

2024 Annual Implementation Plan

for improving student outcomes

Moonee Ponds West Primary School (2901)



Submitted for review by Jarrod Sutton (School Principal) on 18 March, 2024 at 10:11 PM
Endorsed by Jennifer Crowle (Senior Education Improvement Leader) on 23 April, 2024 at 04:12 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	
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	

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 and resources	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	

Future planning	<p>In the first year of our SSP, which began in Term 2 we were able to begin much of the work to support implementation of 2 KIS. Whilst ambitious to achieve much of this work in term 3s, having goals to work towards allowed for the work to be focussed towards an end point. In some areas core work started the documentation, which did not get finalised this year but will be a continual focus into the new year.</p> <p>Student survey results showed significant improve as a result of these efforts, exceeding expected targets for the AIP. Continued focus on collaboration and consistency in practice to build into next year, with a focus on structures for observations and learning walks to be established.</p>
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	Continued work on the multi-tiered documentation of wellbeing practices and approaches to be a focus of early 2024 for implementation and monitoring.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Maximise the learning growth of every student.</p>	Yes	<p>By 2026, increase the percentage (%) positive endorsement in the SSS in:</p> <ul style="list-style-type: none"> • Academic emphasis from 60% in 2022 to 75% in 2026 • Collective focus on student learning from 73% in 2022 to 80% in 2026 • Teacher collaboration from 26% in 2022 to 50% in 2026 	<p>To increase the percentage of positive staff responses in the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis to 65% • Collective focus on student learning to 75% • Teacher collaboration above 45%
		<p>By 2026, increase the percentage (%) positive endorsement in the Teaching and Learning Evaluation of the SSS in:</p> <ul style="list-style-type: none"> • Believe evaluating impact improves practices from 61% in 2022 to 70% in 2026 • Understand how to analyse data from 44% in 2022 to 55% in 2026 • Teaching and Learning—planning from 63% in 2022 to 75% in 2026 	<p>To maintain the percentage of positive staff responses in the following factors:</p> <ul style="list-style-type: none"> • Believe evaluating impact improves practices above 65% • Understand how to analyse data above 46% • Teaching and Learning—planning above 69%
		<p>By 2026—increase the percentage (%) Above Benchmark Growth and decrease the percentage (%) Below Benchmark Growth in the Year 5 in:</p>	<p>NAPLAN Achievement Levels Increase the percentage of Year 3 students in the</p>

		<ul style="list-style-type: none"> • Numeracy - Above from 31% in 2022 to 40% in 2026 • Numeracy - Below from 16% in 2022 to 10% in 2026 • Spelling - Above from 31% in 2022 to 40% in 2026 • Spelling - Below from 22% in 2022 to 15% in 2026 	<p>Exceeding and Strong levels of achievement in Numeracy from 82% (2023) to 85% Increase the percentage of Year 5 students in the Exceeding and Strong levels of achievement in Numeracy from 79% in 2023 to 82% Increase the percentage of Year 3 students in the Exceeding and Strong levels of achievement in Spelling from 79% in 2023 to 82% Increase the percentage of Year 5 students in the Exceeding and Strong levels of achievement in Spelling from 78% in 2023 to 82%</p>
		<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 73% in 2022 to 80% in 2026 • Effective teaching time from 69% in 2022 to 80% in 2026 	<p>To maintain the percentage of positive student responses in the following factors:• Differentiated learning challenge above 80% • Effective teaching time above 80%</p>
<p>Strengthen the engagement and wellbeing of all students.</p>	<p>Yes</p>	<p>By 2026, increase the percentage (%) positive endorsement in AtoSS in:</p> <ul style="list-style-type: none"> • Student voice and agency from 55% in 2022 to 65% in 2026 • Stimulating learning from 63% in 2022 to 70% in 2026 • Student connectedness from 64% in 2022 to 75% in 2026 • Advocate at school from 74% in 2022 to 85% in 2026 	<p>To maintain the percentage of positive student responses in the following factors:• Student voice and agency above 65%• Stimulating learning above 70%• Student connectedness at or above 75%• Advocate at school at or above 85%</p>
		<p>By 2026, increase the percentage (%) positive endorsement in the POS in:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 60% in 2022 to 75% in 2026 • High expectations for success from 74% in 2022 to 80% in 2026 	<p>To increase the percentage of positive parent responses in the following factors:• Parent participation and involvement to 70%• High expectations for success to 76%</p>
		<p>By 2026, increase the percentage (%) of students achieving top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Writing in Year 5 from 22% in 2022 to 40% in 2026 • Numeracy in Year 5 from 21% in 2022 to 40% in 2026 	<p>Increase the percentage of Year 5 students in the Exceeding and Strong levels of achievement in Writing from 83% in 2023 to 85%</p>

