

2023 Annual Implementation Plan

for improving student outcomes

Kerrimuir Primary School (4816)



Submitted for review by Michael Mclean (School Principal) on 11 November, 2022 at 08:32 AM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 06 February, 2023 at 10:47 AM
Endorsed by Craig Fegan (School Council President) on 06 February, 2023 at 01:33 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling
	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.	Excelling
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	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	The self-evaluation is a process that has highlighted some of the very positive programs and structures currently in place at Kerrimuir PS. The greater focus on HITS and community engagement practices in 2022 will further enhance some of the processes and protocols that are already embedded at the school. This will be reflected in the 2023 AIP with many goals, actions and activities put in place to address school improvement priorities and initiatives.
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Considerations for 2023	The main priority for 2023 is to focus on continued building of teacher capacity through professional development . Staff training will get underway in early 2023 with a focus on writing . All staff PDPs will be linked to the priorities set out in the AIP.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
</p> <p>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>
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	Improve literacy and numeracy achievement and growth.
Target 2.1	By 2022 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 30% or greater.
Target 2.2	The percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 59% to 70% or greater.
Target 2.3	The percentage of Year 5 students achieving in the top 2 bands in NAPLAN in writing will increase from 28% to 35% or greater.

Target 2.4	Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 36% or greater.
Target 2.5	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55% or greater.
Key Improvement Strategy 2.a Building practice excellence	Refine and embed the Kerrimuir Primary School instructional model incorporating the consistent use of the High Impact Teaching Strategies (HITS)
Key Improvement Strategy 2.b Building practice excellence	Develop and document a research-based approach to reading comprehension that is supported by a professional learning strategy that effectively builds teacher capability
Key Improvement Strategy 2.c Evaluating impact on learning	Ensure teachers collaborate and effectively analyse data to develop a shared understanding of learning at each student's point of need.
Goal 3	Empower students to become active agents in their learning.
Target 3.1	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 90% or greater. • Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 80% or greater
Target 3.2	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the School Staff Survey in the area of Focus Learning on Real Life Problems from 78.6% to 84% or greater

	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the School Staff Survey in the area of Promote Student Ownership of Learning Goals from 86.7% to 90% or greater
Target 3.3	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the Parent Opinion Survey in the area of Student Agency and Voice from 29.3% to 34% or greater.
Key Improvement Strategy 3.a Building practice excellence	Develop a common understanding of the language of learning in the school community
Key Improvement Strategy 3.b Empowering students and building school pride	Develop students' understanding of voice and agency to empower students in their learning by utilising goal setting and two-way feedback
Key Improvement Strategy 3.c Empowering students and building school pride	Increase the capacity of student leaders to represent the whole school and to have input into school decision making.
Goal 4	Build a safe, supportive and connected learning community.
Target 4.1	<p>Attitudes to School Survey (Years 4-6)</p> <p>By 2022:</p> <ul style="list-style-type: none"> • Improve the percentage of positive responses for the school connectedness factor for all students from 86% to 91% or greater • Improve the percentage of positive responses for the sense of inclusion for all students from 90% to 94% or greater.

Target 4.2	<p>Parent Opinion Survey</p> <p>By 2022:</p> <ul style="list-style-type: none"> • Improve the percentage of overall positive responses for the school improvement factor with the school from 76% to 80% or greater. • Improve the percentage of overall positive responses for the parent participation and involvement factor from 76% to 80% or greater. • Improve the percentage of overall positive responses for teacher communication factor from 79% to 85% or greater
Target 4.3	<p>School Staff Survey</p> <p>By 2022</p> <ul style="list-style-type: none"> • Improve the percentage of overall positive responses for the Parent and Community Involvement from 69.4% to 74% or greater
Key Improvement Strategy 4.a Parents and carers as partners	Develop a strategy that strengthens parent communication and builds their awareness and support for student learning.
Key Improvement Strategy 4.b Parents and carers as partners	Develop a framework to build parent engagement in student learning and effective home/school partnerships

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase 55% or greater. To increase the percentage of positive responses to the AToSS Respect for Diversity factor from 83.6% to 87%
Improve literacy and numeracy achievement and growth.	No	By 2022 improve the percentage of students achieving high relative learning growth in NAPLAN reading Year 3 to 5, from 19% to 30% or greater.	
		The percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 59% to 70% or greater.	
		The percentage of Year 5 students achieving in the top 2 bands in NAPLAN in writing will increase from 28% to 35% or greater.	

