

2023 Annual Implementation Plan

for improving student outcomes

Rosebud Primary School (2627)



Submitted for review by Rhiannon Birkill (School Principal) on 21 March, 2023 at 02:01 PM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 06 April, 2023 at 01:17 PM
Endorsed by Adam Rizkallah (School Council President) on 07 April, 2023 at 10:31 AM

Self-evaluation summary - 2023

	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	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	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>The cognitive engagement of students (taught through differentiation) has certainly improved in 2022. Students are engaging more effectively with their peers as learning resources (giving the students an opportunity to work in mixed ability groups to share knowledge - a bi-product of reflecting on our current targeted learning model and making improvements)</p> <p>Our teachers are engaging in quality curriculum planning & lesson planning (teachers are effectively identifying and targeting 'crumbs' for improvement and future direction - we are excited to introduce this consistently from F-6 in 2023 through our revised PLC model.</p>
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	<p>Teachers are setting higher expectations and scaffolding students to achieve (quality over quantity). Teachers are reflective during the 5-weekly monitoring of student achievement and growth and are more confident with the curriculum. Teachers are using consistent, relevant assessment approaches which has enabled them to feel more empowered in their teaching and their understanding of the guaranteed curriculum. Teachers have been inspired through professional development offered by our Learning Specialists in PLCs.</p> <p>Middle leaders are inspired, have received PD to coach, mentor and support teachers. Consistent approach to our coaching model. High level professional conversations are being held between teams through rich data driven PLC's. Staff are valuing PLC time as they see the purpose and the outcomes of teaching and learning development and success.</p> <p>Leadership are supporting middle leaders in their development, building capacity through encouraging relevant professional learning. There is a real sense of trust and a positive climate for staff and students alike.</p> <p>Our meeting schedule has been re-invigorated to prioritise internal professional learning and PLC year level meeting time.</p> <p>We continue to have a strong focus on the wellbeing of all students and have prioritised the diverse learners and supporting them effectively in 2023.</p>
<p>Considerations for 2023</p>	<p>Our professional learning focuses for 2023 include;</p> <ul style="list-style-type: none"> + Embedding a consistent approach to spelling across the school + Introducing the PLC inquiry model across the school + Continuing to build staff capacity in both mathematics and English + Continue our coaching model in both mathematics and English + Continue 5 weekly monitoring of students below/at/above (teacher judgment). Implement data wall to keep track of this + Continue to reflect on the Targeted Learning Model – changes already been made; positive response + Engage with IOC to ensure we are catering for our diverse learners and upskilling teachers and education support in this area + Continue to build our middle leaders in difficult conversations and assessment + Embed a consistent approach to how Essential Assessment is being used from F-6 + Continue maths and English professional learning needs through our newly developed curriculum development meetings + Provide professional development for all staff on the SWPBS framework and Restorative Approach - embed throughout the school. + Engage with and provide professional development to the wellbeing specialist team to upskill them in the PLC model to focus on wellbeing data.

Documents that support this plan	
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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>By the end of 2023, the percentage of Year 3 students in the top two bands in NAPLAN in mathematics will increase from; 35% to 40% By the end of 2023, the percentage of Year 5 students in the top two bands in NAPLAN in mathematics will increase from; 16% to 22% By the end of 2023, the percentage of Year 5 students in the bottom two bands in NAPLAN in mathematics will decrease from; 18% to 12% By the end of 2023, the percentage of year F-6 students assessed against the Victorian curriculum (teacher judgement) levels making above age expected growth in mathematics will increase from 25% to 28% (teacher judgement - age expected level) By the end of 2023, the percentage of year F-6 students assessed against the Victorian curriculum (teacher judgement) levels making below expected growth in mathematics (number and algebra) will decrease from 25% to 22% By the end of 2023, the percentage of students achieving at or above expected learning growth in NAPLAN writing (from years 3 and 5) will increase from 77% (2021) to 78% By the end of semester 1 2023, the percentage of students achieving at or above the expected level in writing will increase from</p>

