

2023 Annual Implementation Plan

for improving student outcomes

Laurimar Primary School (5497)



Submitted for review by Jason McBean (School Principal) on 27 February, 2023 at 05:01 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 24 March, 2023 at 02:34 PM
Endorsed by Renee Kueffer (School Council President) on 24 March, 2023 at 03:40 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	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	

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	Embedding
	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	Embedding
	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	Embedding
	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	<p>Whilst we are achieving well as a school, the final piece of work of the leadership team is to link all the element together and have all staff members to be totally across all areas of development and academic growth of all students.</p> <p>We believe that we make all students at the Centre of our decision making and that we wholeheartedly align to the Department of Educations commitment of Health and wellbeing for students and staff and Numeracy as the key pillars for 2023 and beyond.</p> <p>We are incredibly excited about the direction with Little learners Love Literacy to revolutionize student learning, improved data and more effective student outcomes. The program also provides ongoing Professional learning for our teachers and</p>
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	adopts the most in depth suite of resources to support the teaching and learning.
Considerations for 2023	<ul style="list-style-type: none"> -Greater leadership support in the classrooms through our distributive leadership model of teaching and learning leaders, CL's and owls -Greater education support across all classrooms(1 person per double grade) -Moving to transforming behaviors that are challenging after taking on feedback from staff around the complexities of behavior management and the impact on the quality of the teaching and learning programs -Addition of soundproofing in the gymnasium to cater for more classes and students at various times. -Financially resourcing for year 1 team in 2023 for LLLL.
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	Empower students as engaged and independent learners
Target 2.1	By 2024, increase the percentage of students: <ul style="list-style-type: none"> • student voice and agency from 76% (2019) to 81% (2024) • motivation and interest from 85% (2019) to 90% (2024) • sense of connectedness from 84% (2019) to 89% (2024)
Target 2.2	By 2024 increase the percentage endorsement Parent Opinion Survey: <ul style="list-style-type: none"> • student voice and agency from 82%(2019) to 87% (2024) • stimulating learning from 83% in (2019) to 88% (2024) • student motivation and support from 80% (2019) to 84% (2024)

Target 2.3	<p>By 2024, increase the percentage positive response in School Staff Survey factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 71% (2019) to XX% (2024) (to be finalised) • Academic emphasis from 62% (2029) to XX% (2024) (to be finalised) • Use student feedback to improve practice from 72% (2029) to XX% (2024) (Teaching and learning module – evaluation) (to be finalised)
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	<p>Build a collective and consistent understanding of student voice and agency</p>
Key Improvement Strategy 2.b Empowering students and building school pride	<p>Implement strategies to support students to be reflective, questioning and self-monitoring learners</p>
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	<p>Develop student capability to set goals and monitor own learning progress</p>
Goal 3	<p>Improve literacy growth for all students</p>
Target 3.1	<p>By 2024, increase the percentage of students achieving above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 11% (2019) to 15% (2024) • Writing from 16% (2019) to 21% (2024) <p>and reduce the percentage of students in achieving below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 45% in (2019) to 37% (2024)

	<ul style="list-style-type: none"> • Writing from 36% in (2019) to 30% in (2024)
Target 3.2	<p>By 2024, increase the percentage of students achieving:</p> <ul style="list-style-type: none"> • at expected growth over 12 months each year in reading and viewing from in the Victorian Curriculum (teacher judgements) from 73% (2019) to XX%(2024) (to be finalised) • and above expected growth over 12 months each year in writing in the Victorian Curriculum (teacher judgements) from 7% (2019) to XX% (2024) (to be finalised)
Target 3.3	<p>By 2024, increase the percentage of students achieving in the top 2 bands of NAPLAN in:</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ Year 3: from 54% (2019) to XX% (2024) (to be finalised) ○ Year 5: from 31% (2019) to XX% (2024) (to be finalised) • Writing <ul style="list-style-type: none"> ○ Year 3: from 54% (2019) to XX% (2024) (to be finalised) ○ Year 5: from 15% (2019) to XX% (2024) (to be finalised)
Key Improvement Strategy 3.a Building practice excellence	Further refine and embed the whole-school instructional model for writing and reading
Key Improvement Strategy 3.b Curriculum planning and assessment	Further develop teachers' curriculum knowledge and skill in delivering the literacy curriculum as a continuum of learning
Key Improvement Strategy 3.c Evaluating impact on learning	Build teacher capability to utilise data and differentiate teaching to enable challenge and progress for every student

