

2024 Annual Implementation Plan

for improving student outcomes

Ashley Park Primary School (5569)



Submitted for review by Keren Barro (School Principal) on 20 December, 2023 at 12:53 PM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 13 March, 2024 at 11:07 AM
Endorsed by Clinton Fullgrabe (School Council President) on 20 March, 2024 at 06:24 AM

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	
	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	
	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.	
	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	
	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	
	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	
Considerations for 2024	
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>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>READING - Percentage of Prep - Yr 6 students performing below expected level to maintain or decrease from 9% by the end of 2024 Percentage of Prep - Yr 6 students performing above expected level to increase to greater than 34% by end of 2024 WRITING - Percentage of Prep - Yr 6 students performing below expected level to decrease from 17% by the end of 2024 Percentage of Prep - Yr 6 students performing above expected level to increase to greater than 16% by end of 2024. NUMBER AND ALGEBRA - Percentage of Prep - Yr 6 students performing below expected level to decrease from 11% by the end of 2024. Percentage of Prep - Yr 6 students performing above expected level to increase to greater than 24%. by the end of 2024. ABSENCEIn 2024 the proportion of students Prep – Yr 6 with • 30 or more days absent will reduce from 16% to 10% • 20 - 29.5 days absent will reduce from 16% to 10% • 10 - 19.5 days absent will reduce from 36% to 30% • 0.5 -9.5 days absent will increase from 36% to 45% • 0 days absent will increase from 1% to 5%</p>

To maximise the learning growth of every student in Literacy.	Yes	By 2025, the percentage of students in the Top 2 Bands in Year 3 Reading will increase from 36% (2021) to 52% (2025).	Improve the proportion of Year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Reading from 69% (2023 baseline).
		By 2025, the percentage of students in the Top 2 Bands in Year 5 Reading will increase from 28% (2021) to 40% (2025).	Improve the proportion of Year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Reading from 61% (2023 baseline).
		By 2025, the percentage of Year 5 students Meeting or Above Benchmark growth in Reading will increase from 56% (2021) to 72% (2025)	Improve the percentage of Year 5 students making high relative growth in Reading from 13% (2023 baseline)
		By 2025, the percentage of students in the Top 2 Bands in Year 3 Writing will increase from 33% (2021) to 53% (2025).	Improve the proportion of Year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Writing from 71% (2023 baseline).
		By 2025, the percentage of students in the Top 2 Bands in Year 5 Writing will increase from 17% (2021) to 21% (2025).	Improve the proportion of Year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Writing from 56% (2023 baseline).
		By 2025, the percentage of Year 5 students with Below Benchmark growth in Writing will decrease from 38% (2021) to 10% (2025).	No relative growth data available for NAPLAN Writing at this time.
To maximise the learning growth of every student in Numeracy.	Yes	By 2025, the percentage of Year 3 students successfully attaining the Level 3 growth points in Number on the Mathematics Online Interview will increase in each of the following substrands; Counting - from 7% (2021) to 25% (2025) Place Value - from 16% (2021) to 50% (2025) Strategies for Addition and Subtraction - from 29% (2021) to 50% (2025) Strategies for Multiplication and Division - from 48% (2021) to 75% (2025)	Counting - from 28% (2023) to 34% (2024) (2025 Target met so have increased to 40%) Place Value - from 26% (2023) to 38% (2024) Strategies for Addition and Subtraction - from 43% (2023) to 46.5% (2024) Strategies for Multiplication and Division - from 61% (2023) to 68% (2024)

		By 2025, the percentage of students in the Top 2 Bands in Year 3 Numeracy will increase from 21% (2021) to 33% (2025).	Improve the proportion of Year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Numeracy from 58% (2023 baseline).
		By 2025, the percentage of students in the Top 2 Bands in Year 5 Numeracy will increase from 18% (2021) to 30% (2025).	Improve the proportion of Year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Numeracy from 50% (2023 baseline).
		By 2025, the percentage of Year 5 students with Below Benchmark growth in Numeracy will decrease from 36% (2021) to 10% (2025).	Decrease the proportion of Year 5 students making low relative growth in Numeracy from 19% (2023 baseline)
To enhance students' social and emotional capabilities.	No	By 2025, the percentage of positive responses to the AtoSS factor Sense of confidence will increase from 72% (2020) to 80% (2025).	
		By 2025, the percentage of positive responses to the AtoSS factor Student voice and agency will increase from 68% (2020) to 80% (2025).	

