

2023 Annual Implementation Plan

for improving student outcomes

Cranbourne Primary School (2068)



Submitted for review by Lachlan Yeates (School Principal) on 19 February, 2023 at 05:24 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 01 March, 2023 at 09:26 AM
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	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	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 school has embedded a number of systems from when the school review was undertaken in the middle of 2022. While there are few areas that are operating at a high level, preconditions are now in place in many areas to see more success in 2023.
Considerations for 2023	While there has been improvement, this is fragile, with significant senior and middle leader turnover. It will be important to ensure that improvement is continuous, not just a single strong year.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve instructional and shared leadership across the school to ensure improvement in student outcomes.
Target 2.1	<ul style="list-style-type: none"> • By 2022, the percentage of Prin/Teach endorsement of Collective efficacy of the school staff survey will be at or above the state mean. (School climate module). • By 2022, the percentage of Prin/Teach endorsement of Leading change in the school staff survey will have 90% endorsement. (Professional leadership module).
Target 2.2	<ul style="list-style-type: none"> • The Professional Learning Community (PLC) Maturity Matrix shows improvement each year.
Key Improvement Strategy 2.a Instructional and shared leadership	Develop the instructional leadership capabilities across the school.

Key Improvement Strategy 2.b Instructional and shared leadership	Build a whole school culture of collective accountability and shared responsibility for student learning.
Goal 3	To improve the learning growth of all students in literacy
Target 3.1	Each year all students to achieve 12 months growth in reading as measured by teacher judgements and standardised testing e.g. Fountas and Pinnell and PAT reading.
Target 3.2	By 2022, increase the percentage of students in Year 3 and Year 5 in the top two bands in NAPLAN in reading and writing. By 2022, the percentage of students achieving high relative growth in NAPLAN reading and writing for Year 3 to Year 5 and Year 5 to Year 7 to be at or above the state mean.
Key Improvement Strategy 3.a Building practice excellence	Build deep knowledge of the curriculum standards and learning continuum from pre- foundation to Year 8.
Key Improvement Strategy 3.b Building practice excellence	Build teacher capacity to collect and use assessment data for student learning and to monitor student learning growth over time.
Goal 4	To improve student voice and agency in their learning.
Target 4.1	By 2022, improve the percentage endorsement for all survey factors in the AToS of the Learner characteristics and dispositions domain. By 2022, improve the percentage endorsement of the Student voice and agency factor in the AToS domain of Social engagement.

Target 4.2	By 2022 the average day absence Foundation to Year six will be at or above the state mean.
Key Improvement Strategy 4.a Empowering students and building school pride	Develop policies and practices to build student motivation and engagement through student voice and agency.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN top 2 bands: Writing: 20%, Reading: 30%, Numeracy: 20%SSS: Ac Emph: 58% pos, Coll resp: 80%AtoSS: Diff Learn Chal: 86%, Connected: 78%Average absence days: 19</p>
To improve instructional and shared leadership across the school to ensure improvement in student outcomes.	No	<ul style="list-style-type: none"> By 2022, the percentage of Prin/Teach endorsement of Collective efficacy of the school staff survey will be at or above the state mean. (School climate module). By 2022, the percentage of Prin/Teach endorsement of Leading change in the school staff survey will have 90% endorsement. (Professional leadership module). 	
		<ul style="list-style-type: none"> The Professional Learning Community (PLC) Maturity Matrix shows improvement each year. 	
To improve the learning growth of all students in literacy	No	Each year all students to achieve 12 months growth in reading as measured by teacher judgements and standardised testing e.g. Fountas and Pinnell and PAT reading.	

		<p>By 2022, increase the percentage of students in Year 3 and Year 5 in the top two bands in NAPLAN in reading and writing.</p> <p>By 2022, the percentage of students achieving high relative growth in NAPLAN reading and writing for Year 3 to Year 5 and Year 5 to Year 7 to be at or above the state mean.</p>	
To improve student voice and agency in their learning.	No	<p>By 2022, improve the percentage endorsement for all survey factors in the AToS of the Learner characteristics and dispositions domain.</p> <p>By 2022, improve the percentage endorsement of the Student voice and agency factor in the AToS domain of Social engagement.</p>	
		<p>By 2022 the average day absence Foundation to Year six will be at or above the state mean.</p>	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	<p>NAPLAN top 2 bands: Writing: 20%, Reading: 30%, Numeracy: 20%</p> <p>SSS: Ac Emph: 58% pos, Coll resp: 80%</p> <p>AtoSS: Diff Learn Chal: 86%, Connected: 78%</p> <p>Average absence days: 19</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 1.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