Goal 4	Improve student outcomes in numeracy
Target 4.1	<p>By 2024, increase the percentage of students achieving:</p> <ul style="list-style-type: none"> • at expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 65% (2019) to XX% (2024) (to be finalised) • and above expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 8.5% (2019) to XX% (2024) (to be finalised)
Target 4.2	<p>By 2024, increase the percentage of student achieving above NAPLAN benchmark growth in numeracy () from 13% (2019) to 20% (2024)</p> <ul style="list-style-type: none"> • Decrease the percentage of students achieving below benchmark growth from 28% (2019) to XX% (2024) (to be finalised)
Target 4.3	<p>By 2024, increase the percentage of students achieving in the top 2 bands in numeracy (NAPLAN) :</p> <ul style="list-style-type: none"> • Year 3 from 45% (2019) to XX (2024) (to be finalised) • Year 5 from 27% (2019) to XX (2024) (to be finalised)
Target 4.4	<p>By 2024, increase the percentage positive responses in School Staff Survey Leadership for factors:</p> <ul style="list-style-type: none"> • Instructional leadership from 75% (2019) to XX% (2024) (to be finalised) • Leaders support for change from 75% (2019) to XX% (2024) (to be finalised) • Leading change from 68% (2019) to XX% (2024) (to be finalised)

Key Improvement Strategy 4.a Curriculum planning and assessment	Strengthen staff capabilities to effectively use data to plan teaching to meet student point of need
Key Improvement Strategy 4.b Curriculum planning and assessment	Further develop teachers' curriculum knowledge in mathematics as a continuum of learning
Key Improvement Strategy 4.c Building leadership teams	Build the instructional leadership capabilities of all staff to develop a culture of continuous improvement

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>Number and algebra - teacher judgments from at or above 66% in 2022 to 68% by the end of 2023. The students above expected level Teacher judgment over 12 months in number and algebra from 10.5% in 2022 to 12% in 2023 To increase the 2023 school-wide positive endorsement of the AtoSS factor Social Engagement - Student Voice and Agency from</p>
Empower students as engaged and independent learners	No	<p>By 2024, increase the percentage of students:</p> <ul style="list-style-type: none"> • student voice and agency from 76% (2019) to 81% (2024) • motivation and interest from 85% (2019) to 90% (2024) • sense of connectedness from 84% (2019) to 89% (2024) 	
		<p>By 2024 increase the percentage endorsement Parent Opinion Survey:</p> <ul style="list-style-type: none"> • student voice and agency from 82%(2019) to 87% (2024) • stimulating learning from 83% in (2019) to 88% (2024) • student motivation and support from 80% (2019) to 84% (2024) 	
		<p>By 2024, increase the percentage positive response in School Staff Survey factors:</p>	

		<ul style="list-style-type: none"> • Collective efficacy from 71% (2019) to XX% (2024) (to be finalised) • Academic emphasis from 62% (2029) to XX% (2024) (to be finalised) • Use student feedback to improve practice from 72% (2029) to XX% (2024) (Teaching and learning module –evaluation) (to be finalised) 	
Improve literacy growth for all students	No	<p>By 2024, increase the percentage of students achieving above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 11% (2019) to 15% (2024) • Writing from 16% (2019) to 21% (2024) <p>and reduce the percentage of students in achieving below NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 45% in (2019) to 37% (2024) • Writing from 36% in (2019) to 30% in (2024) 	
		<p>By 2024, increase the percentage of students achieving:</p> <ul style="list-style-type: none"> • at expected growth over 12 months each year in reading and viewing from in the Victorian Curriculum (teacher judgements) from 73% (2019) to XX%(2024) (to be finalised) • and above expected growth over 12 months each year in writing in the Victorian Curriculum (teacher judgements) from 7% (2019) to XX% (2024) (to be finalised) 	
		<p>By 2024, increase the percentage of students achieving in the top 2 bands of NAPLAN in:</p> <ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ Year 3: from 54% (2019) to XX% (2024) (to be finalised) ○ Year 5: from 31% (2019) to XX% (2024) (to be finalised) 	

