

2023 Annual Implementation Plan

for improving student outcomes

Gardenvale Primary School (3897)



Submitted for review by Janine Hall (School Principal) on 15 February, 2023 at 03:20 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 27 February, 2023 at 10:13 AM
Endorsed by Tricia Ciampa (School Council President) on 27 February, 2023 at 10:48 AM

Self-evaluation Summary - 2023

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

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| 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 | |

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| 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 | |

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| 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 | |

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| Enter your reflective comments | <p>Our self evaluation using the FISO 2.0 Illustrations of practice and system measures indicates that we have strengths in all areas with some areas for improvement. The areas identified for improvement are:</p> <ul style="list-style-type: none"> *Further develop student voice and agency. * Continue to re engage parents into the school community following the 2 years of COVID. * Continue to develop partnerships with other schools and/or communities of practice to develop understanding of how similar schools actively support students' learning and wellbeing. * Further embed the use student-level data and evidence to regularly evaluate curriculum and extra-curricular programs, |
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| | <p>including how they meet diverse learning and wellbeing goals and needs.</p> <ul style="list-style-type: none"> * Further develop student self assessment of work and solve problems effectively, receiving scaffolding and feedback from teachers to build their skills in monitoring and evaluating their progress. * Develop avenues for students feedback to allow for teachers adapt their teaching and learning strategies and practice in response to this feedback. * Further support staff to develop their data literacy and analysis capabilities through targeted engagement in relevant professional development opportunities. |
| <p>Considerations for 2023</p> | <p>Due to our NAPLAN data indicating less students achieving the top two bands, numeracy will be a whole school focus again in 2023.</p> <p>Whole staff PD using NAPLAN item analysis data at the beginning of the year to develop Scaffolded Inquiry Cycle for the whole school to be working on together.</p> <p>HITS to be focused on are differentiation, collaborative learning and explicit teaching.</p> <p>Peer Observations focusing on numeracy</p> <p>Whole school PD on a curriculum day with a numeracy focus</p> <p>Meeting Schedule to allow time to collaborate as a whole staff.</p> <p>AP to attend on a rotation each year level PLC collaborative planning for additional support</p> <p>GPS' goal for 2023 with regards to RR is to establish a holistic Wellbeing Program that encompasses;</p> <ul style="list-style-type: none"> *Respectful Relationships *Relational Education *HERRRBY <p>Establish a classroom culture and behavioural expectations through the use of</p> <ul style="list-style-type: none"> -Classroom agreements and expectations -Establish a student body/leadership group to lead the Respectful Relationships throughout the school. This will be achieved with the creation of a "Wellbeing" Leadership team. Initially two year 6 students will be selected to be Wellbeing Captains at Gardenvale Primary School. <p>Engage greater community engagement for parents/carers to be involved</p> <p>Continue to embed RR into GPS' wellbeing program throughout the year</p> <p>Ensure staff feel supported when teaching new topics</p> <p>Continued Tier 2 and TLI funding for 2023 will continue and focus on numeracy.</p> |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

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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. |
| 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 student engagement in their learning. |
| Target 2.1 | By 2023, increase the percentage of positive endorsements on AToSS: Student voice and agency from 88% to 92% Increase teacher student relationships: sense of concern (yr 6 boys) from 71% to 80%. |
| Target 2.2 | By 2023 increase the percentage of positive endorsements on SSS: Use student feedback to improve practice from 60% to 72% |
| Target 2.3 | By 2023 increase the percentage of positive endorsements on POS result: Student voice and agency result from 82% to 85% |

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| Key Improvement Strategy 2.a Intellectual engagement and self-awareness | Develop capacity of teachers to engage student voice and agency in teaching and learning |
| Key Improvement Strategy 2.b Empowering students and building school pride | Develop student capacity to monitor and evaluate their own progress and achievement in their learning |
| Goal 3 | To improve student literacy outcomes. |
| Target 3.1 | By 2023, reduce the percentage of students with low relative gain in NAPLAN: <ul style="list-style-type: none"> • Writing from 18% (2018) to 16% • Reading from 21% (2018) to 16% |
| Target 3.2 | By 2023, increase the percentage of students with high relative gain in NAPLAN: <ul style="list-style-type: none"> • Writing from 32% (2018) to 38% • Reading from 28% (2018) to 35% |
| Key Improvement Strategy 3.a Evaluating impact on learning | Build teacher capacity to utilise data, evidence and a range of assessment strategies to plan and teach students at their point of learning need |
| Key Improvement Strategy 3.b | Develop and embed an effective Professional Learning Community (PLC) culture |

