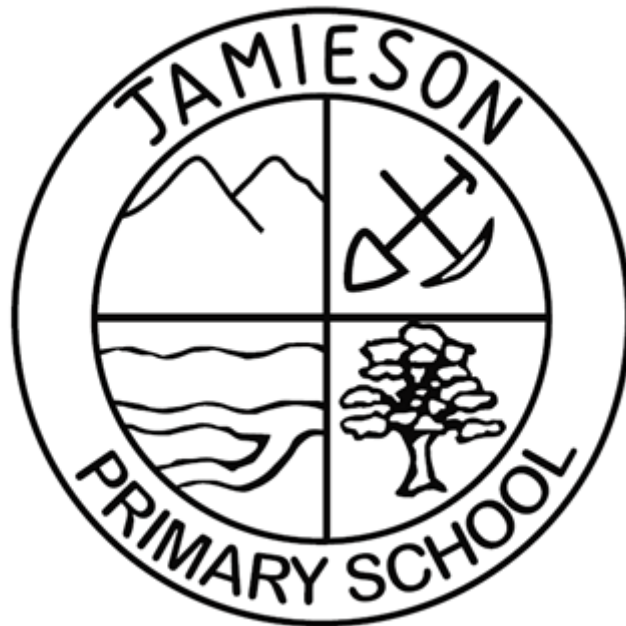


2023 Annual Implementation Plan

for improving student outcomes

Jamieson Primary School (0814)



Submitted for review by Hannah Madin (School Principal) on 24 January, 2023 at 03:03 PM
Endorsed by John Pryor (Senior Education Improvement Leader) on 24 January, 2023 at 03:16 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

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

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging
	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>A completely new classroom staff will require restarting initiatives that have been put in place over the past two years. Fortunately, both staff (teacher and education support) have worked with the students previously and are familiar with the school culture.</p> <p>Where the school was evolving after the School Review in 2021 and has dropped back to Embedding at the end of 2022 is a reflection on the difficulty of maintaining momentum when staff turnover is universal. The graduate teacher who worked in 2022 was warm and enthusiastic - he maintained strong and inspiring relationships with staff and students; however his</p>
---------------------------------------	---

	<p>curriculum and assessment knowledge was limited and his capacity for improvement was commensurate with his career level.</p> <p>The teacher employed for 2023 is experienced and open to professional development.</p>
<p>Considerations for 2023</p>	<p>The change in student cohort means working closely with disability inclusion support staff for the first time for me. Adequate classroom staffing will enable this to occur regularly if necessary.</p> <p>Flexible employment arrangements have allowed the school to be 'fully' staffed and meet Child Safe adult-student ratios but will require a fair bit of planning to work logistically.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

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>
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 literacy and numeracy outcomes for all students.
Target 2.1	<p>By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> • Reading from 8% (2017–19 average) to 40% (2022/24 average) • Writing from 0% (2017–19 average) to 40% (2022/24 average) • Numeracy from 17% (2017–19 average) to 40% (2022/24 average)
Target 2.2	<p>By 2024, increase the average percentage of students who achieve at or above expected growth in the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading from 73% (2017–19 average) to 90% (2022–24 average) • Writing from 51% (2017–19 average) to 80% (2022–24 average) • Number and algebra from 56% (2017–19 average) to 90% (2022–24 average)

Target 2.3	<p>By 2024, increase the average percentage of students who achieve at or above expected level in the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading from 79% (2017–19 average) to 90% (2022–24 average) • Writing from 79% (2017–19 average) to 90% (2022–24 average) • Number and algebra from 59% (2017–19 average) to 90% (2022–24 average)
Key Improvement Strategy 2.a Curriculum planning and assessment	Strengthen the interrelated layers of curriculum planning to integrate the Victorian Curriculum and enable a guaranteed and viable curriculum.
Key Improvement Strategy 2.b Building practice excellence	Embed consistent literacy and numeracy instructional models that incorporate the HITS to enable high quality instruction.
Key Improvement Strategy 2.c Evaluating impact on learning	Build teacher capability to utilise data and a balanced assessment approach to diagnose student learning needs, monitor learning growth and inform future planning.
Goal 3	To improve wellbeing and engagement outcomes for all students.
Target 3.1	<p>By 2024, improve positive endorsement on the Year 2–6 internal student survey, based on the AToSS Social engagement, Student safety and Learner characteristics and dispositions domains.</p> <p>To be finalised by the school:</p> <ol style="list-style-type: none"> 1. Internal survey to be developed and administered in Term 4, 2021 2. Benchmarks and targets to be determined in Term 4, 2021

