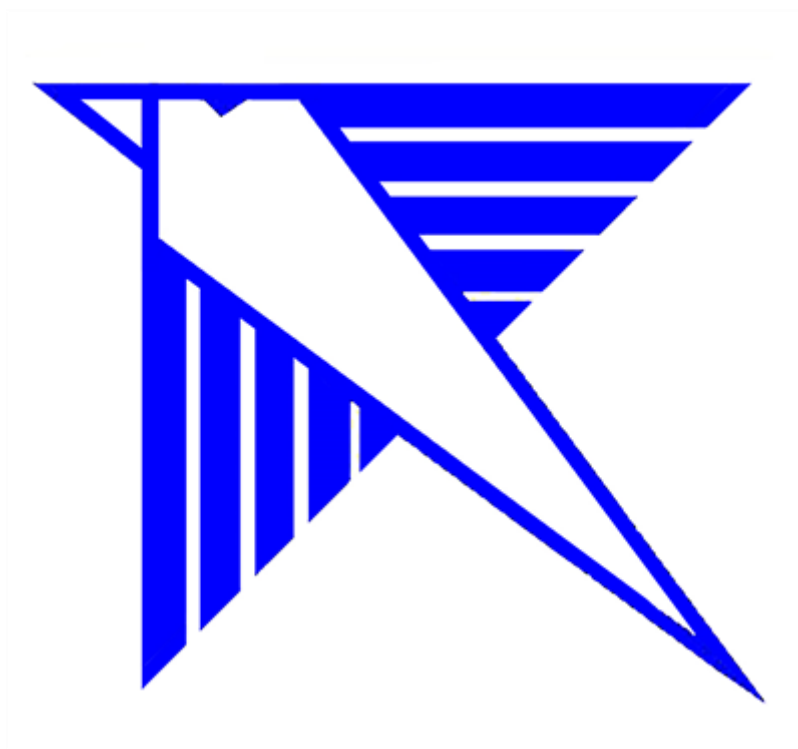


2023 Annual Implementation Plan

for improving student outcomes

Killara Primary School (5352)



Submitted for review by Susan Muir (School Principal) on 19 December, 2022 at 05:14 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 06 March, 2023 at 02:40 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	With a new Principal Class in place, the work towards re-building the learning, wellbeing and community engagement began in earnest. The new leadership of the school was committed to transparency, open lines of communication and a future focussed approach using evidence-based research and bringing in external expertise. Building the capacity of the SIT to understand their purpose in monitoring and evaluating the effectiveness and impact of the Annual Implementation Plan (AIP) as opposed to admin or management tasks was crucial and there is still more work to be achieved in this area. Feedback from external personnel who have worked within the school in 2022, have identified the need to further build middle leadership capacity through professional learning or recruitment. It became apparent that the actions and KIS set in
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	<p>the AIP were too ambitious, as the initial work around vision, climate and culture became a critical component. There was also an increased commitment to streamlining improvement measures so that there was a sharp & narrow focus on reading, wellbeing and community engagement and connectedness. Engaging an external Literacy consultant to work with teachers was a powerful driver in increasing 'buy in' around building a greater understanding of each of the elements in the Workshop Model and implementing these into classroom practices. Teachers fed back how much they valued the opportunity to work with and learn from the consultant, including classrooms observations. The NWVR PLC Team's ability to support and guide teachers through the Inquiry Improvement Cycle had a positive impact, by scaffolding each step of the cycle for them, including data conversations - teachers are now beginning to see this as part of what we do rather than an 'add on' or taking away from 'their time'. The wellbeing of students, particularly in terms of feeling connected and community engagement were highlights and strong success indicators that we are on the right path.</p>
<p>Considerations for 2023</p>	<p>As the school heads into a School Review year, the focus in Semester 1 will be to continue to embed the PLC culture and Inquiry Improvement Cycle, utilising the expertise of the NWVR PLC team. Ensuring that the professional learning commenced this year on building a consistent understanding across the school on each of the elements of the Reading Workshop model will also continue and is a priority, as well as expanding to building clarity around the mini lesson and Independent Reading. The external Literacy consultant has been engaged to work with staff in a coaching type capacity for Semester 1 and this will support the newly appointed Learning Specialist in gaining an understanding of individual teacher's strengths and areas for further development in regards to the teaching of reading. In 2023, the School Wide Positive Behaviour Support Program will publish the newly reviewed matrix and implement the rewards system. During this time, the Wellbeing team will also investigate and participate in professional learning related to Respectful Relationships (RRRR).</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve learning outcomes in literacy for all students
Target 2.1	To increase the percentage of Year 5 students in the top two bands in NAPLAN Reading from 36% (3-year average 2017—2019) to 42% (3-year average).
Target 2.2	To increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 12% (3-year average 2017—2019) to 20% (3-year average).
Target 2.3	To increase high relative growth of students in NAPLAN Reading from 19% (3-year average) to 30% (3-year average).
Target 2.4	To increase high relative growth of students in NAPLAN Writing from 21% (3-year average) to 30% (3-year average).