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| Building practice excellence | |
| Goal 4 | To improve student Numeracy outcomes. |
| Target 4.1 | <p>By 2023, increase the percentage of students with high relative gain in NAPLAN:</p> <ul style="list-style-type: none"> • Numeracy from 30% (2018) to 38% <p>By 2023, SSS result: 'Teacher collaboration' to increase from 62% to 72% (TBC)</p> |
| Target 4.2 | By 2023, SSS result: 'Monitor effectiveness using data' to increase from 65% to 75%. |
| Key Improvement Strategy 4.a Curriculum planning and assessment | Build teacher capacity to use data to inform teaching and learning at each student's point of need. |
| Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies | Embed a consistent approach to instructional practice. |
| Key Improvement Strategy 4.c Building practice excellence | Enhance teacher capacity to collaborate professionally. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <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>NAPLAN*Increase number of students in the top two bands from 42% in yr 5 to 50%*Increase number of students in the top two bands from 56% in yr 3 to 60%*Increase - Student voice and agency from 73% to 78%SSS*Increase - Understand how to analyse data from 57% to 62%*Increase - Teacher collaboration from 62% to 68%</p> |
| To improve student engagement in their learning. | No | By 2023, increase the percentage of positive endorsements on AToSS: Student voice and agency from 88% to 92% Increase teacher student relationships: sense of concern (yr 6 boys) from 71% to 80%. | |
| | | By 2023 increase the percentage of positive endorsements on SSS: Use student feedback to improve practice from 60% to 72% | |
| | | By 2023 increase the percentage of positive endorsements on POS result: Student voice and agency result from 82% to 85% | |
| To improve student literacy outcomes. | No | By 2023, reduce the percentage of students with low relative gain in NAPLAN: | |

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| | | <ul style="list-style-type: none"> • Writing from 18% (2018) to 16% • Reading from 21% (2018) to 16% | |
| | | <p>By 2023, increase the percentage of students with high relative gain in NAPLAN:</p> <ul style="list-style-type: none"> • Writing from 32% (2018) to 38% • Reading from 28% (2018) to 35% | |
| To improve student Numeracy outcomes. | No | <p>By 2023, increase the percentage of students with high relative gain in NAPLAN:</p> <ul style="list-style-type: none"> • Numeracy from 30% (2018) to 38% <p>By 2023, SSS result: 'Teacher collaboration' to increase from 62% to 72% (TBC)</p> | |
| | | <p>By 2023, SSS result: 'Monitor effectiveness using data' to increase from 65% to 75%.</p> | |

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| Goal 1 | <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> |
| 12 Month Target 1.1 | <p>NAPLAN *Increase number of students in the top two bands from 42% in yr 5 to 50% *Increase number of students in the top two bands from 56% in yr 3 to 60% *Increase - Student voice and agency from 73% to 78%</p> <p>SSS *Increase - Understand how to analyse data from 57% to 62% *Increase - Teacher collaboration from 62% to 68%</p> |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|--|---|
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023. | |

Define Actions, Outcomes and Activities

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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 | NAPLAN *Increase number of students in the top two bands from 42% in yr 5 to 50% *Increase number of students in the top two bands from 56% in yr 3 to 60% *Increase - Student voice and agency from 73% to 78% SSS *Increase - Understand how to analyse data from 57% to 62% *Increase - Teacher collaboration from 62% to 68% |
| 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 | To embed a PLC structure into our numeracy planning to support data literacy, teacher collaboration and strengthen differentiated teaching practice. |
| Outcomes | Students in need of targeted numeracy academic support or intervention will be identified and supported. Students will know how lessons are structured and how this supports their learning. Teachers will plan for differentiation based on student learning numeracy data. Teachers will use consistent language in planning documentation across the school. Leaders (PLC/SIT) will support the implementation of PLC structure to ensure. Leaders (SIT) investigate documentation and simplify SIC logs. Leaders (PLC/SIT) will guide and support teaching staff to build assessment and differentiation practices through clear processes and professional learning |
| Success Indicators | Early Indicators: Consistent vocabulary in planning and teaching practices across the school. Link to instructional model Curriculum documentation will show plans for differentiation in Numeracy ? Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning ? Identified students will have ILP's that describe adjustments to meet their needs. PLC logs of SIC linked to numeracy units |

| | <p>Late Indicators: Victorian Curriculum teacher judgements will show learning growth in Number and Algebra/Measurement and Geometry The percentage of students in the top two NAPLAN bands for Numeracy will increase Teacher Judgement has a closer alignment with NAPLAN data.? SSS factors: instructional leadership, understand how to analyse data AtoSS factors: stimulated learning, differentiated learning date will be maintained or higher. PLC logs of SIC linked to numeracy units</p> | | | |
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| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| <p>Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning need</p> <p>Develop a coaching/mentoring model that is available to all staff.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | <p>\$15,000.00</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>Review PLC log proforma</p> <p>Formative/Summative assessment to be used in our PLC SIC and PLC inquiry cycle to begin Week 6 Term 1 with a focus on Number and Algebra pre and post unit assessment tasks.</p> <p>Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | <p>\$200.00</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 |

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| | | | | will be used which may include DET funded or free items |
| Refresh peer observations with a focus on differentiation in Numeracy lessons | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$100.00 <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 |
| Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation?. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Organise end-of-term focus groups with students, particularly those with low Numeracy results, to gather feedback on the instructional | <input checked="" type="checkbox"/> School Improvement Team | <input type="checkbox"/> PLP Priority | from: Term 2 | \$100.00 |