Target 3.2	By 2024, reduce the average number of student absence days from 11.9 (2017–19 average) to 10 (2022–24 average).
Target 3.3	By 2024, retain average positive endorsement above 90 per cent (based on the 2017–19 average of 96 per cent) on the POS for the Student development domain (Student agency and voice and Confidence and resiliency skills).
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement strategies to enable students to exercise authentic agency in their own learning.
Key Improvement Strategy 3.b Health and wellbeing	Strengthen staff knowledge and skills to fully implement the school's wellbeing programs.

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>1.1a.1 Retain the percentage of Grade 3 and 5 students in the top two bands of NAPLAN in Numeracy at 33% 1.1a.2 Increase the average percentage of students who achieve at or above expected growth in the Victorian Curriculum in Number and Algebra from 56% to 75% 1.1a.3 Increase the average percentage of students who achieve at or above expected level in the Victorian Curriculum in Number and Algebra from 59% to 87% 1.1b.1 Achieve positive endorsement of above 80% on the Grades 3-6 internal student survey (based on the AtoSS Social engagement, Student Safety and Learner characteristics and dispositions)</p>
To improve literacy and numeracy outcomes for all students.	No	<p>By 2024, increase the percentage of Year 5 students in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> • Reading from 8% (2017–19 average) to 40% (2022/24 average) • Writing from 0% (2017–19 average) to 40% (2022/24 average) • Numeracy from 17% (2017–19 average) to 40% (2022/24 average) <p>By 2024, increase the average percentage of students who achieve at or above expected growth in the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading from 73% (2017–19 average) to 90% (2022–24 average) 	

		<ul style="list-style-type: none"> • Writing from 51% (2017–19 average) to 80% (2022–24 average) • Number and algebra from 56% (2017–19 average) to 90% (2022–24 average) 	
		<p>By 2024, increase the average percentage of students who achieve at or above expected level in the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading from 79% (2017–19 average) to 90% (2022–24 average) • Writing from 79% (2017–19 average) to 90% (2022–24 average) • Number and algebra from 59% (2017–19 average) to 90% (2022–24 average) 	
To improve wellbeing and engagement outcomes for all students.	No	<p>By 2024, improve positive endorsement on the Year 2–6 internal student survey, based on the AToSS Social engagement, Student safety and Learner characteristics and dispositions domains.</p> <p>To be finalised by the school:</p> <ol style="list-style-type: none"> 1. Internal survey to be developed and administered in Term 4, 2021 2. Benchmarks and targets to be determined in Term 4, 2021 	
		<p>By 2024, reduce the average number of student absence days from 11.9 (2017–19 average) to 10 (2022–24 average).</p>	
		<p>By 2024, retain average positive endorsement above 90 per cent (based on the 2017–19 average of 96 per cent) on the POS for the Student development domain (Student agency and voice and Confidence and resiliency skills).</p>	

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>
---------------	--

12 Month Target 1.1	<p>1.1a.1 Retain the percentage of Grade 3 and 5 students in the top two bands of NAPLAN in Numeracy at 33%</p> <p>1.1a.2 Increase the average percentage of students who achieve at or above expected growth in the Victorian Curriculum in Number and Algebra from 56% to 75%</p> <p>1.1a.3 Increase the average percentage of students who achieve at or above expected level in the Victorian Curriculum in Number and Algebra from 59% to 87%</p> <p>1.1b.1 Achieve positive endorsement of above 80% on the Grades 3-6 internal student survey (based on the AtoSS Social engagement, Student Safety and Learner characteristics and dispositions)</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

