

2023 Annual Implementation Plan

for improving student outcomes

Somerville Rise Primary School (5372)



Submitted for review by Matthew Jackson (School Principal) on 16 January, 2023 at 01:35 PM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 14 February, 2023 at 11:04 AM
Endorsed by Diane Robertson (School Council President) on 14 February, 2023 at 12:22 PM

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	Emerging
	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.	Emerging
	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	Emerging
	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	Please see the 2023 AIP
Considerations for 2023	Please see the 2023 AIP
Documents that support this plan	

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	Improve student learning growth in literacy.
Target 2.1	NAPLAN – Top Two Bands: To increase the percentage of students achieving in the top two bands of NAPLAN for Year 5 students in: <ul style="list-style-type: none"> • Reading from 28 per cent in 2019 to 33 per cent by 2025 • Writing from 13 per cent in 2019 to 18 per cent by 2025. To decrease the percentage of students achieving in the bottom two bands of NAPLAN for Year 5 students in: <ul style="list-style-type: none"> • Reading from 25 per cent in 2019 to 13 per cent by 2025 • Writing from 26 per cent in 2019 to 16 per cent by 2025.

Target 2.2	<p>Benchmark growth - NAPLAN:</p> <p>To increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Reading from ten per cent in 2019 to 20 per cent by 2025 • Writing from ten per cent in 2019 to 17 per cent by 2025.
Target 2.3	<p>Victorian Curriculum as assessed by teachers in Semester 2:</p> <p>Students to achieve at or above expected growth as assessed by teachers in Semester 2 in Reading for:</p> <ul style="list-style-type: none"> • Year 4 from 75 per cent in 2019 to 83 per cent by 2025 • Year 5 from 67 per cent in 2019 to 80 per cent by 2025 • Year 6 from 71 per cent in 2019 to 80 per cent by 2025. <p>Students to achieve at or above expected growth as assessed by teachers in Semester 2 in Writing for:</p> <ul style="list-style-type: none"> • Year 4 from 66 per cent in 2019 to 78 per cent in 2025 • Year 5 from 70 per cent in 2019 to 78 per cent in 2025 • Year 6 from 70 per cent in 2019 to 78 per cent in 2025.
Key Improvement Strategy 2.a Building practice excellence	Build teacher capability to effectively teach literacy.
Key Improvement Strategy 2.b	Improved use of assessment to inform planning for differentiation.

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 2.c Building practice excellence	Implement the Professional Learning Community initiative to improve the use of data to inform planning and improved teacher practice.
Goal 3	Improve student learning outcomes in numeracy for all students.
Target 3.1	<p>NAPLAN Top and Bottom Two Bands:</p> <ul style="list-style-type: none"> • To increase the percentage of students achieving in the top two bands of NAPLAN for Year 5 Numeracy from 16 per cent in 2019 to 24 per cent by 2025. • To decrease the percentage of students achieving in the bottom two bands of NAPLAN for Year 5 Numeracy from 23 per cent in 2019 to 14 per cent by 2025.
Target 3.2	<p>Victorian Curriculum as assessed by teachers in Semester 2:</p> <p>To increase the percentage of students achieving above expected level in Number and Algebra, according to teacher judgements for:</p> <ul style="list-style-type: none"> • Year 4 from 12 per cent in 2019 to 27 per cent by 2025 • Year 5 from 18 per cent in 2019 to 27 per cent by 2025 • Year 6 from nine per cent in 2019 to 27 per cent by 2025. <p>To decrease the percentage of students achieving below expected level in Number and Algebra, according to teacher judgements for:</p> <ul style="list-style-type: none"> • Year 4 from 33 per cent in 2019 to 11 per cent by 2025 • Year 5 from 39 per cent in 2019 to 11 per cent by 2025

	<ul style="list-style-type: none"> Year 6 from 40 per cent in 2019 to 11 per cent by 2025.
Target 3.3	To increase the percentage of students achieving above benchmark growth in NAPLAN from Year 3 to Year 5 for Numeracy from seven per cent in 2019 to 20 per cent in 2025.
Key Improvement Strategy 3.a Building practice excellence	Improve teacher knowledge and skill to implement a numeracy curriculum that caters for all learners.
Key Improvement Strategy 3.b Instructional and shared leadership	Review, refine and embed the agreed Numeracy Instructional Model.
Key Improvement Strategy 3.c Building practice excellence	Use the PLC initiative to build teacher effectiveness to plan for differentiated learning.
Goal 4	Empower students to be active agents in their learning.
Target 4.1	<p>To increase the percentage of positive endorsement from students in the Attitudes to School Survey for the domains of:</p> <ul style="list-style-type: none"> Effective practice for cognitive engagement from the domain average of 74 per cent in 2019 to 81 per cent for each factor by 2025 Learner characters and dispositions from the domain average of 79 per cent in 2019 to 84 per cent for each factor by 2025. <p>Note: The domain average for 2019 was calculated by adding the percentage of positive endorsement for each factor and then dividing by the number of factors for that domain.</p>