			<p>69% to 72%By the end of 2023, the percentage of Year 4-6 students reporting on Effective Classroom Behaviour will increase from 78% to 80%By the end of 2023, the percentage of Year 4-6 students reporting on School Connectedness (Sense of Belonging) will increase from 78% to 82%.(Attitudes to School Survey - Domain: School Engagement, Factor Name: Sense of Belonging)By the end of 2023, the percentage of Year 4-6 students reporting on Differentiated Learning Challenge will increase from 84% to 85%(Attitudes to School Survey - Domain: Effective Teaching Practices)By the end of 2023, the percentage of staff reporting on Professional Learning to Improve Practice will increase from 78% to 80%.(Staff Opinion Survey – Teaching and Learning Evaluation)By the end of 2023, the percentage of staff reporting on Support Growth and Learning of All Students will increase from 84% to 85%.(Staff Opinion Survey – Teaching and Learning Implementation)</p>
Improve student literacy and numeracy outcomes.	No	<p>By 2026, increase the proportion of Year 5 students with high benchmark NAPLAN growth in:</p> <ul style="list-style-type: none"> • Reading from 28% (2021) to 30% • Writing from 24% (2021) to 28% • Mathematics from 8% (2021) to 22%. 	
		<p>By 2026, increase the proportion of students in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> • Year 3 Reading from 60% (2021) to 65% • Year 3 Writing from 47% (2021) to 55% • Year 3 Mathematics from 41% (2021) to 50% • Year 5 Reading from 47% (2021) to 52% 	

		<ul style="list-style-type: none"> • Year 5 Writing from 29% (2021) to 35% • Year 5 Mathematics from 20% (2021) to 35% 	
		<p>By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Number and Algebra from 80% (2021) to 85% • Reading and Viewing from 70% (2021) to 86% • Writing from 70% (2021) to 81% 	
		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Monitoring effectiveness using data from 65% (2021) to 82% • Understanding formative assessment from 65% (2021) to 80% • Instructional leadership from 71% (2021) to 80% 	
		<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 88% (2021) to 90% • Sense of confidence from 79% (2021) to 85% • Stimulated learning from 88% (2021) to 90% • Student voice and agency from 72% (2021) to 85% 	
Improve student wellbeing and engagement.	No	<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 86% (2021) to 90% • Teacher concern from 74% (2021) to 81% • School stage transitions from 72% (2021) to 85% • Motivation and interest from 78% (2021) to 85% 	
		<p>By 2026, decrease the proportion of students with 20+ days of absence from 24% in 2021 to 22%</p>	

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-month target	<p>By the end of 2023, the percentage of Year 3 students in the top two bands in NAPLAN in mathematics will increase from; 35% to 40%</p> <p>By the end of 2023, the percentage of Year 5 students in the top two bands in NAPLAN in mathematics will increase from; 16% to 22%</p> <p>By the end of 2023, the percentage of Year 5 students in the bottom two bands in NAPLAN in mathematics will decrease from; 18% to 12%</p> <p>By the end of 2023, the percentage of year F-6 students assessed against the Victorian curriculum (teacher judgement) levels making above age expected growth in mathematics will increase from 25% to 28% (teacher judgement - age expected level)</p> <p>By the end of 2023, the percentage of year F-6 students assessed against the Victorian curriculum (teacher judgement) levels making below expected growth in mathematics (number and algebra) will decrease from 25% to 22%</p> <p>By the end of 2023, the percentage of students achieving at or above expected learning growth in NAPLAN writing (from years 3 and 5) will increase from 77% (2021) to 78%</p> <p>By the end of semester 1 2023, the percentage of students achieving at or above the expected level in writing will increase from 69% to 72%</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting on Effective Classroom Behaviour will increase from 78% to 80%</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting on School Connectedness (Sense of Belonging) will increase from 78% to 82%. (Attitudes to School Survey - Domain: School Engagement, Factor Name: Sense of Belonging)</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting on Differentiated Learning Challenge will increase from 84% to 85%</p>