Goal 1	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.
12-month target 1.1-month target	<p>READING - Percentage of Prep - Yr 6 students performing below expected level to maintain or decrease from 9% by the end of 2024 Percentage of Prep - Yr 6 students performing above expected level to increase to greater than 34% by end of 2024</p> <p>WRITING - Percentage of Prep - Yr 6 students performing below expected level to decrease from 17% by the end of 2024 Percentage of Prep - Yr 6 students performing above expected level to increase to greater than 16% by end of 2024.</p>

	<p>NUMBER AND ALGEBRA - Percentage of Prep - Yr 6 students performing below expected level to decrease from 11% by the end of 2024. Percentage of Prep - Yr 6 students performing above expected level to increase to greater than 24%. by the end of 2024.</p> <p>ABSENCE In 2024 the proportion of students Prep – Yr 6 with</p> <ul style="list-style-type: none"> • 30 or more days absent will reduce from 16% to 10% • 20 - 29.5 days absent will reduce from 16% to 10% • 10 - 19.5 days absent will reduce from 36% to 30% • 0.5 -9.5 days absent will increase from 36% to 45% • 0 days absent will increase from 1% to 5% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	No
KIS 1.b	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.		
Goal 2	To maximise the learning growth of every student in Literacy.	
12-month target 2.1-month target	Improve the proportion of Year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Reading from 69% (2023 baseline).	
12-month target 2.2-month target	Improve the proportion of Year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Reading from 61% (2023 baseline).	

12-month target 2.3-month target	Improve the percentage of Year 5 students making high relative growth in Reading from 13% (2023 baseline)	
12-month target 2.4-month target	Improve the proportion of Year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Writing from 71% (2023 baseline).	
12-month target 2.5-month target	Improve the proportion of Year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Writing from 56% (2023 baseline).	
12-month target 2.6-month target	No relative growth data available for NAPLAN Writing at this time.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Refine and embed the Ashley Park Instructional Model.	No
KIS 2.b Assessment	Embed a whole school approach to assessment of learning	No
KIS 2.c Teaching and learning	Build teacher capacity to plan curriculum to inform differentiated teaching	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.	<p>Our NAPLAN data indicates that we have a very small proportion of students functioning in the 'exceeding' band. This leads us to question if our differentiated programs are meeting the needs of our highly able and more able students. This will be a focus for planning to ensure these students are being met at their level of challenge in all areas of Literacy.</p> <p>Within the learning area of Writing the teaching of grammar and punctuation will be a priority in 2024. We have built capacity and understanding of teaching writing but our NAPLAN data suggests that Grammar and Punctuation is an area in need of improvement. Teacher capacity to include this in their lessons in a more strategic and explicit way will be built.</p> <p>We need to continue to work on differentiated teaching in Writing to ensure that students can demonstrate that are exceeding in Writing and Language Conventions in NAPLAN.</p>	
Goal 3	To maximise the learning growth of every student in Numeracy.	
12-month target 3.1-month target	Counting - from 28% (2023) to 34% (2024) (2025 Target met so have increased to 40%)	

	Place Value - from 26% (2023) to 38% (2024) Strategies for Addition and Subtraction - from 43% (2023) to 46.5% (2024) Strategies for Multiplication and Division - from 61% (2023) to 68% (2024)	
12-month target 3.2-month target	Improve the proportion of Year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Numeracy from 58% (2023 baseline).	
12-month target 3.3-month target	Improve the proportion of Year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Numeracy from 50% (2023 baseline).	
12-month target 3.4-month target	Decrease the proportion of Year 5 students making low relative growth in Numeracy from 19% (2023 baseline)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Develop and embed a model of teaching and learning practice in numeracy.	Yes
KIS 3.b Teaching and learning	Refine and further develop school capacity to record, monitor, interpret and analyse student assessment data to inform differentiated teaching practice	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.	In 2023 the school developed an instructional model for the teaching of Mathematics and Numeracy which needs to be the focus of our work in 2024. Our teachers have trialled implementation and built their capacity to design and deliver lessons based on it. This year we will review and then further develop it if required. It is based on research informed evidence with regard to the teaching of maths proficiencies and is in line with the Department of Education's focus on improving student learning in Numeracy.	