		<p>By 2026, increase the % percentage of females in Year 3 achieving top two bands in NAPLAN in:</p> <ul style="list-style-type: none"> • Reading from 64% in 2022 to 70% in 2026 • Writing from 52% in 2022 to 70% in 2026 • Numeracy from 23% in 2022 to 40% in 2026 	<p>Increase the percentage of Year 3 students in the Exceeding and Strong levels of achievement in Reading from 85% in 2023 to 87%</p>
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Goal 2	Maximise the learning growth of every student.
12-month target 2.1-month target	<p>To increase the percentage of positive staff responses in the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis to 65% • Collective focus on student learning to 75% • Teacher collaboration above 45%
12-month target 2.2-month target	<p>To maintain the percentage of positive staff responses in the following factors:</p> <ul style="list-style-type: none"> • Believe evaluating impact improves practices above 65% • Understand how to analyse data above 46% • Teaching and Learning—planning above 69%
12-month target 2.3-month target	<p>NAPLAN Achievement Levels</p> <p>Increase the percentage of Year 3 students in the Exceeding and Strong levels of achievement in Numeracy from 82% (2023) to 85%</p> <p>Increase the percentage of Year 5 students in the Exceeding and Strong levels of achievement in Numeracy from 79% in 2023 to 82%</p> <p>Increase the percentage of Year 3 students in the Exceeding and Strong levels of achievement in Spelling from 79% in 2023 to 82%</p> <p>Increase the percentage of Year 5 students in the Exceeding and Strong levels of achievement in Spelling from 78% in 2023 to 82%</p>

12-month target 2.4-month target	To maintain the percentage of positive student responses in the following factors: <ul style="list-style-type: none"> Differentiated learning challenge above 80% Effective teaching time above 80% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build a whole school culture of high expectations, collaboration, and reflective practice/inquiry.	No
KIS 2.b Assessment	Strengthen the capacity of all staff to use evidence-based practices to effectively implement school wide frameworks.	Yes
KIS 2.c Assessment	Strengthen teacher capacity to analyse learning and wellbeing data to inform class, cohort, and individual point of need learning requirements.	No
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.	<p>In 2023 the school began its first year of the new strategic plan. A core focus was working with staff to develop the school culture regarding collaboration, high expectations and strengthening our existing PLT structures. PLT leaders engaged in professional learning through DETs PLC initiative, giving us a chance to reflect on our processes and strengthen these.</p> <p>In 2024, the PLT structure will provide greater opportunity for staff to support each other in planning responsively to student needs through the Inquiry Cycles using evidence of student learning to. A core focus this year will be to know imbed opportunities for building staff capacity through observations, learning walks and professional readings for evidence based practices to support teaching and learning.</p> <p>A core aspect will be staffs involvement in Curriculum Action Teams to begin exploring and reflecting on current school curriculum documents in line with the new Victorian Curriculum 2.0.</p> <p>Opportunities to work with external consultants in Literacy and Numeracy will support strengthen staff's pedagogy and consistency in teaching practices across the whole school.</p>	
Goal 3	Strengthen the engagement and wellbeing of all students.	
12-month target 3.1-month target	To maintain the percentage of positive student responses in the following factors: <ul style="list-style-type: none"> Student voice and agency above 65% 	