	<p>(Attitudes to School Survey - Domain: Effective Teaching Practices)</p> <p>By the end of 2023, the percentage of staff reporting on Professional Learning to Improve Practice will increase from 78% to 80%. (Staff Opinion Survey – Teaching and Learning Evaluation)</p> <p>By the end of 2023, the percentage of staff reporting on Support Growth and Learning of All Students will increase from 84% to 85%. (Staff Opinion Survey – Teaching and Learning Implementation)</p>	
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	Yes
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.	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, success indicators and activities

<p>Goal 1</p>	<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>
<p>12-month target 1.1 target</p>	<p>By the end of 2023, the percentage of Year 3 students in the top two bands in NAPLAN in mathematics will increase from; 35% to 40%</p> <p>By the end of 2023, the percentage of Year 5 students in the top two bands in NAPLAN in mathematics will increase from; 16% to 22%</p> <p>By the end of 2023, the percentage of Year 5 students in the bottom two bands in NAPLAN in mathematics will decrease from; 18% to 12%</p> <p>By the end of 2023, the percentage of year F-6 students assessed against the Victorian curriculum (teacher judgement) levels making above age expected growth in mathematics will increase from 25% to 28% (teacher judgement - age expected level)</p> <p>By the end of 2023, the percentage of year F-6 students assessed against the Victorian curriculum (teacher judgement) levels making below expected growth in mathematics (number and algebra) will decrease from 25% to 22%</p> <p>By the end of 2023, the percentage of students achieving at or above expected learning growth in NAPLAN writing (from years 3 and 5) will increase from 77% (2021) to 78%</p> <p>By the end of semester 1 2023, the percentage of students achieving at or above the expected level in writing will increase from 69% to 72%</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting on Effective Classroom Behaviour will increase from 78% to 80%</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting on School Connectedness (Sense of Belonging) will increase from 78% to 82%. (Attitudes to School Survey - Domain: School Engagement, Factor Name: Sense of Belonging)</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting on Differentiated Learning Challenge will increase from 84% to 85%</p>