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	1.1a.1 Retain the percentage of Grade 3 and 5 students in the top two bands of NAPLAN in Numeracy at 33% 1.1a.2 Increase the average percentage of students who achieve at or above expected growth in the Victorian Curriculum in Number and Algebra from 56% to 75% 1.1a.3 Increase the average percentage of students who achieve at or above expected level in the Victorian Curriculum in Number and Algebra from 59% to 87% 1.1b.1 Achieve positive endorsement of above 80% on the Grades 3-6 internal student survey (based on the AtoSS Social engagement, Student Safety and Learner characteristics and dispositions)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Build staff data literacy skills, formative assessment practices and ability to differentiate to point of need in reference to numeracy using the Victorian Curriculum • Build and support student agency, positive mindsets and mathematical capabilities through a peer tutoring approach wherein students share mathematical expertise, strategies and feedback • Actively participate in a PLC community of practice focused on numeracy to enhance teacher practice through collaboration, moderation and use of the inquiry model • Strengthen home/school partnerships and parents' understanding of the school's approach to teaching numeracy and literacy through information sessions, workshops and ongoing communication
Outcomes	Students will: <ul style="list-style-type: none"> • be able to articulate what they are learning and why, recognise the next steps to progress their learning and apply

	<p>appropriate strategies to make progress</p> <ul style="list-style-type: none"> demonstrate and encourage productive learning dispositions individually and during peer tutoring / student expert opportunities <p>Teachers will:</p> <ul style="list-style-type: none"> regularly identify and plan for student learning needs based on diagnostic assessment data adopt specific HITS relevant to student needs in order to target identified student learning needs promote, model and acknowledge productive learning dispositions across the curriculum <p>Leaders will:</p> <ul style="list-style-type: none"> support teachers to build assessment and differentiation practices through clear processes, professional learning and collaborative curriculum development encourage parent participation in student learning through the 'Parent University' initiative promote, model and acknowledge productive learning dispositions across the school <p>Community will:</p> <ul style="list-style-type: none"> engage with the 'Parent University' initiative 			
Success Indicators	<ul style="list-style-type: none"> Curriculum differentiation according to numeracy data visible in planning documents Victorian Curriculum teacher judgements will show increased learning growth in numeracy from 2022 and between Semesters 1 and 2, 2023 High levels of attendance and engagement at 'Parent University' sessions 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and embed consistent numeracy instructional model that incorporate the HITS to enable high quality instruction	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Establish a Parent University to enhance families' understanding of curriculum delivery and encourage parent participation in student learning	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <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
Develop a professional learning plan that supports staff to identify and meet their own and students' numeracy learning needs and focuses on productive learning dispositions	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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>Develop a peer tutoring approach with defined learning roles and expected outcomes according to the Vic Curric and strengthen students' ability to give SMART feedback</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 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>Use targeted initiatives to support students working below the expected level in numeracy through participation in TLI focused on numeracy</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 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>Development of numeracy-based IEPs and relevant adjustments in the classroom to support students to make expected growth across the year</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 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
Engage ES to assist students experiencing difficulties in numeracy	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,990.00 <input checked="" 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
Purchase resources to support the inclusion of students with a disability / engage a CRT to release the principal to undertake Professional Development and to write DIPs	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,478.62 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> Strengthen and embed SWPBS and Respectful Relationships Strengthen students' resilience through Resilience Project 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> demonstrate and justify school values as underlying basis of SWPBS be able to articulate the elements of resilience (GEM) and demonstrate a greater resilience in practice be able to articulate and demonstrate their understanding of the whole school approach to positive behaviour <p>Teachers will:</p> <ul style="list-style-type: none"> promote and model school values as underlying basis of SWPBS acknowledge student positive behaviour and resilience through token system and fortnightly student awards have increased capabilities in the planning and delivery of SWPBS, RR and RP demonstrate their understanding of general and JPS-specific learner characteristics and dispositions through targeted planning and delivery of SWPBS, RR and RP <p>Leaders will:</p> <ul style="list-style-type: none"> promote and model school values as underlying basis of SWPBS collaborate with teachers and education support staff to plan and deliver SWPBS, RR and RP make sure families complete the AtoSS! <p>Community will:</p> <ul style="list-style-type: none"> complete the AtoSS!!! 			
Success Indicators	<ul style="list-style-type: none"> quarterly internal surveys and daily check-ins Resilience Project surveys AtoSS tracking awards and token data documented curriculum 			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Engage a teacher at 0.3 to lead the whole school Mental Health and Wellbeing initiative, including developing, delivering and integrating Respectful Relationships, the Resilience Project and School Wide Positive Behaviour across the curriculum.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,975.50 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strengthen the whole school approach to building student resilience through a partnership with the Resilience Project and the Mansfield Shire Resilience Benchmarking Project.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<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
Work with SWPBS coach and classroom staff to develop a plan for embedding school approach.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<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
Engage CRT for four half days over the year to provide time to work with teacher to collect and analyse data and information for RR, RP and SWPBS to develop and strengthen our wellbeing program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" 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	\$5,000.00	\$4,400.00	\$600.00
Disability Inclusion Tier 2 Funding	\$9,478.94	\$9,478.62	\$0.32
Schools Mental Health Fund and Menu	\$30,647.38	\$29,775.50	\$871.88
Total	\$45,126.32	\$43,654.12	\$1,472.20