	<ul style="list-style-type: none"> Stimulating learning above 70% Student connectedness at or above 75% Advocate at school at or above 85% 	
12-month target 3.2-month target	To increase the percentage of positive parent responses in the following factors: <ul style="list-style-type: none"> Parent participation and involvement to 70% High expectations for success to 76% 	
12-month target 3.3-month target	Increase the percentage of Year 5 students in the Exceeding and Strong levels of achievement in Writing from 83% in 2023 to 85%	
12-month target 3.4-month target	Increase the percentage of Year 3 students in the Exceeding and Strong levels of achievement in Reading from 85% in 2023 to 87%	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 3.a Engagement	Develop and document a multi-tiered whole school engagement and wellbeing framework that enhances student outcomes.	Yes
KIS 3.b Engagement	Strengthen school and family partnerships to improve student learning and wellbeing.	No
KIS 3.c Engagement	Develop a whole school approach to activate student voice and agency.	No
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.	<p>Another core focus in 2023 was to begin unpacking the school values, development of whole school behaviour expectations and refinement of the schools referral processes under the Disability Inclusion reforms.</p> <p>Whilst much information was collected and organised, in 2024 the core work will be to know refine and document these process, expectations and approaches into meaningful documents for staff, students and parents to access. The Student Engagement and Wellbeing team will lead this work with the Assistant Principal.</p> <p>This work will be supported by professional learning opportunities for the team to ensure this documentation is purposeful and relevant to the school's current context.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	To increase the percentage of positive staff responses in the following factors: <ul style="list-style-type: none"> • Academic emphasis to 65% • Collective focus on student learning to 75% • Teacher collaboration above 45%
12-month target 2.2 target	To maintain the percentage of positive staff responses in the following factors: <ul style="list-style-type: none"> • Believe evaluating impact improves practices above 65% • Understand how to analyse data above 46% • Teaching and Learning—planning above 69%
12-month target 2.3 target	NAPLAN Achievement Levels Increase the percentage of Year 3 students in the Exceeding and Strong levels of achievement in Numeracy from 82% (2023) to 85% Increase the percentage of Year 5 students in the Exceeding and Strong levels of achievement in Numeracy from 79% in 2023 to 82% Increase the percentage of Year 3 students in the Exceeding and Strong levels of achievement in Spelling from 79% in 2023 to 82% Increase the percentage of Year 5 students in the Exceeding and Strong levels of achievement in Spelling from 78% in 2023 to 82%
12-month target 2.4 target	To maintain the percentage of positive student responses in the following factors: <ul style="list-style-type: none"> • Differentiated learning challenge above 80% • Effective teaching time above 80%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Strengthen the capacity of all staff to use evidence-based practices to effectively implement school wide frameworks.

growth, attainment and wellbeing capabilities	
Actions	<p>Strengthen staff's capacity of evidence-based practices in Reading and Mathematics through Professional Learning opportunities with external literacy and numeracy consultants.</p> <p>PLT Inquiry Cycles will ensure reflection and capacity building of teachers as part of the cycle, including observations, professional readings and modeling of lessons.</p> <p>Supporting staff, through observations, coaching and mentoring, to ensure consistent implementation of the Instruction Model with fidelity.</p> <p>Curriculum Action Teams to introduce and explore the Mathematics and English Victorian Curriculum 2.0 by reflecting on current school yearly overviews and scope and sequence documentation.</p> <p>Reflect and review the whole school assessment schedule for purposeful and consistent implementation across curriculum areas.</p>
Outcomes	<p>Students will understand and articulate the 3 main parts of how a lesson runs (the Instructional Model) including the mini-lesson, student practice and share/reflection time.</p> <p>Students will understand what they are learning and why in each lesson.</p> <p>Students will understand how assessment and feedback support their future learning needs.</p> <p>Teachers will have a deeper understanding of the Instructional Model in their planning and delivery of lessons.</p> <p>Teachers will develop an understanding of the Victorian Curriculum 2.0 in Mathematics and English.</p> <p>Teachers will be responsive to student learning needs through use of purposeful formative and summative assessments.</p> <p>Leaders will support opportunities for collaboration and professional learning through the weekly timetable and term meeting schedule.</p> <p>Leaders will monitor the evaluation and adjustment of the assessment schedule and whole school planning documents aligned with the Victorian Curriculum 2.0.</p> <p>SIT will monitor and foster reflective practice in PLT Inquiry Cycles, through professional readings, observations and modelling of lessons.</p>
Success Indicators	<p>Work programs and unit planners showing the use of the instructional model and differentiation for student learning needs.</p> <p>PLT Inquiry Cycle plans including capacity building opportunities for staff and reflection on evidence-based approaches.</p> <p>Yearly overviews, Scope and Sequence and Unit Planners will begin showing the integration of the Victorian Curriculum 2.0.</p>