Target 4.2	<p>To increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Effective teaching from 70 per cent in 2019 to 80 per cent by 2025 • Stimulating learning environment from 74 per cent in 2019 to 83 per cent by 2025 • Student Motivation and support from 61 per cent 2019 to 81 per cent by 2025 • Student agency and voice from 74 per cent in 2019 to 81 per cent by 2025.
Target 4.3	<p>To increase the percentage of positive endorsement in the School Staff Survey for the factors of:</p> <ul style="list-style-type: none"> • Academic emphasis from 36 per cent in 2019 to 68 per cent by 2025 • Collective focus on student learning from 75 per cent in 2019 to 90 per cent by 2025 • Trust in students and parents was 44 per cent in 2019 to 69 per cent by 2025 • Promote student ownership over learning goals from 67 per cent in 2019 to 86 per cent by 2025.
Key Improvement Strategy 4.a Empowering students and building school pride	Build a shared understanding of student voice and agency across the school community.
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Develop and implement a whole school approach to build students' capacity to self-regulate and self-monitor their own learning.
Key Improvement Strategy 4.c Building practice excellence	Build staff capacity to co-design with and provide opportunities for students to exercise authentic agency in their learning.

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>KIS 1.a For all students P - 6 to make 12 months growth in the area of Number and Algebra by the end of 2023.To improve AToSS Factor Differentiated Learning Challenge from 79% to 90% and SSS Factor use evidence to inform teaching practice from 14% to 75% through the implementation of High Impact Teaching Strategies by the end of 2023.KIS 1.bTo improve AToSS Factor School Connectedness from 58% to 80% and SSS Factor School Climate from 30% to 75% through the implementation of inclusive practices (BSEM) by the end of 2023.For all Prep students to have an attendance of 90% or higher by the end of 2023.</p>
Improve student learning growth in literacy.	No	<p>NAPLAN – Top Two Bands: To increase the percentage of students achieving in the top two bands of NAPLAN for Year 5 students in:</p> <ul style="list-style-type: none"> • Reading from 28 per cent in 2019 to 33 per cent by 2025 • Writing from 13 per cent in 2019 to 18 per cent by 2025. <p>To decrease the percentage of students achieving in the bottom two bands of NAPLAN for Year 5 students in:</p> <ul style="list-style-type: none"> • Reading from 25 per cent in 2019 to 13 per cent by 2025 • Writing from 26 per cent in 2019 to 16 per cent by 2025. 	

		<p>Benchmark growth - NAPLAN: To increase the percentage of students making above Benchmark Growth in NAPLAN from Year 3 to Year 5 for:</p> <ul style="list-style-type: none"> • Reading from ten per cent in 2019 to 20 per cent by 2025 • Writing from ten per cent in 2019 to 17 per cent by 2025. 	
		<p>Victorian Curriculum as assessed by teachers in Semester 2: Students to achieve at or above expected growth as assessed by teachers in Semester 2 in Reading for:</p> <ul style="list-style-type: none"> • Year 4 from 75 per cent in 2019 to 83 per cent by 2025 • Year 5 from 67 per cent in 2019 to 80 per cent by 2025 • Year 6 from 71 per cent in 2019 to 80 per cent by 2025. <p>Students to achieve at or above expected growth as assessed by teachers in Semester 2 in Writing for:</p> <ul style="list-style-type: none"> • Year 4 from 66 per cent in 2019 to 78 per cent in 2025 • Year 5 from 70 per cent in 2019 to 78 per cent in 2025 • Year 6 from 70 per cent in 2019 to 78 per cent in 2025. 	
Improve student learning outcomes in numeracy for all students.	No	<p>NAPLAN Top and Bottom Two Bands:</p> <ul style="list-style-type: none"> • To increase the percentage of students achieving in the top two bands of NAPLAN for Year 5 Numeracy from 16 per cent in 2019 to 24 per cent by 2025. • To decrease the percentage of students achieving in the bottom two bands of NAPLAN for Year 5 Numeracy from 23 per cent in 2019 to 14 per cent by 2025. 	
		<p>Victorian Curriculum as assessed by teachers in Semester 2: To increase the percentage of students achieving above expected level in Number and Algebra, according to teacher judgements for:</p> <ul style="list-style-type: none"> • Year 4 from 12 per cent in 2019 to 27 per cent by 2025 • Year 5 from 18 per cent in 2019 to 27 per cent by 2025 • Year 6 from nine per cent in 2019 to 27 per cent by 2025. <p>To decrease the percentage of students achieving below expected level in Number and Algebra, according to teacher judgements for:</p>	