Define actions, outcomes, success indicators and activities

Goal 1	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.
12-month target 1.1 target	<p>READING - Percentage of Prep - Yr 6 students performing below expected level to maintain or decrease from 9% by the end of 2024 Percentage of Prep - Yr 6 students performing above expected level to increase to greater than 34% by end of 2024</p> <p>WRITING - Percentage of Prep - Yr 6 students performing below expected level to decrease from 17% by the end of 2024 Percentage of Prep - Yr 6 students performing above expected level to increase to greater than 16% by end of 2024.</p> <p>NUMBER AND ALGEBRA - Percentage of Prep - Yr 6 students performing below expected level to decrease from 11% by the end of 2024. Percentage of Prep - Yr 6 students performing above expected level to increase to greater than 24%. by the end of 2024.</p> <p>ABSENCE In 2024 the proportion of students Prep – Yr 6 with</p> <ul style="list-style-type: none"> • 30 or more days absent will reduce from 16% to 10% • 20 - 29.5 days absent will reduce from 16% to 10% • 10 - 19.5 days absent will reduce from 36% to 30% • 0.5 -9.5 days absent will increase from 36% to 45% • 0 days absent will increase from 1% to 5%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Implement the School Wide Positive Behaviour Support framework across the school with consistency.

Outcomes	<p>Students</p> <ul style="list-style-type: none"> - will be able to explain and demonstrate the expected behaviours of SWBPS. - in need of targeted intervention will be identified and supported through Tier 2 and Tier 3 strategies. <p>Teachers will</p> <ul style="list-style-type: none"> - implement and model consistent practices, routines and the processes of SWPBS - demonstrate an improved understanding of the expected school behaviours and the procedures for responding to major and minor behaviours. <p>Leaders will</p> <ul style="list-style-type: none"> - support the development and documentation of SWPBS - directly support Tier 3 behaviours as part of SWPBS <p>Community will</p> <ul style="list-style-type: none"> - build an understanding of SWPBS and its implementation APPS 			
Success Indicators	<p>EARLY:</p> <p>Curriculum documentation will show planning for SWPBS</p> <p>Resources for students and staff will be displayed across the school (flow charts, processes, continuums and matrices)</p> <p>Behaviour chronicles will be documented in Compass</p> <p>Visible acknowledgement and celebration at whole school assembly, of students actively demonstrating the school values</p> <p>LATE:</p> <p>Teacher Judgement of Social and Personal Capability in Victorian Curriculum</p> <p>Documented whole school wellbeing overview and scope and sequence that incorporates SWPBS, RRRR, Berry Street Education Model and the CyberSafety Project.</p> <p>Student AtoSS data sense of confidence and school safety</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SWPBS will be a focus of Professional Learning and included in our PLC schedule.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All staff new to school undertake Berry Street Education Model training. (8 teachers and 8 ES since May 2022)	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$26,040.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Coaching session with Regional SWPBS coach (Daniel Ioannidis) on fortnightly basis.	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Wellbeing and Inclusion team meets fortnightly to discuss strategic direction of wellbeing across the school.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal <input type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Lead and facilitate Education Support staff meetings to enable case management of students requiring support across the school.	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Student snapshots will be updated to provide the most relevant information to support student needs.	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Senior students will participate in two REACH workshops at the beginning of term one and term two to build peer connection and resilience. We will then look to Term 3 and 4 for further workshops.	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$6,300.00

			to: Term 2	<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Chaplain will be employed 0.6 in Term one and 0.5 for the remainder of the year utilising funding from the National Wellbeing Program, National Mental Health Fund Boost and additional school funds	<input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,829.00 <input type="checkbox"/> Other funding will be used
Goal 2	To maximise the learning growth of every student in Literacy.			
12-month target 2.1 target	Improve the proportion of Year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Reading from 69% (2023 baseline).			
12-month target 2.2 target	Improve the proportion of Year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Reading from 61% (2023 baseline).			
12-month target 2.3 target	Improve the percentage of Year 5 students making high relative growth in Reading from 13% (2023 baseline)			
12-month target 2.4 target	Improve the proportion of Year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Writing from 71% (2023 baseline).			
12-month target 2.5 target	Improve the proportion of Year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Writing from 56% (2023 baseline).			
12-month target 2.6 target	No relative growth data available for NAPLAN Writing at this time.			
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Build teacher capacity to plan curriculum to inform differentiated teaching			