	Student Attitude to School Survey (AToSS) data will be maintained and continue to improve in areas of learning.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Semester 1: Build the skills and pedagogical content knowledge of teachers through PL and in-class modelling, building consistency in a whole school approach to the instructional model.</p> <p>Ongoing PL with PLT leaders and staff at designated PL days, staff meetings and coaching in planning for PLTs.</p> <p>Curriculum Action Teams to review and begin updating school based Literacy and Numeracy documentation in line with the Victorian Curriculum 2.0.</p> <p>Reviewing and refining the whole school assessment schedule to enable staff to further develop use of evidence to support PLT cycles.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
<p>Semester 2: Engage with Literacy and Numeracy consultants to support professional reflection and development of staff knowledge of evidence based practices in Literacy and Numeracy, supporting the implementation of Victorian Curriculum 2.0</p> <p>Reinforce and refine documentation, through learning walks and PL, the school wide approaches to Literacy and Numeracy instruction to ensure consistent classroom routines across the school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> School leadership team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 3 to: Term 4</p>	<p>\$8,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Goal 3	Strengthen the engagement and wellbeing of all students.			

12-month target 3.1 target	To maintain the percentage of positive student responses in the following factors: <ul style="list-style-type: none"> • Student voice and agency above 65% • Stimulating learning above 70% • Student connectedness at or above 75% • Advocate at school at or above 85%
12-month target 3.2 target	To increase the percentage of positive parent responses in the following factors: <ul style="list-style-type: none"> • Parent participation and involvement to 70% • High expectations for success to 76%
12-month target 3.3 target	Increase the percentage of Year 5 students in the Exceeding and Strong levels of achievement in Writing from 83% in 2023 to 85%
12-month target 3.4 target	Increase the percentage of Year 3 students in the Exceeding and Strong levels of achievement in Reading from 85% in 2023 to 87%
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and document a multi-tiered whole school engagement and wellbeing framework that enhances student outcomes.
Actions	<p>Document Tier 1 Universal practices and approaches for staff to ensure consistency in school wide behaviour expectations, Rights, Resilience and Respectful Relationships(RRRR), School Values and student engagement.</p> <p>Develop and document Tier 2 Targeted practices and referral processes, in support of the Disability Inclusion model.</p> <p>Professional development of the Mental Health and Wellbeing Leader (MHaWL) and other staff members through the accredited Mental Health in Primary Schools (MHiPS) training.</p> <p>Provide support for staff to build capacity in using evidence-based behaviour management strategies and evidence-based pedagogical approaches in teaching and learning practices to support student engagement.</p>
Outcomes	<p>Students will be able to articulate improved emotional literacy, emotional awareness and resilience.</p> <p>Students will be able to explain where they have voice in their learning, including opportunities in the classroom, yard and through JSC.</p> <p>Students will know and name the school wide behaviour expectations and School values.</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas, including Circle Time, Respectful</p>