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	NAPLAN top 2 bands: Writing: 20%, Reading: 30%, Numeracy: 20% SSS: Ac Emph: 58% pos, Coll resp: 80% AtoSS: Diff Learn Chal: 86%, Connected: 78% Average absence days: 19
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Strengthen the school's PLT processes (PLT); Embed our intervention program (Intervention); Build understanding around the next sections of the Instructional Model (IM); Develop staff curriculum understanding (Curric), embed the Science of Reading approach (SoR), Develop staff understanding of The Writing Revolution (TWR)
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Monitor classes weekly for instructional model integrity - Develop observation protocols - Observe PLT meetings - Coach PLT leaders - (SIT members) Write termly action plans and report progress to SIT <p>Teachers will:</p> <ul style="list-style-type: none"> - Actively engage with the PLT process - Follow the new curriculum templates and planning tools - Implement Tier 1 teaching approaches in line with PLT actions and the new Instructional Model - Implement new literacy approaches with fidelity - Implement new Instructional Model approaches with fidelity, with an emphasis on Numeracy <p>Students will:</p> <ul style="list-style-type: none"> - Take more ownership of their learning using the updated Instructional Model - Improve learning growth

	Parents/guardians/community members will: <ul style="list-style-type: none"> - Be consulted on a new reporting approach for 2024 - Have improved clarity of their child's learning - (Hub) Have access to adult English classes to better support their children - Be provided information to support/develop their children's reading skills at home 			
Success Indicators	Leading indicators: <ul style="list-style-type: none"> - Planning documents in use - Teachers implementing literacy approaches with fidelity Lagging indicators: <ul style="list-style-type: none"> - Learning walks show 100% use of IM elements from 2022 and 2023 - 80% of students successfully graduate from intervention blocks - 90% of P-1 students are meeting LLLL benchmarks - 80% of Grade 1 students meet Phonic Check benchmarks 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
(IM) Instructional Playbook launched and rolled out across the school, ready for regular updating	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <ul style="list-style-type: none"> <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

<p>(IM) I do strategies (Worked examples, Questioning/Checking for Understanding) are on display in 90% of "I Do" observations</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>(IM) Professional learning will be delivered focussing on all elements of the explicit teaching portion of the lesson</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>(IM) Leadership walkthroughs are in place and a plan has been developed for leadership coaching</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
(Int) Timetables developed for intervention teachers and interventions executed following the planned cycle length and duration	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
(SoR) All staff delivering LLLL trained in the program and implementing the program with fidelity (with appropriate resourcing support)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
(PLT) Regular Middle Leader meetings focussing on PLT leader practice	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(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
(PLT) PLT launch conducted in Term 1, and PLT celebration days held in Terms 2-4	<input checked="" type="checkbox"/> Learning Specialist(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
(Curric) Develop a model for continuous reporting	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$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
(Curric) Develop staff curriculum and assessment knowledge through PLTs (and PDs if required)	<input checked="" type="checkbox"/> Leadership 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
(Curric) Attend network Numeracy PDs and implement relevant strategies	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
(Prin) Update ageing ICT resources	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
(All) All staff to visit high performing local schools or external PD	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>(All) Create and implement action plans to execute the specific actions required to achieve the above goals</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Actively engage in Network activities related to learning including Driving School Improvement and Numeracy communities of practice</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Run a fourth Junior class to keep class sizes manageable and allow the embedding of 2022 Literacy programs</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$95,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	(SWPBS) Embed the school's SWPBS approach; (Att) Improve attendance across the school; (Comm) Develop the school's connection to the Community and improve (SVA) Student Leadership, voice and agency			
Outcomes	Leaders will: <ul style="list-style-type: none"> - Conduct regular walkthroughs to monitor implementation of programs such as Circle Time - Monitor "Class Dojo" points to celebrate teachers implementing the program well and support staff who are struggling - Monitor attendance and have regular attendance data reflection sessions - Support classroom teachers with SWPBS resources - Provide training around the three tiers of behaviours and IEPs - Clear PSD referral process in place Teachers will: <ul style="list-style-type: none"> - Explicitly teach the school values and the classroom behaviours that flow from this - Implement our SWPBS approach including the stages of consequence, Class Dojo points, minor & major behaviour flowchart - Make regular calls home to parents Students will: <ul style="list-style-type: none"> - Be able to confidently name the school values - Name their classroom positive behaviours - (Leaders) Engage in developing school improvement initiatives - (Focus groups) Provide feedback to school leadership on areas of improvement Parents/guardians/community members will: <ul style="list-style-type: none"> - Engage with attendance plans and associated meetings 			