incorporating extra-curricula programs				
Actions	Strengthen staff use of data and evidence to plan for differentiation in writing			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> - in need of targeted support and intervention will be identified and supported through tutoring and targeted teaching groups - will know their learning goal for the next cycle in writing <p>Teachers will</p> <ul style="list-style-type: none"> - have an improved capacity to identify and plan purposeful targeted teaching groups and effectively respond and support students who are demonstrating below expected growth - analyse students' cold writes and use the learning progressions and Victorian Curriculum to implement differentiated teaching in writing <p>Leaders will</p> <ul style="list-style-type: none"> - meet regularly to monitor, unpack and analyse whole school data. - guide and support teaching teams to plan differentiation for targeted students <p>Community will</p> <ul style="list-style-type: none"> - be able to see their child's growth by comparing cold and warm writes that evidence the learning tasks that are sent home - access resources on compass to support their child's writing development 			
Success Indicators	<p>EARLY:</p> <p>Curriculum documentation will show plans for differentiation in writing</p> <p>Cold and warm writes' marking guide</p> <p>ZPD tracking sheets that measure student growth in writing</p> <p>LATE:</p> <p>Mid and End of year Teacher Judgement and benchmark growth data for writing</p> <p>NAPLAN - writing and language conventions achievement data for Year 3 and 5</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Leaders develop whole school professional learning plan within the PLC schedule that supports staff to identify and meet individual student needs in writing.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Structure the school to enable the Learning Specialist - Teaching and Learning (M3, M4, S5/6) and Assistant Principal (F, J1, J2) to attend weekly collaborative planning sessions with all teaching teams	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Fortnightly Instructional Leaders team meetings to build capacity to lead differentiation in writing	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Model differentiated writing practice to build capacity of new graduate teachers	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teams to participate in Learning Walks with leadership to build understanding of effective differentiated practice.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Two instructional leaders to attend Literacy Local Leaders at Victorian Academy of Leadership.	<input type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,000.00 <input type="checkbox"/> Other funding will be used
Goal 3	To maximise the learning growth of every student in Numeracy.			
12-month target 3.1 target	Counting - from 28% (2023) to 34% (2024) (2025 Target met so have increased to 40%) Place Value - from 26% (2023) to 38% (2024)			

	<p>Strategies for Addition and Subtraction - from 43% (2023) to 46.5% (2024)</p> <p>Strategies for Multiplication and Division - from 61% (2023) to 68% (2024)</p>
12-month target 3.2 target	Improve the proportion of Year 3 students in the 'strong and exceeding' proficiency level of NAPLAN Numeracy from 58% (2023 baseline).
12-month target 3.3 target	Improve the proportion of Year 5 students in the 'strong and exceeding' proficiency level of NAPLAN Numeracy from 50% (2023 baseline).
12-month target 3.4 target	Decrease the proportion of Year 5 students making low relative growth in Numeracy from 19% (2023 baseline)
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed a model of teaching and learning practice in numeracy.
Actions	Develop consistent implementation of the school's instructional model for all mathematics lessons.
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - receive effective mathematics instruction that follows the school's instructional model - experience the four lesson types and develop the mathematics proficiencies <p>Teachers will</p> <ul style="list-style-type: none"> - demonstrate understanding of the school's instructional model and prepare lessons aligned to it - provide a balanced numeracy program drawing on the four lesson types - display increased confidence in teaching mathematics <p>Leaders will</p> <ul style="list-style-type: none"> - model and guide the use of the school's instructional model in mathematics lessons in all learning communities across the school - guide and support consistent implementation of the school's instructional model across the school <p>Community will</p> <ul style="list-style-type: none"> - be able to see the mathematical growth of their child through learning tasks and the pre and post assessment that are shared at

	regular intervals throughout the year as part of our continuous reporting cycle.			
Success Indicators	<p>EARLY: Curriculum documentation will show planning for the use of the school's instructional model Pre and post assessments will show growth in the focussed area of content ZPD tracking sheets will measure student growth in mathematics</p> <p>LATE: Mid and End of year Teacher Judgement and benchmark growth data for mathematics NAPLAN - Numeracy achievement data for Year 3 and 5</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Curriculum Day focussed on mathematics to build consistent use of schools instructional model, four lesson types and knowledge of mathematics proficiencies.	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Develop and oversee a peer observation schedule for all teachers to observe mathematics lessons aligned to the school's instructional model	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Whole school professional learning within PLC schedule to build capacity of teachers in mathematics	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Two Instructional Leaders to attend the Numeracy Local Leaders professional learning offered through the Victorian Academy of Leadership	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00 <input type="checkbox"/> Other funding will be used