	<p>Relationships. Teachers will be able to plan for and document reasonable adjustments within the classroom for students who need them. Teachers will be able to respond to, assess and refer students who require targeted support following the Tier 2 referral processes. Assistant Principal will refer students in discussion with the Health and Wellbeing Key Contact (HAWkC), to relevant Allied Health professionals and SSS Officers where required. Leaders will support the SE&W team to document the multi-tiered documentation of whole school wellbeing and engagement approaches and processes. Leaders and the SE&W team will support their teaching teams with student wellbeing and mental health by overseeing whole school approaches and processes.</p>			
Success Indicators	<p>Planning documentation will show evidence of reasonable adjustments for students. Tier 2 and Tier 3 wellbeing supports including referral pathways coordinated by our Assistant Principal. Improved Attendance data linked to student engagement and connectedness. Student Attitude to School Survey (AToSS) data will be maintained and continue to improve.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Training for the appointed Mental Health and Wellbeing Leader (MHIPS).</p> <p>Protected time for the MHIPS leader and release for two other staff members to engage in the Mental Health training and DET modules.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$43,252.49</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Provide time and release for the Student Engagement and Wellbeing (SE&W) team to plan and implement and oversee the Disability Inclusion and Mental Health initiatives.</p> <p>Release classroom teachers to work with SEW leaders to complete documentation and participation in the DIP profile meetings.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$100,687.38</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Respectful Relationships program will be resourced, implemented and embedded to support student and staff mental wellbeing</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student wellbeing co-ordinator 	<input type="checkbox"/> PLP Priority	<p>from: Term 2</p>	<p>\$800.00</p>

through their classroom resources and professional learning modules.	<input checked="" type="checkbox"/> Wellbeing team		to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Education Support Staff to support students involved in Disability Inclusion pathways and referrals.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$17,782.30	\$18,000.00	-\$217.70
Disability Inclusion Tier 2 Funding	\$130,687.38	\$130,687.38	\$0.00
Schools Mental Health Fund and Menu	\$43,252.49	\$43,252.49	\$0.00
Total	\$191,722.17	\$191,939.87	-\$217.70

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Semester 1:</p> <p>Build the skills and pedagogical content knowledge of teachers through PL and in-class modelling, building consistency in a whole school approach to the instructional model.</p> <p>Ongoing PL with PLT leaders and staff at designated PL days, staff meetings and coaching in planning for PLTs.</p> <p>Curriculum Action Teams to review and begin updating school based Literacy and Numeracy documentation in line with the Victorian Curriculum 2.0.</p> <p>Reviewing and refining the whole school assessment schedule to enable staff to further develop use of evidence to support PLT cycles.</p>	\$10,000.00
<p>Semester 2:</p> <p>Engage with Literacy and Numeracy consultants to support professional reflection and development of staff knowledge</p>	\$8,000.00

<p>of evidence based practices in Literacy and Numeracy, supporting the implementation of Victorian Curriculum 2.0</p> <p>Reinforce and refine documentation, through learning walks and PL, the school wide approaches to Literacy and Numeracy instruction to ensure consistent classroom routines across the school.</p>	
<p>Training for the appointed Mental Health and Wellbeing Leader (MHiPS).</p> <p>Protected time for the MHiPS leader and release for two other staff members to engage in the Mental Health training and DET modules.</p>	\$43,252.49
<p>Provide time and release for the Student Engagement and Wellbeing (SE&W) team to plan and implement and oversee the Disability Inclusion and Mental Health initiatives.</p> <p>Release classroom teachers to work with SEW leaders to complete documentation and participation in the DIP profile meetings.</p>	\$100,687.38
<p>Education Support Staff to support students involved in Disability Inclusion pathways and referrals.</p>	\$30,000.00
Totals	\$191,939.87

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Semester 1: Build the skills and pedagogical	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