Target 2.5	To increase the percentage of students achieving above the expected level in Teacher Judgements Reading from 37% (3-year average 2016-2018) to 45% (3-year average).
Target 2.6	To increase the percentage of students achieving above the expected level in Teacher Judgements for Writing from 18% (3-year average 2016—2018) to 26% (3-year average).
Key Improvement Strategy 2.a Curriculum planning and assessment	Collaboratively develop a guaranteed and viable curriculum for the teaching of literacy across the school
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity to collect and utilise data and a range of assessment strategies to inform planning and practice for point of need teaching in literacy
Key Improvement Strategy 2.c Instructional and shared leadership	Develop the capacity of middle leaders to use an improvement cycle to lead collaborative teams with collective responsibility to develop effective and consistent teaching practices in literacy
Goal 3	To improve learning outcomes in numeracy for all students
Target 3.1	To increase the percentage of Year 5 students in the top two bands NAPLAN Numeracy from 19% (3-year average 2017—2019) to 31% (3-year average)
Target 3.2	To increase High Relative Growth of students in NAPLAN Numeracy from 12% (3-year average) to 25% (3-year average)

Target 3.3	To increase the percentage of students achieving above the expected level in Teacher Judgements Number and Algebra from 26% (3-year average 2016—2018) to 35% (3-year average).
Key Improvement Strategy 3.a Curriculum planning and assessment	Collaboratively develop a guaranteed and viable curriculum for the teaching of numeracy across the school
Key Improvement Strategy 3.b Evaluating impact on learning	Build teacher capacity to collect and utilise data and a range of assessment strategies to inform planning and practice for point of need teaching in numeracy
Key Improvement Strategy 3.c Instructional and shared leadership	Develop the capacity of middle leaders to use an improvement cycle to lead collaborative teams with collective responsibility to develop effective and consistent teaching practices in numeracy
Goal 4	To improve student engagement, voice and agency in their learning
Target 4.1	Drafting note: please consider an additional data source, e.g. SSS and/or POS To increase student sense of connectedness in the Attitudes to School from 58% positive responses to 75%
Target 4.2	To increase student voice and agency in the Attitudes to School from 57% positive responses to 75%
Target 4.3	To improve the average number of days absent from 17.5 days (2018) to 14 days

Target 4.4	To increase student feedback to improve practice in the Staff Opinion Survey from 39% positive responses to 80%
Key Improvement Strategy 4.a Health and wellbeing	Embed the School Wide Positive Behaviour Support Program across the school community
Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies	Strengthen teacher capacity to work collaboratively to use evidence based, high impact teaching strategies to engage students in their learning
Key Improvement Strategy 4.c Empowering students and building school pride	Build teacher knowledge and understanding of student voice and agency to empower students and build school pride.
Key Improvement Strategy 4.d Intellectual engagement and self-awareness	Build the capacity and provide opportunities for students to be partners in learning at Killara Primary School