		<ul style="list-style-type: none"> • Year 4 from 33 per cent in 2019 to 11 per cent by 2025 • Year 5 from 39 per cent in 2019 to 11 per cent by 2025 • Year 6 from 40 per cent in 2019 to 11 per cent by 2025. 	
		To increase the percentage of students achieving above benchmark growth in NAPLAN from Year 3 to Year 5 for Numeracy from seven per cent in 2019 to 20 per cent in 2025.	
Empower students to be active agents in their learning.	No	<p>To increase the percentage of positive endorsement from students in the Attitudes to School Survey for the domains of:</p> <ul style="list-style-type: none"> • Effective practice for cognitive engagement from the domain average of 74 per cent in 2019 to 81 per cent for each factor by 2025 • Learner characters and dispositions from the domain average of 79 per cent in 2019 to 84 per cent for each factor by 2025. <p>Note: The domain average for 2019 was calculated by adding the percentage of positive endorsement for each factor and then dividing by the number of factors for that domain.</p>	
		<p>To increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • Effective teaching from 70 per cent in 2019 to 80 per cent by 2025 • Stimulating learning environment from 74 per cent in 2019 to 83 per cent by 2025 • Student Motivation and support from 61 per cent 2019 to 81 per cent by 2025 • Student agency and voice from 74 per cent in 2019 to 81 per cent by 2025. 	
		To increase the percentage of positive endorsement in the School Staff Survey for the factors of:	

		<ul style="list-style-type: none"> • Academic emphasis from 36 per cent in 2019 to 68 per cent by 2025 • Collective focus on student learning from 75 per cent in 2019 to 90 per cent by 2025 • Trust in students and parents was 44 per cent in 2019 to 69 per cent by 2025 • Promote student ownership over learning goals from 67 per cent in 2019 to 86 per cent by 2025. 	
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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>KIS 1.a For all students P - 6 to make 12 months growth in the area of Number and Algebra by the end of 2023.</p> <p>To improve AToSS Factor Differentiated Learning Challenge from 79% to 90% and SSS Factor use evidence to inform teaching practice from 14% to 75% through the implementation of High Impact Teaching Strategies by the end of 2023.</p> <p>KIS 1.b To improve AToSS Factor School Connectedness from 58% to 80% and SSS Factor School Climate from 30% to 75% through the implementation of inclusive practices (BSEM) by the end of 2023.</p> <p>For all Prep students to have an attendance of 90% or higher by the end of 2023.</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	<p>KIS 1.a For all students P - 6 to make 12 months growth in the area of Number and Algebra by the end of 2023.</p> <p>To improve AToSS Factor Differentiated Learning Challenge from 79% to 90% and SSS Factor use evidence to inform teaching practice from 14% to 75% through the implementation of High Impact Teaching Strategies by the end of 2023.</p> <p>KIS 1.b To improve AToSS Factor School Connectedness from 58% to 80% and SSS Factor School Climate from 30% to 75% through the implementation of inclusive practices (BSEM) by the end of 2023.</p> <p>For all Prep students to have an attendance of 90% or higher by the end of 2023.</p>
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	Build staff capacity in Victorian Curriculum knowledge and HITs (Explicit Teaching) in Number and Algebra in order to identify and meet students' individual learning needs, with a focus on supporting student in Year 3 and year 5.
Outcomes	<ul style="list-style-type: none"> * Students in need of targeted Number and Algebra academic support or intervention will be identified and supported * Students will know what the next steps are to progress their learning in Number and Algebra * Students will display an increased use of Numeracy-specific vocabulary * Teachers will identify student learning needs in Numeracy based on diagnostic and formative assessment data * Teachers will plan Explicit Teaching identified by student learning Number and Algebra data * Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments * Teachers will provide targeted academic support to students more than 6 months below or above through Numeracy goals in IEPs * Leaders will support teaching staff to build assessment and Explicit Teaching practices through clear processes and professional learning * Leaders will support teaching staff to revise current Number and Algebra Units

Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> * Curriculum documentation will show plans for differentiation in Numeracy * Formative and summative Numeracy assessment rubrics will show student learning growth * Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning * Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. <p>Late indicators:</p> <ul style="list-style-type: none"> * Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra * Staff opinion Survey factors - instructional leadership, collective efficacy - will increase * AtoSS factors: stimulated learning will increase 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that focusses on the Gradual Release of Responsibility	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan that supports staff to implement Number and Algebra units in line with the GRR and the PLC work.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Complete 5 Weekly sprints to ascertain Teacher Judgements against Victorian Curriculum Achievement Standards.	<input checked="" type="checkbox"/> Leading Teacher(s)	<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
Complete surveys with Teacher and Student focus groups linked to AToSS and SSS target areas.	<input checked="" type="checkbox"/> All Staff <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To develop a whole school approach to Social and Emotional learning through the implementation of inclusive practices (BSEM).			
Outcomes	<ul style="list-style-type: none"> * Students will report improved emotional awareness and resilience * Students will be able to explain what positive mental health means and where they can seek support at school * Teachers will plan for and implement social and emotional learning within their curriculum areas * Teachers will be able to recognise, respond to and refer students' mental health needs * Teacher will document recommended adjustments for DI students in planning documentation. * Teachers will provide targeted support to students who have been identified in NCCD and DIP in IEPs * Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches * Wellbeing team will directly support students' mental health and/or provide referrals 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> * Curriculum documentation will show plans for social and emotional learning ? * Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? * Student support resources displayed around the school will show how students can seek support * BSEM artifacts on display in classrooms and around the school. <p>Late indicators:</p> <ul style="list-style-type: none"> * Improved student attendance data * Victorian Curriculum: Personal and Social Capability ? * Staff opinion Survey factors - instructional leadership, collective efficacy, trust in colleagues ?will increase * AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience will increase 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Revisit 'Setting the Climate' to align to BSEM framework.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 1	<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
Participate in the Berry Street Education Model Professional Learning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <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
Implement the use of the Attendance Health Check to audit current attendance processes.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop flow chart to guide a shared understanding of a tiered response to welfare and attendance.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$62,390.59	\$61,000.00	\$1,390.59
Disability Inclusion Tier 2 Funding	\$111,556.95	\$111,000.00	\$556.95
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$173,947.54	\$172,000.00	\$1,947.54

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan that focusses on the Gradual Release of Responsibility	\$10,000.00
Develop a professional learning plan that supports staff to implement Number and Algebra units in line with the GRR and the PLC work.	\$10,000.00
Participate in the Berry Street Education Model Professional Learning.	\$14,000.00
Implement the use of the Attendance Health Check to audit current attendance processes.	\$4,000.00
Develop flow chart to guide a shared understanding of a tiered response to welfare and attendance.	\$4,000.00
Totals	\$42,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that focusses on the Gradual Release of Responsibility	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Release of LT to attend all PLCs
Develop a professional learning plan that supports staff to implement Number and Algebra units in line with the GRR and the PLC work.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Release of LT to attend all PLCs
Implement the use of the Attendance Health Check to audit current attendance processes.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Release of LS
Develop flow chart to guide a shared understanding of a tiered response to welfare and attendance.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Release of LS
Totals		\$28,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Participate in the Berry Street Education Model Professional Learning.	from: Term 1 to: Term 4	\$14,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •

Totals		\$14,000.00	
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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
Addiotnal Spending	\$97,000.00
Totals	\$97,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Addiotnal Spending	from: Term 1 to: Term 4	\$33,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Chaplain Wage
Totals		\$33,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Addiotnal Spending	from: Term 1 to: Term 4	\$97,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$97,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Addiotnal Spending	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that focusses on the Gradual Release of Responsibility	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan that supports staff to implement Number and Algebra units in line with the GRR and the PLC work.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Complete 5 Weekly sprints to ascertain Teacher Judgements against Victorian Curriculum Achievement Standards.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Participate in the Berry Street Education Model Professional Learning.	<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"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site

<p>Develop flow chart to guide a shared understanding of a tiered response to welfare and attendance.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>SSS Team</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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