<p>content knowledge of teachers through PL and in-class modelling, building consistency in a whole school approach to the instructional model.</p> <p>Ongoing PL with PLT leaders and staff at designated PL days, staff meetings and coaching in planning for PLTs.</p> <p>Curriculum Action Teams to review and begin updating school based Literacy and Numeracy documentation in line with the Victorian Curriculum 2.0.</p> <p>Reviewing and refining the whole school assessment schedule to enable staff to further develop use of evidence to support PLT cycles.</p>	<p>to: Term 2</p>		<p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p> <p><input checked="" type="checkbox"/> CRT</p>
<p>Semester 2: Engage with Literacy and Numeracy consultants to support professional reflection and development of staff knowledge of evidence based practices in Literacy and Numeracy, supporting the implementation of Victorian Curriculum 2.0</p> <p>Reinforce and refine documentation, through learning walks and PL, the school wide approaches to Literacy and Numeracy instruction to ensure consistent classroom routines across the school.</p>	<p>from: Term 3 to: Term 4</p>	<p>\$8,000.00</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p> <p><input checked="" type="checkbox"/> CRT</p>

Totals		\$18,000.00	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Provide time and release for the Student Engagement and Wellbeing (SE&W) team to plan and implement and oversee the Disability Inclusion and Mental Health initiatives.</p> <p>Release classroom teachers to work with SEW leaders to complete documentation and participation in the DIP profile meetings.</p>	<p>from: Term 1 to: Term 4</p>	\$100,687.38	<p><input checked="" type="checkbox"/> Professional learning for school-based staff</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning) • CRT (to attend staff PL) • CRT (to attend Profile meetings) <p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • Disability inclusion coordinator <p><input checked="" type="checkbox"/> Other workforces to support students with disability</p> <ul style="list-style-type: none"> • Speech pathologists
<p>Education Support Staff to support students involved in Disability Inclusion pathways and referrals.</p>	<p>from: Term 1 to: Term 4</p>	\$30,000.00	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • Education support staff

Totals		\$130,687.38	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<p>Training for the appointed Mental Health and Wellbeing Leader (MHiPS).</p> <p>Protected time for the MHiPS leader and release for two other staff members to engage in the Mental Health training and DET modules.</p>	<p>from: Term 1 to: Term 2</p>	\$43,252.49	<input checked="" type="checkbox"/> Mental Health in Primary Schools (MHiPS)(free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ CRT to release staff member ○ Assign existing staff member to initiative (eduPay) ○ Build staff capacity (conference, course, seminar)
Totals		\$43,252.49	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Semester 1: Build the skills and pedagogical content knowledge of teachers through PL and in-class modelling, building consistency in a whole school approach to the instructional model.</p> <p>Ongoing PL with PLT leaders and staff at designated PL days, staff meetings and coaching in planning for PLTs.</p> <p>Curriculum Action Teams to review and begin updating school based Literacy and Numeracy documentation in line with the Victorian Curriculum 2.0.</p> <p>Reviewing and refining the whole school assessment schedule to enable staff to further develop use of evidence to support PLT cycles.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Semester 2: Engage with Literacy and Numeracy consultants to support professional reflection and development of staff knowledge of evidence based practices in Literacy and Numeracy, supporting the implementation of Victorian Curriculum 2.0</p> <p>Reinforce and refine documentation, through learning walks and PL, the school wide approaches to Literacy and Numeracy instruction to ensure consistent classroom routines across the school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> School leadership team 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants <p>Literacy and Numeracy consultants</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Training for the appointed Mental Health and Wellbeing Leader (MHIPS).</p> <p>Protected time for the MHIPS leader and release for two other staff members to engage in the Mental Health training and DET modules.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Departmental resources <p>Mhips training</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Provide time and release for the Student Engagement and Wellbeing (SE&W) team to plan and implement and</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<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"/> Subject association <input checked="" type="checkbox"/> External consultants 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Through hybrid PL opportunities

<p>oversee the Disability Inclusion and Mental Health initiatives.</p> <p>Release classroom teachers to work with SEW leaders to complete documentation and participation in the DIP profile meetings.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p> <p><input checked="" type="checkbox"/> Wellbeing team</p>				<p>DI and Mhips PL</p>	
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