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>LEARNINGBy 2023, increase the percentage of students in Year 5 in the top two bands in NAPLAN Reading from 36% (3 year average) to 42%. By 2023, increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 12% (3-year average 2017 —2019) to 20% (3-year average)To increase high relative growth of students in NAPLAN Reading from 19% (3-year average) to 30% (3-year average)To increase the percentage of students achieving above the expected level in Teacher Judgements Reading from 37% (3-year average 2016-2018) to 45% (3-year average)To increase the percentage of students achieving above the expected level in Teacher Judgements for Writing from 18% (3-year average 2016—2018) to 26% (3-year average)WELLBEINGTo increase student sense of connectedness in the Attitudes to School from 58% positive responses to 75%To increase student voice and agency in the Attitudes to School from 57% positive responses to 75%To improve the average number of days absent from 17.5 days (2018) to 14 daysTo increase student feedback to improve practice in the Staff</p>

			Opinion Survey from 39% positive responses to 80%
To improve learning outcomes in literacy for all students	No	To increase the percentage of Year 5 students in the top two bands in NAPLAN Reading from 36% (3-year average 2017—2019) to 42% (3-year average).	
		To increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 12% (3-year average 2017 —2019) to 20% (3-year average).	
		To increase high relative growth of students in NAPLAN Reading from 19% (3-year average) to 30% (3-year average).	
		To increase high relative growth of students in NAPLAN Writing from 21% (3-year average) to 30% (3-year average).	
		To increase the percentage of students achieving above the expected level in Teacher Judgements Reading from 37% (3-year average 2016-2018) to 45% (3-year average).	
		To increase the percentage of students achieving above the expected level in Teacher Judgements for Writing from 18% (3-year average 2016—2018) to 26% (3-year average).	
To improve learning outcomes in numeracy for all students	No	To increase the percentage of Year 5 students in the top two bands NAPLAN Numeracy from 19% (3-year average 2017—2019) to 31% (3-year average)	

		To increase High Relative Growth of students in NAPLAN Numeracy from 12% (3-year average) to 25% (3-year average)	
		To increase the percentage of students achieving above the expected level in Teacher Judgements Number and Algebra from 26% (3-year average 2016—2018) to 35% (3-year average).	
To improve student engagement, voice and agency in their learning	No	Drafting note: please consider an additional data source, e.g. SSS and/or POS To increase student sense of connectedness in the Attitudes to School from 58% positive responses to 75%	
		To increase student voice and agency in the Attitudes to School from 57% positive responses to 75%	
		To improve the average number of days absent from 17.5 days (2018) to 14 days	
		To increase student feedback to improve practice in the Staff Opinion Survey from 39% positive responses to 80%	

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	LEARNING By 2023, increase the percentage of students in Year 5 in the top two bands in NAPLAN Reading from 36% (3 year average) to 42%.

