positive responses for the factor of self-regulation and goal setting from 79% to 81%.
<b>KIS 1</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>	<ul style="list-style-type: none"> <li>- Build staff capability in assessment and differentiation in Numeracy in order to identify and meet student's individual learning needs.</li> <li>- Embed the agreed Instructional Model in Mathematics</li> <li>- Build staff capability to collaboratively plan in teaching teams</li> </ul>
<b>Outcomes</b>	Leaders will: <ul style="list-style-type: none"> <li>- Use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers</li> <li>- Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support</li> <li>- Maintain PLC structures to support teacher collaboration and strengthen teaching practice</li> <li>- Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/ or disabilities in the classroom</li> <li>- Invite teachers to observe their classes</li> <li>- Develop their own peer coaching skills</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>- Understand the structure of the pedagogical model</li> <li>- Embed processes that ensure 'at risk' students or students with additional learning needs receive support</li> <li>- Experiment with the use of maths notebooks</li> </ul>

	<ul style="list-style-type: none"> <li>- Use PLC for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of all students</li> <li>- Embed the use of data walls for numeracy to inform targeted teaching</li> <li>- Establish consistent approaches to formative assessment</li> <li>- Establish/improve peer coaching skills</li> <li>- Use the pedagogical model regularly to plan and deliver lessons</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to articulate the 'usual' structure of lessons</li> <li>- Be able to articulate their individual learning goals</li> <li>- Record critical and creative thinking and celebrate their learning in numeracy in their maths notebooks</li> <li>- Know what their next steps are to progress their learning</li> <li>- Access learning through inclusive low floor and high ceiling tasks and enablers and extenders.</li> <li>- Receive small group/individual support if they are working 12 months below expected level through TLI and Intervention</li> </ul>
<p><b>Success Indicators</b></p>	<p>Whole School Level:</p> <ul style="list-style-type: none"> <li>- Develop Assessment for Common Misunderstandings Learning Pathway</li> <li>- Peer observations and learning walks demonstrating use of strategies from professional learning</li> <li>- Teachers' formative assessment and summative judgements against the curriculum</li> <li>- Review of the assessment schedule to be undertaking to maximise assessment for learning</li> <li>- Whole School Data Wall (Teacher Judgement)</li> <li>- Benchmark Growth on NAPLAN</li> <li>- Top 2 Bands Numeracy</li> <li>- Overall growth of NFA data from Class Profiles</li> </ul> <p>Classroom Level:</p> <ul style="list-style-type: none"> <li>- NFA Class Profiles</li> <li>- Planning documents showing enabling and extending tasks</li> <li>- Using data to inform teaching during collaborative planning</li> <li>- Evidence of teachers inputting data into assessment spreadsheets and on data walls</li> <li>- Semester 2 teacher judgements</li> <li>- Evidence of Learning Walks and Talks and Peers Observations</li> </ul> <p>Student Level:</p> <ul style="list-style-type: none"> <li>- Progress against Individual Education Plans</li> <li>- Progress on NFA learning pathway</li> <li>- Evidence of goal setting and conferences</li> <li>- Post-test results in Essential Assessment, NFA, assessment for common misunderstandings</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Participation in Numeracy CoPs	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the Numeracy Instructional Model and provide Professional Learning to staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Prioritise collaborative planning time for units to plan Mathematics with the Numeracy Leader	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<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
Numeracy Intervention	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Development in use of assessment, and instructional model in PLTs and peer observations or LWT - observations to learn	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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
Enable numeracy leaders to collaborate with TPS Num Leader to develop curriculum units	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reviewing data wall and assessment schedule. Develop formative assessment of student work with staff.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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



Maintain PLC cycle processes and procedures	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a ACM pathway and commence teaching of newly developed scope and sequence in mathematics	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop clear formative assessment of mathematics processes and the use of NFA2 and Assessment for Common Misunderstanding and Middle Years Scaffolding Assessment to identify student learning goals with students	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Numeracy Leader attending Numeracy Leader's Summit	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Teaching Partner - Leading teacher supported by DET to work alongside Numeracy Leader to build capability of staff in instructional model, teacher practice and feedback.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop a whole-school understanding of what student voice, agency and leadership in learning looks like.</li> <li>- Develop a whole-school School Wide Positive Behaviour Support Framework</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Leaders and school community will share a common understanding of the whole school approach to supporting physical, social ,emotional and cultural wellbeing</li> <li>- Establish agreed monitoring processes and ensure these are visible for staff use</li> <li>- Prioritise the professional development of all staff in inclusive classrooms and managing challenging behaviours</li> <li>- Develop a clear and common understanding of student voice and agency within our context</li> <li>- Maintain lunch clubs and breakfast clubs to promote positive wellbeing across the school</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Implement and model consistent routines and structures</li> <li>- Implement inclusive classroom practices when teaching and planning units of work</li> <li>- Regularly refer and update the wellbeing data wall</li> <li>- Develop a greater understanding of managing our students at risk</li> <li>- Implement a range of teaching strategies that allow our students to develop a deep understanding of student voice and agency and our school values</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Feel supported and engaged and contribute to a positive classroom culture</li> <li>- At-risk students will be identified and receive targeted support in a timely manner</li> <li>- Have a strong connection with peers and staff</li> <li>- Articulate what student voice and agency is at KVPS</li> <li>- Articulate the school values and demonstrate these in their interactions in indoor and outdoor activities</li> </ul>			
<b>Success Indicators</b>	<p>Whole School:</p> <ul style="list-style-type: none"> <li>- Observations of changes to classroom practices</li> <li>- Documentation of SWPBS frameworks</li> </ul>			