		<ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> ○ Year 3: from 54% (2019) to XX% (2024) (to be finalised) ○ Year 5: from 15% (2019) to XX% (2024) (to be finalised) 	
Improve student outcomes in numeracy	No	<p>By 2024, increase the percentage of students achieving:</p> <ul style="list-style-type: none"> • at expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 65% (2019) to XX% (2024) (to be finalised) • and above expected growth over 12 months each year in number and algebra in the Victorian Curriculum (teacher judgements) from 8.5% (2019) to XX% (2024) (to be finalised) 	
		<p>By 2024, increase the percentage of student achieving above NAPLAN benchmark growth in numeracy () from 13% (2019) to 20% (2024)</p> <ul style="list-style-type: none"> • Decrease the percentage of students achieving below benchmark growth from 28% (2019) to XX% (2024) (to be finalised) 	
		<p>By 2024, increase the percentage of students achieving in the top 2 bands in numeracy (NAPLAN) :</p> <ul style="list-style-type: none"> • Year 3 from 45% (2019) to XX (2024) (to be finalised) • Year 5 from 27% (2019) to XX (2024) (to be finalised) 	
		<p>By 2024, increase the percentage positive responses in School Staff Survey Leadership for factors:</p> <ul style="list-style-type: none"> • Instructional leadership from 75% (2019) to XX% (2024) (to be finalised) 	

		<ul style="list-style-type: none"> • Leaders support for change from 75% (2019) to XX% (2024) (to be finalised) • Leading change from 68% (2019) to XX% (2024) (to be finalised) 	
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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>Number and algebra - teacher judgments from at or above 66% in 2022 to 68% by the end of 2023.</p> <p>The students above expected level Teacher judgment over 12 months in number and algebra from 10.5% in 2022 to 12% in 2023</p> <p>To increase the 2023 school-wide positive endorsement of the AtoSS factor Social Engagement - Student Voice and Agency from</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	Number and algebra - teacher judgments from at or above 66% in 2022 to 68% by the end of 2023. The students above expected level Teacher judgment over 12 months in number and algebra from 10.5% in 2022 to 12% in 2023 To increase the 2023 school-wide positive endorsement of the AtoSS factor Social Engagement - Student Voice and Agency from
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 assessment, differentiation, and confidence in Mathematics teaching in order to identify and meet students' individual learning needs, with a focus on supporting ALL students. Every Year level to run at least one Inquiry Swoosh Cycle (DataWise) on Number & Algebra, coordinated and delivered by Teaching and Learning Leaders During Teaching and Learning Leaders meetings, continue to identifying students who are below-level and need an extension in Number & Algebra. Continually sharing ways of meeting student needs during planning highlighting the need for greater differentiation 2020 planning model - develop activities to meet the needs of all students. Use the TLL meetings as an opportunity to continue to collaborate as a team of leaders and continue to build on the previous weeks work and always reflects the goals that have been set.
Outcomes	Students in need of targeted Numeracy academic support will be identified and supported within the classroom Students will know what the next steps are to progress their learning in Numeracy. Students will display an increased confidence in mathematics classes. Teachers will identify student learning needs in Numeracy based on diagnostic assessment data. Teachers will plan for differentiation based on student learning Numeracy 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 through Numeracy goals in ILPs.