	<p>By 2023, increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 12% (3-year average 2017—2019) to 20% (3-year average)</p> <p>To increase high relative growth of students in NAPLAN Reading from 19% (3-year average) to 30% (3-year average)</p> <p>To increase the percentage of students achieving above the expected level in Teacher Judgements Reading from 37% (3-year average 2016-2018) to 45% (3-year average)</p> <p>To increase the percentage of students achieving above the expected level in Teacher Judgements for Writing from 18% (3-year average 2016—2018) to 26% (3-year average)</p> <p>WELLBEING</p> <p>To increase student sense of connectedness in the Attitudes to School from 58% positive responses to 75%</p> <p>To increase student voice and agency in the Attitudes to School from 57% positive responses to 75%</p> <p>To improve the average number of days absent from 17.5 days (2018) to 14 days</p> <p>To increase student feedback to improve practice in the Staff Opinion Survey from 39% positive responses to 80%</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
KIS 1.b Priority 2023 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</p>
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>LEARNING</p> <p>By 2023, increase the percentage of students in Year 5 in the top two bands in NAPLAN Reading from 36% (3 year average) to 42%.</p> <p>By 2023, increase the percentage of Year 5 students in the top two bands in NAPLAN Writing from 12% (3-year average 2017 — 2019) to 20% (3-year average)</p> <p>To increase high relative growth of students in NAPLAN Reading from 19% (3-year average) to 30% (3-year average)</p> <p>To increase the percentage of students achieving above the expected level in Teacher Judgements Reading from 37% (3-year average 2016-2018) to 45% (3-year average)</p> <p>To increase the percentage of students achieving above the expected level in Teacher Judgements for Writing from 18% (3-year average 2016—2018) to 26% (3-year average)</p> <p>WELLBEING</p> <p>To increase student sense of connectedness in the Attitudes to School from 58% positive responses to 75%</p> <p>To increase student voice and agency in the Atitudes to School from 57% positive responses to 75%</p> <p>To improve the average number of days absent from 17.5 days (2018) to 14 days</p> <p>To increase student feedback to improve practice in the Staff Opinion Survey from 39% positive responses to 80%</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> * To embed PLCs into the culture of the school * To strengthen teacher's understandings of the PLC Inquiry Cycle by consistently using a range of data through collaboration and collective responsibility for improving student learning outcomes * To build teacher's expertise in understanding each of the elements of the Reading Workshop model

	<p>* To further develop teacher pedagogical knowledge and practices in the teaching & learning of Reading, including the use of high impact teaching strategies</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> * participate in small group intervention programs in the area of Literacy (LLI) * understand and articulate their learning and what they need to do to be successful (Learning Intentions and Success Criteria) * ensure they select 'Just Right' or 'Good Fit' books for Independent Reading from their classroom library <p>Teachers will:</p> <ul style="list-style-type: none"> * work collaboratively in PLCs using the Inquiry Improvement Cycle, ensuring they bring all necessary data or work samples for analysis * confidently and accurately use student assessment data to identify and monitor individual student learning needs, as part of the PLC * actively participate in professional learning in Reading with Mardi Gorman (Literacy consultant) * create effective and well-used classroom libraries as an essential component of a quality Reading program * implement the Reading Workshop Model with a higher level of understanding related to each of the elements, particularly small group instruction, mini lessons and Independent Reading * collaboratively plan, document and implement a differentiated teaching and learning program to meet individual student needs * incorporate the High Impact Teaching Strategies (HITS) and other department resources (eg. Literacy Toolkit) with great consistency into planning documents * use whole school data walls to track student learning growth, specifically in Reading <p>Leaders will:</p> <ul style="list-style-type: none"> * continue to build a partnership with the NWVR PLC team in embedding PLCs into the school's culture * support and resource the implementation of classroom libraries into classrooms * support staff with professional learning, specifically in the teaching of Reading, as well as opportunities to share, reflect and collaborate with others in order to build greater fidelity and consistency * develop timetables to promote collaborative planning for teams and a meeting schedule to accommodate PLC's and staff professional learning * conduct Learning Walks across the school and provide effective feedback
<p>Success Indicators</p>	<ul style="list-style-type: none"> * documentation and data from Tutor Learning Initiative (LLI) to show growth of student participating in program, including a timetable outlining intervention sessions * PLCs will use the 'Rolling Agenda' template confidently to drive/support Inquiries (minutes will be evident) * Data Walls will be used to inform PLC Inquiry's and to drive the teaching and learning programs * Instructional Model and HITS are evident during Learning Walks and/or Peer Observation * Team planning documentation and work programs will reflect evidence of differentiation to support learning at all levels

* Reading Workshop model will be evident in planning and through Learning Walks or Peer Observations
 * Literacy Consultant (Mardi Gorman) will have built teacher capacity in the Reading Workshop and will provide coaching notes