	<ul style="list-style-type: none"> - Build engagement in Community Hub and Community Links - (English) At least 15 regular attendees - (Playgroup) At least 15 regular attendees - (School events/special people's days) At least 100 attendees 			
Success Indicators	<p>Leading indicators:</p> <ul style="list-style-type: none"> - SWPBS tools visible in classrooms including: Circle time posters, stages of consequence, Power of PRIDE posters/values - Classroom teachers distributing at least 600 Class Dojo points per week (regular week, 25 student class) - Increase in PSD applications on 2021 and 2022 - Increase in completed and endorsed BMPs - Teachers making at least 2 calls home per week - 15 community members attending hub sessions (coffee & chat; adult English courses; Playgroup) - Parent events running each term - Parent and student teacher intervention volunteers working in the school - Absence plans in place for non-attenders <p>Lagging indicators:</p> <ul style="list-style-type: none"> - Reduction in arrivals at Wellbeing office - Increase in AtoSS measures including: "Advocate at school", "Managing Bullying" and "Student Voice and Agency" - Attendance over 90% every term 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
(SWPBS) Refine the school PSD application process to ensure all students have adequate support	<input checked="" type="checkbox"/> Leading 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
(Att) Weekly attendance meetings to monitor attendance patterns and flag families for additional intervention	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<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
(SVA) Embed student leadership structures including Vice Captains, JSC teams and student representation on School Council	<input checked="" type="checkbox"/> Learning Specialist(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
(SVA) Termly focus groups alternating between LC and T&L focuses	<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
(Comm) Support the Community Hub to improve Playgroup and English Language classes and develop additional programs	<input checked="" type="checkbox"/> Learning Specialist(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
(Comm) Create and implement a calendar of school events, including cultural events	<input checked="" type="checkbox"/> All Staff	<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
(Comm) Implement quality OSHC program	<input checked="" type="checkbox"/> Principal	<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
(Comm) Organise termly community engagement events (e.g. Open nights, colour run, concert, fete etc)	<input checked="" type="checkbox"/> Learning Specialist(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

(Comm) Improve links between Community Link parent group and Community Hub	<input checked="" type="checkbox"/> Learning Specialist(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
(Comm) Work with local Kinders to develop a school readiness program to support transitions in the local area	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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
(SVA) Trial development of student agency and learning behaviours in LS classrooms	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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
(All) Create and implement action plans to execute the specific actions required to achieve the above goals	<input checked="" type="checkbox"/> School Improvement 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
(Comm & SPWBS) Increase teacher-parent communication frequency	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
(Well) Release a Leading Teacher 3 days a week as Wellbeing Coordinator and build their capacity through PD and Community of Practice time	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,834.60 <input checked="" 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
Actively engage in Network activities related to learning including Driving School Improvement and Wellbeing communities of practice	<input checked="" type="checkbox"/> Principal	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$314,555.49	\$314,555.49	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$30,834.60	\$30,834.60	\$0.00
Total	\$345,390.09	\$345,390.09	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
(Int) Timetables developed for intervention teachers and interventions executed following the planned cycle length and duration	\$50,000.00
(SoR) All staff delivering LLLL trained in the program and implementing the program with fidelity (with appropriate resourcing support)	\$20,000.00
(Curric) Attend network Numeracy PDs and implement relevant strategies	\$1,000.00
(Prin) Update ageing ICT resources	\$40,000.00
(All) All staff to visit high performing local schools or external PD	\$50,000.00
Run a fourth Junior class to keep class sizes manageable and allow the embedding of 2022 Literacy programs	\$95,000.00
(Well) Release a Leading Teacher 3 days a week as Wellbeing Coordinator and build their capacity through PD and Community of Practice time	\$100,834.60

Totals	\$356,834.60
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
(Int) Timetables developed for intervention teachers and interventions executed following the planned cycle length and duration	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
(SoR) All staff delivering LLLL trained in the program and implementing the program with fidelity (with appropriate resourcing support)	from: Term 1 to: Term 1	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
(Curric) Attend network Numeracy PDs and implement relevant strategies	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> CRT
(Prin) Update ageing ICT resources	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Assets
(All) All staff to visit high performing local schools or external PD	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Run a fourth Junior class to keep class sizes manageable and allow	from: Term 1	\$93,000.00	<input checked="" type="checkbox"/> School-based staffing

the embedding of 2022 Literacy programs	to: Term 4		
(Well) Release a Leading Teacher 3 days a week as Wellbeing Coordinator and build their capacity through PD and Community of Practice time	from: Term 1 to: Term 4	\$60,555.49	<input checked="" type="checkbox"/> School-based staffing
Totals		\$314,555.49	

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
(Well) Release a Leading Teacher 3 days a week as Wellbeing Coordinator and build their capacity through PD and Community of Practice time	from: Term 1 to: Term 4	\$30,834.60	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$30,834.60	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
(IM) Instructional Playbook launched and rolled out across the school, ready for regular updating	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
(IM) I do strategies (Worked examples, Questioning/Checking for Understanding) are on display in 90% of "I Do" observations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
(IM) Professional learning will be delivered focussing on all elements of the explicit teaching portion of the lesson	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
(All) All staff to visit high performing local schools or external PD	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

(Att) Weekly attendance meetings to monitor attendance patterns and flag families for additional intervention	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
(Comm & SPWBS) Increase teacher-parent communication frequency	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site