	<p>(Attitudes to School Survey - Domain: Effective Teaching Practices)</p> <p>By the end of 2023, the percentage of staff reporting on Professional Learning to Improve Practice will increase from 78% to 80%. (Staff Opinion Survey – Teaching and Learning Evaluation)</p> <p>By the end of 2023, the percentage of staff reporting on Support Growth and Learning of All Students will increase from 84% to 85%. (Staff Opinion Survey – Teaching and Learning Implementation)</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	Develop a whole-school vision with a focus on personalisation and student agency in literacy and numeracy.
Outcomes	<p>Community stakeholders will have a clear understanding of the school's focus on personalisation and student agency.</p> <p>Leaders will support staff to build their capacity in teaching explicit and consistent teaching practices.</p> <p>Teachers will identify student learning needs based on diagnostic assessment data.</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs using data.</p> <p>PLC's will meet to engage in reflective practice, evaluate and plan outcomes curriculum, assessments and lessons.</p> <p>Students will be taught at their point of need in Reading and Number.</p>
Success Indicators	<p>Early Indicators –</p> <p>Development of a consistent whole-school approach to Targeted Learning (utilising explicit teaching approaches and quality curriculum planning)</p> <p>Curriculum documentation will show evidence of differentiation in Reading and Number.</p> <p>Classroom observations will show evidence of the development of student agency through the use of the Learner's Cycle: What am I learning? How am I learning? How will I know if I have been successful?</p> <p>Late Indicators –</p> <p>By the end of 2023, the percentage of Foundation students at level or above in Reading (based on Teacher Judgement) will be above 75%.</p> <p>By the end of 2023, the percentage of Year 1 students achieving at level or above in Reading (based on Teacher Judgement) will increase from 63% to 75%.</p> <p>By the end of 2023, the percentage of Year 2 students achieving at level or above in Reading (based on Teacher Judgement) will increase from 46% to 60%.</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional development provided to principal class and learning specialists to investigate best practice in personalisation and student agency.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build middle leader capacity to develop their knowledge and expertise in facilitating PLC's, supporting Collaborative Planning and consistent assessment practice.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of a consistent instructional model for Literacy and Numeracy.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Develop and analyse a Whole School Data Wall in Reading, Writing and Number to monitor individual student progress.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish Minilit intervention program for students achieving below level in Reading in Prep, Year 1 and Year 2.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Coaching and mentoring of Prep Team to cater for personalised learning in Literacy and Numeracy.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Increase reading materials across the school to support personalised learning in Reading.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 1	\$100,000.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Building staff capacity to support Diverse Learners with a focus on Grade 6 students			
Outcomes	<p>Students will report improved emotional awareness and resilience</p> <p>Students will be able to participate on the same basis as their peers, feeling empowered and engaged</p> <p>Student attendance will improve due to high levels of engagement and support</p> <p>Staff will feel empowered and have increased confidence to effectively cater for our diverse learners both academically and emotionally</p> <p>Staff will be able to recognise, respond to and refer students' mental health needs</p>			
Success Indicators	<p>Early Indicators:</p> <p>Curriculum documentation will show adjustments made for diverse learners</p> <p>Notes from coaching and peer observations will show how staff are embedding social and emotional learning</p> <p>Students will be supported to learn at point of need and display a higher level of confidence</p> <p>Students will be engaged with their learning</p> <p>Students will have a strong relationship with peers and staff</p> <p>Late Indicators:</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting on School Connectedness (Sense of Belonging) will increase from 78% to 82%. (Attitudes to School Survey - Domain: School Engagement, Factor Name: Sense of Belonging)</p> <p>By the end of 2023, the percentage of Year 4-6 students reporting on Differentiated Learning Challenge will increase from 84% to 85% (Attitudes to School Survey - Domain: Effective Teaching Practices)</p> <p>By the end of 2023, the percentage of staff reporting on Professional Learning to Improve Practice will increase from 78% to 80%. (Staff Opinion Survey – Teaching and Learning Evaluation)</p>			

By the end of 2023, the percentage of staff reporting on Support Growth and Learning of All Students will increase from 84% to 85%.
(Staff Opinion Survey – Teaching and Learning Implementation)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Upskill new staff, embed and refine (for all staff) in the areas of Positive Behaviours, Restorative Approach and Behaviour Management	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Implement an effective, centralised sensory room to support students in their social and emotional development	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Audit our attendance strategies in place for high absenteeism and engage with Health and Wellbeing Inclusion Workforce (Lynn Venning). Implement weekly monitoring through the specialist PLC (wellbeing team) meetings of students identified as high-risk attendance and create attendance plans to support them	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide teachers and education support staff with ongoing professional development to support our diverse learners	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Engage with IOC (Inclusion Outreach Coaching) for strategies to support our diverse learners.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Continue to make relevant adjustments (document adjustments in weekly planner and SSG meeting minutes) for our diverse learners and complete profiles for those students most at risk.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Upskill 3 x staff members in Trauma Informed Practices - to present to whole staff.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$12,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$204,080.10	\$200,500.00	\$3,580.10
Disability Inclusion Tier 2 Funding	\$291,385.57	\$284,500.00	\$6,885.57
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$495,465.67	\$485,000.00	\$10,465.67