	<ul style="list-style-type: none"> <li>- Internal and external professional learning attendance and shared readings for staff are documented</li> <li>- Students staff and parent perception survey results</li> <li>- Establish a Wellbeing Data Wall</li> </ul> <p>Classroom Level:</p> <ul style="list-style-type: none"> <li>- Student engagement in wellbeing programs</li> <li>- Teachers reports of student wellbeing concerns</li> <li>- Documentation of referrals to external supports</li> <li>- Semester 2 judgements against the Wellbeing Capabilities Curriculum Map</li> </ul> <p>Individual Level:</p> <ul style="list-style-type: none"> <li>- Data used to identify students in need of targeted support</li> <li>- COMPASS behavioural data entries</li> <li>- Data of students attending lunch clubs, counselling services, external agencies</li> <li>- Behaviour support plans, challenging behaviour plans and Individual Education Plans</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning Inclusive Classrooms and Managing Challenging Behaviours	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS coaching	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			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
Create a wellbeing data wall and introduce staff to its purpose	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Student Voice and Agency to SC and SRC review	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 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
Student Voice and Agency - PLTs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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
Establish community connections for SWPBS team	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Employment of a Social Worker	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,000.00  <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
Case Management of identified students through PLC process and Wellbeing Data Wall	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of Inclusion Leading Teacher	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$93,600.00  <input type="checkbox"/> Equity funding will be used

				<input checked="" 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
Developing a common beliefs and understanding across all staff in regards to social and emotional learning and inclusive practices.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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
Engage an Art Therapist for a whole school project through RAV	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$600.00  <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
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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	\$0.00	\$14,500.00	-\$14,500.00
Disability Inclusion Tier 2 Funding	\$0.00	\$109,000.00	-\$109,000.00
Schools Mental Health Fund and Menu	\$0.00	\$30,000.00	-\$30,000.00
<b>Total</b>	\$0.00	\$153,500.00	-\$153,500.00

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Numeracy Intervention	\$19,000.00
Employment of a Social Worker	\$27,000.00
Employment of Inclusion Leading Teacher	\$93,600.00
Engage an Art Therapist for a whole school project through RAV	\$600.00
<b>Totals</b>	\$140,200.00

### Activities and Milestones - Equity Funding

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

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Numeracy Intervention	from: Term 1 to: Term 4	\$18,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Leading Teacher</li> </ul>
Employment of Inclusion Leading Teacher	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Leading Teacher</li> </ul>
<b>Totals</b>		\$108,000.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of a Social Worker	from: Term 1 to: Term 4	\$27,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Engage an Art Therapist for a whole school project through RAV	from: Term 3 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities

<b>Totals</b>		\$30,000.00	
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### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Upgrade disabled toilet	\$5,000.00
Sounds Write Intervention	\$14,000.00
<b>Totals</b>	\$19,000.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Upgrade disabled toilet	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Other
Sounds Write Intervention	from: Term 1 to: Term 4	\$14,500.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$14,500.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Upgrade disabled toilet	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li>Adaptation to provide wheelchair access (ramps, wider doors)</li> </ul>
Sounds Write Intervention	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$1,000.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Upgrade disabled toilet	from: Term 1 to: Term 4	\$0.00	
Sounds Write Intervention	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
Participation in Numeracy CoPs	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> Off-site TBC location
Implement the Numeracy Instructional Model and provide Professional Learning to staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Professional Development in use of assessment, and instructional model in PLTs and peer observations or LWT - observations to learn	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Matt Knight	<input checked="" type="checkbox"/> On-site
Maintain PLC cycle processes and procedures	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	
Teaching Partner - Leading teacher supported by DET to work alongside Numeracy Leader to build capability of staff in instructional model, teacher practice and feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4				
Professional Learning Inclusive Classrooms and Managing Challenging Behaviours	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Diverse Learners Team	<input checked="" type="checkbox"/> On-site
SWPBS coaching	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site
Create a wellbeing data wall and introduce staff to its purpose	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student Voice and Agency - PLTs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 3 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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Case Management of identified students through PLC process and Wellbeing Data Wall	<input checked="" type="checkbox"/> All Staff	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Developing a common beliefs and understanding across all staff in regards to social and emotional learning and inclusive practices.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Through SWPBS and Diverse Learners Unit	<input checked="" type="checkbox"/> On-site