		Increase the percentage achieving high relative learning growth in NAPLAN writing from Year 3 to 5 from 32% to 36% or greater.	
		The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase from 47% to 55% or greater.	
Empower students to become active agents in their learning.	No	<ul style="list-style-type: none"> • Improve the percentage of positive responses for the self-regulation and goal setting factor for male students from 84% to 90% or greater. • Improve the percentage of positive responses for the AToSS student voice and agency factor for all students from 73% to 80% or greater 	
		<ul style="list-style-type: none"> • Improve the percentage of positive responses for the School Staff Survey in the area of Focus Learning on Real Life Problems from 78.6% to 84% or greater • Improve the percentage of positive responses for the School Staff Survey in the area of Promote Student Ownership of Learning Goals from 86.7% to 90% or greater 	

		<ul style="list-style-type: none"> • Improve the percentage of positive responses for the Parent Opinion Survey in the area of Student Agency and Voice from 29.3% to 34% or greater. 	
Build a safe, supportive and connected learning community.	No	<p>Attitudes to School Survey (Years 4-6)</p> <p>By 2022:</p> <ul style="list-style-type: none"> • Improve the percentage of positive responses for the school connectedness factor for all students from 86% to 91% or greater • Improve the percentage of positive responses for the sense of inclusion for all students from 90% to 94% or greater. 	
		<p>Parent Opinion Survey</p> <p>By 2022:</p> <ul style="list-style-type: none"> • Improve the percentage of overall positive responses for the school improvement factor with the school from 76% to 80% or greater. • Improve the percentage of overall positive responses for the parent participation and involvement factor from 76% to 80% or greater. • Improve the percentage of overall positive responses for teacher communication factor from 79% to 85% or greater 	
		<p>School Staff Survey</p>	

		<p>By 2022</p> <ul style="list-style-type: none"> • Improve the percentage of overall positive responses for the Parent and Community Involvement from 69.4% to 74% or greater 	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase 55% or greater. To increase the percentage of positive responses to the AToSS Respect for Diversity factor from 83.6% to 87%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	The percentage of students achieving above Victorian Curriculum standards at Foundation to Year 6 in number & algebra to increase 55% or greater. To increase the percentage of positive responses to the AToSS Respect for Diversity factor from 83.6% to 87%
KIS 1 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 data literacy of teachers and education support staff to inform understanding of student needs and progress. Teachers will identify and plan for differentiated students needs whilst maintaining and extending PLCs structures. Teachers will collaborate to pin point numeracy learner centred problems and associated problems of practice.
Outcomes	Teachers will confidently and accurately identify student learning needs of their students Teams will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently and explicitly implement the school's instructional model Teachers and support staff will have a consistent understanding of core-curriculum and AIP priority areas Students will know how exemplar lessons are structured and how this supports their learning Teachers will develop an understanding of curriculum essentials to ensure mastery; teachers will engage in PL to support the AIP process Teachers will consistently implement the agreed assessment schedule Teacher will provide regular feedback and monitor student progress using data Students will experience success and celebrate the acquisition of knowledge Teachers will provide students with the opportunity to work at their level using differentiated resources Students in need of targeted academic support or intervention will be identified and supported by way of local expertise (CT2.3 teachers and ES staff) Teachers will confidently reflect upon and students will know what their next steps or goals are to progress learning