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish a Parent University to enhance families' understanding of curriculum delivery and encourage parent participation in student learning	\$400.00
Engage ES to assist students experiencing difficulties in numeracy	\$40,990.00
Purchase resources to support the inclusion of students with a disability / engage a CRT to release the principal to undertake Professional Development and to write DIPs	\$3,478.62
Engage a teacher at 0.3 to lead the whole school Mental Health and Wellbeing initiative, including developing, delivering and integrating Respectful Relationships, the Resilience Project and School Wide Positive Behaviour across the curriculum.	\$28,975.50
Engage CRT for four half days over the year to provide time to work with teacher to collect and analyse data and	\$800.00

information for RR, RP and SWPBS to develop and strengthen our wellbeing program.	
Totals	\$74,644.12

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish a Parent University to enhance families' understanding of curriculum delivery and encourage parent participation in student learning	from: Term 1 to: Term 4	\$400.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Refreshments and resources for the program
Engage ES to assist students experiencing difficulties in numeracy	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$4,400.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Engage ES to assist students experiencing difficulties in numeracy	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff

Purchase resources to support the inclusion of students with a disability / engage a CRT to release the principal to undertake Professional Development and to write DIPs	from: Term 1 to: Term 4	\$3,478.62	<input checked="" type="checkbox"/> CRT •
Totals		\$9,478.62	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Engage a teacher at 0.3 to lead the whole school Mental Health and Wellbeing initiative, including developing, delivering and integrating Respectful Relationships, the Resilience Project and School Wide Positive Behaviour across the curriculum.	from: Term 1 to: Term 4	\$28,975.50	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Engage CRT for four half days over the year to provide time to work with teacher to collect and analyse data and information for RR, RP and SWPBS to develop and strengthen our wellbeing program.	from: Term 1 to: Term 4	\$800.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$29,775.50	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop and embed consistent numeracy instructional model that incorporate the HITS to enable high quality instruction	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan that supports staff to identify and meet their own and students' numeracy learning needs and focuses on productive learning dispositions	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a peer tutoring approach with defined learning roles and expected outcomes according to the Vic Curric and strengthen students' ability to give SMART feedback	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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
Use targeted initiatives to support students working below the expected level in numeracy through participation in TLI focused on numeracy	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Student Achievement Manager	<input checked="" type="checkbox"/> On-site

Development of numeracy-based IEPs and relevant adjustments in the classroom to support students to make expected growth across the year	<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"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Disability Coordinator	<input checked="" type="checkbox"/> On-site
Purchase resources to support the inclusion of students with a disability / engage a CRT to release the principal to undertake Professional Development and to write DIPs	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Disability coordinator	<input checked="" type="checkbox"/> On-site
Work with SWPBS coach and classroom staff to develop a plan for embedding school approach.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <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"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources School Wide Positive Behaviour	<input checked="" type="checkbox"/> On-site