Activities and milestones – Total Budget

Activities and milestones	Budget
Professional development provided to principal class and learning specialists to investigate best practice in personalisation and student agency.	\$10,000.00
Build middle leader capacity to develop their knowledge and expertise in facilitating PLC's, supporting Collaborative Planning and consistent assessment practice.	\$30,000.00
Develop and analyse a Whole School Data Wall in Reading, Writing and Number to monitor individual student progress.	\$6,500.00
Establish Minilit intervention program for students achieving below level in Reading in Prep, Year 1 and Year 2.	\$4,000.00
Upskill new staff, embed and refine (for all staff) in the areas of Positive Behaviours, Restorative Approach and Behaviour Management	\$20,000.00
Implement an effective, centralised sensory room to support students in their social and emotional development	\$8,000.00

Provide teachers and education support staff with ongoing professional development to support our diverse learners	\$22,000.00
Upskill 3 x staff members in Trauma Informed Practices - to present to whole staff.	\$12,000.00
Totals	\$112,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional development provided to principal class and learning specialists to investigate best practice in personalisation and student agency.	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Build middle leader capacity to develop their knowledge and expertise in facilitating PLC's, supporting Collaborative Planning and consistent assessment practice.	from: Term 2 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop and analyse a Whole School Data Wall in Reading, Writing and Number to monitor individual student progress.	from: Term 2 to: Term 4	\$6,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Establish Minilit intervention program for students achieving below level in Reading in Prep, Year 1 and Year 2.	from: Term 2 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$50,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Upskill new staff, embed and refine (for all staff) in the areas of Positive Behaviours, Restorative Approach and Behaviour Management	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
Implement an effective, centralised sensory room to support students in their social and emotional development	from: Term 1 to: Term 1	\$8,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> •
Provide teachers and education support staff with ongoing professional development to support our diverse learners	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
Upskill 3 x staff members in Trauma Informed Practices - to present to whole staff.	from: Term 1 to: Term 3	\$12,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT •
Totals		\$62,000.00	

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
Professional learning on diverse learners for ES staff (hired under our Equity money)	\$5,000.00
Employment of tutors to support student learning	\$220,000.00
Teacher aides to support our diverse learners	\$150,000.00
Totals	\$375,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning on diverse learners for ES staff (hired under our Equity money)	from: Term 1 to: Term 3		
Employment of tutors to support student learning	from: Term 1 to: Term 4		

Teacher aides to support our diverse learners	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$150,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning on diverse learners for ES staff (hired under our Equity money)	from: Term 1 to: Term 3	\$2,500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Employment of tutors to support student learning	from: Term 1 to: Term 4	\$220,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Teacher aides to support our diverse learners	from: Term 1 to: Term 4		
Totals		\$222,500.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning on diverse learners for ES staff (hired under our Equity money)	from: Term 1		

	to: Term 3		
Employment of tutors to support student learning	from: Term 1 to: Term 4		
Teacher aides to support our diverse learners	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional development provided to principal class and learning specialists to investigate best practice in personalisation and student agency.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site organise pd
Build middle leader capacity to develop their knowledge and expertise in facilitating PLC's, supporting Collaborative Planning and consistent assessment practice.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Development of a consistent instructional model for Literacy and Numeracy.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Develop and analyse a Whole School Data Wall in Reading, Writing and Number to monitor individual student progress.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Establish Minilit intervention program for students achieving below level in Reading in Prep, Year 1 and Year 2.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Coaching and mentoring of Prep Team to cater for personalised learning in Literacy and Numeracy.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Increase reading materials across the school to support personalised learning in Reading.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	<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
Upskill new staff, embed and refine (for all staff) in the areas of Positive Behaviours, Restorative Approach and Behaviour Management	<input checked="" type="checkbox"/> Leadership team	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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement an effective, centralised sensory room to support students in their social and emotional development	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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
Provide teachers and education support staff with ongoing professional development to support our diverse learners	<input checked="" type="checkbox"/> Education support <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"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Upskill 3 x staff members in Trauma Informed Practices - to present to whole staff.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site working alongside Somerville Rise
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