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| <p>model so that this can be modified for greater impact?.</p> | <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) | | <p>to: Term 4</p> | <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>Review and update ILPs to include Numeracy goals for selected students working below the expected level in Number and Algebra</p> <p>Intervention staff to focus on providing numeracy support for identified students.</p> | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$10,000.00</p> <input type="checkbox"/> Equity funding will be used <input checked="" 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 1.b Priority 2023 Dimension</p> | <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> | | | |
| <p>Actions</p> | <p>Embed Respectful Relationships program into the current whole school approach towards social and emotional learning Establish a common understanding of student voice and agency.</p> | | | |
| <p>Outcomes</p> | <p>Students will have a strong relationship with peers/staff Students will be able to explain what positive well being means and where they can seek support Student leaders will be able to identify peers who may need well-being support</p> | | | |

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| | <p>Students, Teachers and Leaders will have an agreed understanding of what student voice and agency looks like across the school Teachers will implement wellbeing program Teachers and leaders will establish the whole school Classroom Management Plan and these to made visible for class use. Leaders will support the continuous development, documentation and revision of whole school well being approaches.</p> | | | |
| Success Indicators | <p>Early indicators: Curriculum documentation will show plans for social and emotional learning ? Behaviour management plan developed and displayed in all classrooms Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability ? SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, student voice and agency Bayside Youth Resilience Survey- improved results in positive contributions section</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| <p>Audit and development current behaviour management practices and develop a whole school approach.</p> <p>Review processes for documenting engagements with students/ parents/carers to ensure appropriate follow up when difficult situations arise .</p> | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$500.00</p> <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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| <p>Establish a student body/leadership group to lead the Respectful Relationships throughout the school. This will be achieved with the creation of a “Wellbeing” Leaderships team.</p> <p>Schedule student peer support training for student leaders.</p> <p>Support student leaders to run student focus groups to seek feedback on school’s approach to supporting wellbeing.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$500.00</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>Develop a professional learning plan that supports the implementation of wellbeing programs.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$1,000.00</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>Ensure ILPs include wellbeing goals for identified students.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$10.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used |

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| | | | | <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 'Check in' process for wellbeing of students | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$150.00 <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 |
| School visits to look view best practice of student voice and agency Staff and student focus groups to establish what student voice and agency looks like at the classroom level. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$1,000.00 <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 |

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| | | | | 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 | \$5,000.00 | \$5,000.00 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$169,621.75 | \$50,000.00 | \$119,621.75 |
| Schools Mental Health Fund and Menu | \$0.00 | \$0.00 | \$0.00 |
| Total | \$174,621.75 | \$55,000.00 | \$119,621.75 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|--------------------|
| Review and update ILPs to include Numeracy goals for selected students working below the expected level in Number and Algebra Intervention staff to focus on providing numeracy support for identified students. | \$10,000.00 |
| Totals | \$10,000.00 |

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|--|------------------------|---|
| <p>Review and update ILPs to include Numeracy goals for selected students working below the expected level in Number and Algebra</p> <p>Intervention staff to focus on providing numeracy support for identified students.</p> | <p>from: Term 1 to: Term 4</p> | \$50,000.00 | <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • |
| Totals | | \$50,000.00 | |

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 |
|--|------------|
| KIS 2 Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Funding will be used to cover the cost of Feeling Safe Program for all classes. | \$5,000.00 |
| Totals | \$5,000.00 |

Additional Funding Planner – Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|--|
| KIS 2 Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Funding will be used to cover the cost of Feeling Safe Program for all classes. | from: Term 1 to: Term 2 | \$5,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Totals | | \$5,000.00 | |

Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| KIS 2 Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. | from: Term 1 to: Term 2 | | |

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| Funding will be used to cover the cost of Feeling Safe Program for all classes. | | | |
| Totals | | \$0.00 | |

Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|----------|
| KIS 2 Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Funding will be used to cover the cost of Feeling Safe Program for all classes. | from: Term 1 to: Term 2 | | |
| Totals | | \$0.00 | |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|---|------------------------------------|---|---|--|---|
| <p>Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning need</p> <p>Develop a coaching/mentoring model that is available to all staff.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> External consultants <p>James Russo Melbourne Uni for whole school curriculum day 24th March.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>Review PLC log proforma</p> <p>Formative/Summative assessment to be used in our PLC SIC and PLC inquiry cycle to begin Week 6 Term 1 with a focus on Number and Algebra pre and post unit assessment tasks.</p> <p>Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> School Improvement Team | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>Establish a student body/leadership group to lead the Respectful Relationships throughout the school. This will be achieved with the</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

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| <p>creation of a “Wellbeing” Leaderships team.</p> <p>Schedule student peer support training for student leaders.</p> <p>Support student leaders to run student focus groups to seek feedback on school’s approach to supporting wellbeing.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team | | | | | |
| <p>Develop a professional learning plan that supports the implementation of wellbeing programs.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Respectful Relationships Elsternwick PS</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>School visits to look view best practice of student voice and agency</p> <p>Staff and student focus groups to establish what student voice and agency looks like at the classroom level.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team | <p>from: Term 2 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>School visits as identified by SEIL</p> |