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
To embed PLCs into the culture of the school	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Employment of a Literacy Consultant - to build teacher's expertise in understanding each of the elements of the Reading Workshop model	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$16,000.00 <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

Employ a Learning Specialist - Learning Specialist to work with teams in planning	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$130,000.00 <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
To work with Regional PLC team	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Recruit a Schools Mental Health Leader 0.4 * Select from the free School Mental Health menu			

	<ul style="list-style-type: none"> * To continue to embed the School Wide Positive Behaviour Framework * To strengthen implementation of the whole school approach to Rights, Resilience and Respectful Relationships 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * demonstrate the behaviours outlined in the SWPBS matrix and contribute to the establishment of the Reward System * understand and practice respectful relationships * participate in weekly RRRR lessons * know where to seek help and are able to use their help-seeking skills when required <p>Teachers will:</p> <ul style="list-style-type: none"> * engage in professional learning / reading in RRRRs * interact with students, colleagues and others, demonstrating respectful, gender equitable and inclusive behaviours and language * review and continue to implement the SWPBS framework * develop and implement a SWPBS reward system in consultation with students and school community * engage with professional learning or access resources from the School Mental Health Menu <p>Leaders will:</p> <ul style="list-style-type: none"> * identify students requiring support in health and wellbeing * develop timetables to support in the implementation of Schools Mental Health program * participate in relevant professional learning related to Rights, Resilience and Respectful Relationships(RRRR) * support the continuous development, documentation and revision of whole school wellbeing approaches * model respectful behaviours and gender equitable treatment of students, staff and the broader school community * directly support students' mental health and/or provide referrals 			
Success Indicators	<ul style="list-style-type: none"> * A Mental Health and Wellbeing Leader will be employed and attend all Network meetings * A consistent implementation of the SWPBS Reward System will be evident across the school * RRRR will be evident in team planning documentation and work programs 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Refine, expand and embed the SWPBS Reward System	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$2,000.00 <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
Access Regional Professional Learning related to the RRRR	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00 <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
Access professional learning and resources from the free School Mental Health Menu	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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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	\$39,058.40	\$39,000.00	\$58.40
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$39,058.40	\$39,000.00	\$58.40

Activities and Milestones – Total Budget

Activities and Milestones	Budget
To embed PLCs into the culture of the school	\$3,000.00
Employment of a Literacy Consultant - to build teacher's expertise in understanding each of the elements of the Reading Workshop model	\$16,000.00
Employ a Learning Specialist - Learning Specialist to work with teams in planning	\$130,000.00
To work with Regional PLC team	\$2,000.00
Refine, expand and embed the SWPBS Reward System	\$2,000.00
Access Regional Professional Learning related to the RRRR	\$9,000.00
Totals	\$162,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
To embed PLCs into the culture of the school	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Employment of a Literacy Consultant - to build teacher's expertise in understanding each of the elements of the Reading Workshop model	from: Term 1 to: Term 2	\$13,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Employ a Learning Specialist - Learning Specialist to work with teams in planning	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
To work with Regional PLC team	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Refine, expand and embed the SWPBS Reward System	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Access Regional Professional Learning related to the RRRR	from: Term 1 to: Term 4	\$9,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$39,000.00	

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
Totals		\$0.00	

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
To embed PLCs into the culture of the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources Regional PLC team	<input checked="" type="checkbox"/> On-site
Employment of a Literacy Consultant - to build teacher's expertise in understanding each of the elements of the Reading Workshop model	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Literacy consultant - Mardi Gorman	<input checked="" type="checkbox"/> On-site
Employ a Learning Specialist - Learning Specialist to work with teams in planning	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
To work with Regional PLC team	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources Regional PLC coaches <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Refine, expand and embed the SWPBS Reward System	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Access Regional Professional Learning related to the RRRR	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Liaison Officer Respectful Relationships	<input checked="" type="checkbox"/> On-site