	<p>TLL's support teachers will evaluate learning progress regularly through a range of summative assessments to monitor progress. TLL's will support teaching staff to build assessment and differentiation practices and confidence through clear processes and professional learning. See PL schedule</p> <p>TLL's will support teaching staff to revise current Number and Algebra Units.</p>			
Success Indicators	<p>Curriculum documentation will show plans for differentiation in Numeracy with a strong focus on teacher collaboration through moderation</p> <p>Formative and summative Numeracy assessment rubrics will show student learning growth</p> <p>Pre unit and post unit assessment results will be documented into Grade Expert and regularly analysed to inform future planning</p> <p>Student ILP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Regular scheduled staff meetings/ Professional Learning to share good teaching, practice, approaches and resources.</p> <p>Maths focussed teaching and learning specialist observations.</p> <p>Increase in teacher confidence in their mathematics teaching measure through an LPS Numeracy survey for 2023</p> <p>Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra</p> <p>The percentage of students in the top two NAPLAN bands for Numeracy will increase.</p> <p>-Weekly use of data as acquired through the specific numeracy assessment through essential assessments, Maths Online, 2023 NAPLAN results, Pre and Post Unit Tests, Online PAT Maths and anecdotal Notes</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional development that has a targeted lens on best numeracy practice for teachers with a strong focus on Number and Algebra: Offer professional development opportunities relevant for our teachers to improve their numeracy teaching practices and their ability to use data to plan and personalize instruction.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>T2L (Teachers to Leaders) TV - Professional Learning - Subscription based Professional Learning providing rich numeracy resources and webinars</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,500.00</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>Top 10 Maths: Ongoing Professional Learning. Looking at curriculum descriptors that allows teachers to have a common understanding of the lesson and what is expected at that level. Teachers create enablers and extenders from that one lesson with all lessons having a hands on activity focus embedded in them that allows for greater student engagement regardless of their starting point</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>\$800.00</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>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Strengthen the whole school approach towards social and emotional learning through targeted professional learning Deploy relevant resources identified in the mental health tool kit to students in need. Work in partnership/ undertaking professional learning with a company (Edumazing) to develop staff capacity in managing</p>			

	<p>challenging behaviours through a human literacy model. Develop a common understanding of student values to clarify meaning and what they look like when they are being lived. Promote respectful relationships and create in the curriculum in grades 1-6. Continue to hold fortnightly team-level meetings with a focus on student wellbeing, support plans, behaviour plans.</p>			
Outcomes	<p>Enhance positive school wide behaviours in all students across the whole school from prep-6 and through our teachers, leadership team and entire community Students- Through the human literacy model, students are more capable of self-regulating and applying strategies to develop focus on their learning 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. Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches. Leadership team will directly support students' mental health and/or provide referrals.</p>			
Success Indicators	<p>Victorian Curriculum: Personal and Social Capability evidence. Staff Opinion survey factors: instructional leadership, collective efficacy, trust in colleagues. AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, safety and managing incidence of bullying</p> <p>Curriculum documentation will show plans for social and emotional learning - Respectful Relationships focus Student support resources displayed around the school will show how students can seek support.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to implement the Strive is a program	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <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
Leading teacher to support the student wellbeing program. This position will include applications, streams of support including LSP and aides support in classrooms.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$82,600.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Speech pathologist	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,019.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Dale Sidebottom - Energetic Education - focussed on improving your schools well-being and mental health programs</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$4,400.00</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>Georgina Pazzi - Edumazing(Consultant) Transforming challenging behaviors</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$17,800.00</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>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$93,564.70	\$200,000.00	-\$106,435.30
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$96,636.19	\$122,019.00	-\$25,382.81
Total	\$190,200.89	\$322,019.00	-\$131,818.11

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue to implement the Strive is a program	\$200,000.00
Leading teacher to support the student wellbeing program. This position will include applications, streams of support including LSP and aides support in classrooms.	\$82,600.00
Speech pathologist	\$42,019.00
Totals	\$324,619.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Continue to implement the Strive is a program	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$200,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Leading teacher to support the student wellbeing program. This position will include applications, streams of support including LSP and aides support in classrooms.	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Speech pathologist	from: Term 1 to: Term 4	\$42,019.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals		\$122,019.00	

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
Professional development that has a targeted lens on best numeracy practice for teachers with a strong focus on Number and Algebra: Offer professional development opportunities relevant for our teachers to improve their numeracy teaching practices and their ability to use data to plan and personalize instruction.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
T2L (Teachers to Leaders) TV - Professional Learning - Subscription based Professional Learning providing rich numeracy resources and webinars	<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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Leading teacher to support the student wellbeing program. This position will include applications, streams of support including LSP and aides support in classrooms.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Speech pathologist	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Dale Sidebottom - Energetic Education - focussed on improving your schools well-being and mental health programs	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site RACV resort, Torquay
Georgina Pazzi - Edumazing(Consultant) Transforming challenging behaviors	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Edumazing	<input checked="" type="checkbox"/> On-site