Learning Specialist to attend Community of Practice (CoP) with a focus on Numeracy	<input type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$46,125.80	\$46,125.80	\$0.00
Disability Inclusion Tier 2 Funding	\$223,512.05	\$223,512.05	\$0.00
Schools Mental Health Fund and Menu	\$60,174.60	\$60,174.60	\$0.00
Total	\$329,812.45	\$329,812.45	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
All staff new to school undertake Berry Street Education Model training. (8 teachers and 8 ES since May 2022)	\$26,040.00
Senior students will participate in two REACH workshops at the beginning of term one and term two to build peer connection and resilience. We will then look to Term 3 and 4 for further workshops.	\$6,300.00
Totals	\$32,340.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
All staff new to school undertake Berry Street Education Model training. (8 teachers and 8 ES since May 2022)	from: Term 1 to: Term 4	\$15,680.00	<input type="checkbox"/> CRT

Totals		\$15,680.00	
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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
All staff new to school undertake Berry Street Education Model training. (8 teachers and 8 ES since May 2022)	from: Term 1 to: Term 4	\$10,360.00	<input type="checkbox"/> Berry Street Education Model (BSEM)
Senior students will participate in two REACH workshops at the beginning of term one and term two to build peer connection and resilience. We will then look to Term 3 and 4 for further workshops.	from: Term 1 to: Term 2	\$5,783.00	<input type="checkbox"/> Reach school workshops (Reach Foundation)
Totals		\$16,143.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Disability Inclusion Implementation	\$223,512.05

Learning Specialist Wellbeing and Inclusion	\$44,031.60
Learning Specialist - Teaching and Learning	\$30,445.80
Totals	\$297,989.45

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Implementation	from: Term 1 to: Term 4	\$0.00	
Learning Specialist Wellbeing and Inclusion	from: Term 1 to: Term 4	\$0.00	
Learning Specialist - Teaching and Learning	from: Term 1 to: Term 4	\$30,445.80	<input type="checkbox"/> School-based staffing
Totals		\$30,445.80	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Implementation	from: Term 1 to: Term 4	\$223,512.05	<input type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Inclusive recreation equipment and resources

			<input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher • Education support staff <input type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Learning Specialist Wellbeing and Inclusion	from: Term 1 to: Term 4	\$0.00	
Learning Specialist - Teaching and Learning	from: Term 1 to: Term 4	\$0.00	
Totals		\$223,512.05	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Disability Inclusion Implementation	from: Term 1 to: Term 4	\$0.00	
Learning Specialist Wellbeing and Inclusion	from: Term 1	\$44,031.60	<input type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing

	to: Term 4		○ Assign existing staff member to initiative (eduPay)
Learning Specialist - Teaching and Learning	from: Term 1 to: Term 4	\$0.00	
Totals		\$44,031.60	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
SWPBS will be a focus of Professional Learning and included in our PLC schedule.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input type="checkbox"/> Curriculum development	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site
All staff new to school undertake Berry Street Education Model training. (8 teachers and 8 ES since May 2022)	<input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Curriculum development <input type="checkbox"/> Individualised reflection	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> External consultants BSEM	<input type="checkbox"/> On-site
Leaders develop whole school professional learning plan within the PLC schedule that supports staff to identify and meet individual student needs in writing.	<input type="checkbox"/> Assistant principal <input type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Curriculum development <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site
Two instructional leaders to attend Literacy Local Leaders at Victorian Academy of Leadership.	<input type="checkbox"/> PLC leaders	from: Term 2 to: Term 4	<input type="checkbox"/> Curriculum development	<input type="checkbox"/> Regional leadership conferences	<input type="checkbox"/> Literacy expertise <input type="checkbox"/> Literacy leaders	<input type="checkbox"/> Off-site Victorian Academy of Leadership

Curriculum Day focussed on mathematics to build consistent use of schools instructional model, four lesson types and knowledge of mathematics proficiencies.	<input type="checkbox"/> Learning specialist(s)	from: Term 3 to: Term 3	<input type="checkbox"/> Curriculum development <input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Whole school pupil free day	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site
Whole school professional learning within PLC schedule to build capacity of teachers in mathematics	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Collaborative inquiry/action research team	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site
Two Instructional Leaders to attend the Numeracy Local Leaders professional learning offered through the Victorian Academy of Leadership	<input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> PLC leaders	from: Term 2 to: Term 3	<input type="checkbox"/> Curriculum development	<input type="checkbox"/> Regional leadership conferences	<input type="checkbox"/> Numeracy leader	<input type="checkbox"/> Off-site Victorian Academy of leadership