Success Indicators	<p>Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies</p> <p>Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Live data walls indicating clearly student progress Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Data used to identify students for tailored supports Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Staffing of support, enrichment and extension programs comes from local expertise (either teaching or ES staff) Progress against Individual Education Plans is recorded and regularly communicated via SSG meetings</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. Continue to develop processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to use PLCs for staff to collaboratively plan units of work with a focus on differentiation, enrichment and extensions: focus on 2023 will be to include a wide variety of data to inform planning (not	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

just the "crumb")	<input checked="" type="checkbox"/> School Leadership Team		to: Term 2	<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
Continue targeted support program for students, using localised expertise in both teaching and ES staff - the appointment of our LS Inclusion and Enrichment position will assist with Numeracy intervention and planning.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<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
Continue to review the timetable to ensure curriculum essentials are prioritised. Honour time in the timetable for teachers and education support staff to address data needs as identified by teams in collaborative planning sessions.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Continue to imbed moderation a variety of assessments both in year levels and vertical teams.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Students to plan, organise and effectively manage their learning independently. Students will co- create their learning goals across the year with teachers.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator	<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

<p>Continue to prioritise time for the SSG to discuss and adapt strategies working for individual students and record achievement and next steps against IEP goals.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$150,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Schedule and organise professional learning on improving teaching and differentiation in writing.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>KIS 2 Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Strengthen whole school approach to wellbeing to consider actions at the leadership, teacher and student levels Strengthen a whole school approach to social-emotional learning, engagement and behaviour management</p>			

<p>Outcomes</p>	<p>Teachers will model and are consistent in agreed routines and behaviour expectations Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing and behaviour management and expectations Leaders will continue engagement with regional and external support agencies Teachers and leaders will continue to integrate social-emotional learning into school practice, policies and programs</p> <p>Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Students will feel supported and engaged in class groups and understand they are expected to contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers and have strong school identity (as visible in House based activities for example)</p> <p>Students with acute needs will receive individualised support plans with regular monitoring and student support group meetings (with parents) where appropriate Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing Families of at-risk students will receive regular communication and support from the school Students will experience more success in class and in the school yard (ie, academic and social success) Students and families will be connected to allied health and mental health services</p>
<p>Success Indicators</p>	<p>Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented Curriculum documentation reflecting social and emotional learning PLC cycles include wellbeing foci</p> <p>Students engagement in wellbeing programs (feedback, participation, classroom observations) Samples of student work Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher surveys on effectiveness of programs, referral process Teacher reports of student wellbeing concerns</p> <p>Data used to identify students in need of targeted support Data of counselling services accessed by students and families Student surveys and student voice indicators help to plan for student needs</p>

	Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Staffing and implementation of programs using local expertise, allied health and offsite consultants			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions. Build staff capacity to understand and implement behaviour management plans (in conjunction with outside consultant and school wide PD).	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop curriculum units collaboratively embedding First Nations perspectives with Curriculum team and Marrung Lead.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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

<p>Develop curriculum resources which reflect wellbeing and social-emotional learning focus: utilising school wide positive behaviour measure, such as Bill Rogers, Respectful Relationships and Pivot Data.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Build staff capacity to collect, analyse, monitor and respond to student engagement data (for example, through PIVOT, anecdotal class based gleaned evidence, SOS and SRC-Student Voice and feedback).</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Embed new leadership structure to allow teaching and ES staff to focus on core business of teaching, learning and student well being.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Leadership Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
Target counselling for individual students with acute needs (by way of in school counsellor and allied health professionals employed by the school).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a regular time for the Wellbeing Team to speak with staff and for staff to give feedback and ask questions, regarding school wide wellbeing measures and concerns (school wide behaviour management plans, flowcharts etc). Hold professional learning for teachers implementing wellbeing programs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
Provide staff with opportunities to understand first response strategies , when to use the referral process (e.g. Child Safe Reporting, PSDMS referrals and other support processes).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Ensure equity for all students when accessing teaching and learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$60,000.00	-\$60,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$60,000.00	-\$60,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Ensure equity for all students when accessing teaching and learning.	\$40,000.00
Totals	\$40,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Ensure equity for all students when accessing teaching and learning.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets

Totals		\$40,000.00	
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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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
School employed Psychologist	\$25,000.00
Totals	\$25,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
School employed Psychologist	from: Term 1	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Totals		\$20,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
School employed Psychologist	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
School employed Psychologist	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. Continue to develop processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Schedule and organise professional learning on improving teaching and differentiation in writing.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Talk about writing	<input checked="" type="checkbox"/> On-site