

2022 Annual Implementation Plan

for improving student outcomes

Tate Street Primary School Geelong (4398)



Submitted for review by Tony Mirabella (School Principal) on 25 February, 2022 at 12:58 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 28 February, 2022 at 05:54 PM
Endorsed by Lara Jeffery (School Council President) on 21 July, 2022 at 09:21 AM

Self-evaluation Summary - 2022

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

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

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

Enter your reflective comments	It's been a difficult past two years because of COVID restrictions and remote learning. We were disappointed with the quality and quantity that 30% of our students undertook. The staff professionalism and work ethic during this time was fantastic. They identified disengaged and vulnerable students and encouraged them and their parents to attend school part-time throughout remote learning. The Department expectations are funded and resourced well but the impact of these on the daily teaching and learning are difficult to manage mostly due to time constraints.
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Considerations for 2022	With a new principal and new staff we feel that some new insights will be brought to the leadership team with the introduction of Respectful Relationships, Mental Health Initiative and Disability Inclusion will bring a stronger focus on the schools values. With our recent 'Staff Culture and Team Effectiveness' we developed a framework which requires further work with the commitment of the staff to continue improving our overall vision and could be adapted to use with parents and students.
Documents that support this plan	Tate St Primary School Staff Team and Culture Commitments 2021.pptx (0.11 MB)

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student outcomes in Literacy and Numeracy
Target 2.1	To improve from benchmark 68.9% 2019 to 80% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Reading
Target 2.2	To maintain from benchmark 89% 2019 to 89% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Writing
Target 2.3	To improve from benchmark 64.3% 2019 to 80% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Spelling

Target 2.4	To improve from benchmark 12% 2019 to 20% in 2023 (2 year running average) for for NAPLAN Growth Yr 3 -5 for Numeracy
Target 2.5	To move teacher judgements for Writing above expected level from 18% (P-6 average) in 2019 to 30% in 2023
Target 2.6	To move teacher judgements Number and Algebra above expected level from 21% (P-6 average) in 2019 to 30% in 2023
Key Improvement Strategy 2.a Curriculum planning and assessment	Build capacity of teachers to differentiate learning
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Embed a learning model consistently across Literacy and Numeracy teaching
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build the capacity of teachers to implement Literacy and Numeracy strategy across the school
Goal 3	To build student voice and agency to improve learning outcomes
Target 3.1	To increase positive endorsement of student voice and agency in SATSS from 70% 2019 to 85% 2023. (ATSS) To maintain or improve student connectedness from benchmark 89% to 90% 2023. (ATSS)

Target 3.2	To continue to improve our Student Absence P-6 so our per centage of students with 20 or more absence days remains 10% better than similar schools and the average number of absence days over the 2019-2023 period remains 5 days better than similar schools.
Target 3.3	To maintain or improve student voice and agency from benchmark 86% to 90% 2023 (Parent Opinion Survey)
Key Improvement Strategy 3.a Empowering students and building school pride	Build shared understanding of what student voice and agency entails amongst students, parents and teachers
Key Improvement Strategy 3.b Empowering students and building school pride	Build student capacity to be self-directed learners
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Build teacher and student capacity to develop and achieve student personal goals

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>TLI - 100% of our students on this program will make 6 months growth in a 6 month period- 20% of our students on this program will make 12 months or more growth in a 6 month period.HAP- 100% of our students on this program will make 6 months growth in a 6 month period- 30% of our Year 6 students on this program will make 12 months or more growth in a 6 month period.- 20% of Year 2 students on this program will make 12 months or more progress Student Wellbeing Data - Parent Attitudes to School Survey Classroom & Non-Classroom Settings: - the factor 'student motivation and interest' will increase from 30% to 50% in 12 months- the factor 'student sense of confidence' will increase from 24% to 50% in 12 months- the factor 'student voice and agency' will increase from 35% to 50% in 12 months- the factor 'teacher concern' will increase from 36% to 50% in 12 months- the factor 'sense of connectedness' will increase from 47% to 60% in 12 months- the factor 'self regulation and goal setting' will increase from 44% to 60% in 12 months- the factor 'managing bullying' will increase from 37% to 50% in 12 months</p>

To improve student outcomes in Literacy and Numeracy	Yes	To improve from benchmark 68.9% 2019 to 80% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Reading	To maintain percentage of students meeting or above benchmark growth 91.7% (2 year running average) for NAPLAN Yr 3-5 for Reading
		To maintain from benchmark 89% 2019 to 89% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Writing	To maintain percentage of students meeting or above benchmark growth of 83% in 2022 (2 year running average) for NAPLAN Yr 3-5 for Writing
		To improve from benchmark 64.3% 2019 to 80% in 2023 (2 year running average) for NAPLAN Growth Yr 3 -5 for Spelling	To improve percentage of students meeting or above benchmark growth from 72% to 76% in 2022 (2 year running average) for NAPLAN Yr 3 -5 for Spelling
		To improve from benchmark 12% 2019 to 20% in 2023 (2 year running average) for for NAPLAN Growth Yr 3 -5 for Numeracy	To maintain percentage of students above benchmark growth of 27% in 2022 (2 year running average) for NAPLAN Yr 3-5 for Numeracy
		To move teacher judgements for Writing above expected level from 18% (P-6 average) in 2019 to 30% in 2023	To improve teacher judgements above age expected level for writing from 21% to 24% (P-6 average) in 2022
		To move teacher judgements Number and Algebra above expected level from 21% (P-6 average) in 2019 to 30% in 2023	To maintain teacher judgements above age expected level for number and algebra of 27% (P-6 average) in 2022
To build student voice and agency to improve learning outcomes	No	<p>To increase positive endorsement of student voice and agency in SATSS from 70% 2019 to 85% 2023. (ATSS)</p> <p>To maintain or improve student connectedness from benchmark 89% to 90% 2023. (ATSS)</p>	

		To continue to improve our Student Absence P-6 so our percentage of students with 20 or more absence days remains 10% better than similar schools and the average number of absence days over the 2019-2023 period remains 5 days better than similar schools.	
		To maintain or improve student voice and agency from benchmark 86% to 90% 2023 (Parent Opinion Survey)	

Goal 1	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>TLI - 100% of our students on this program will make 6 months growth in a 6 month period - 20% of our students on this program will make 12 months or more growth in a 6 month period.</p> <p>HAP - 100% of our students on this program will make 6 months growth in a 6 month period - 30% of our Year 6 students on this program will make 12 months or more growth in a 6 month period. - 20% of Year 2 students on this program will make 12 months or more progress</p> <p>Student Wellbeing Data - Parent Attitudes to School Survey Classroom & Non-Classroom Settings: - the factor 'student motivation and interest' will increase from 30% to 50% in 12 months - the factor 'student sense of confidence' will increase from 24% to 50% in 12 months - the factor 'student voice and agency' will increase from 35% to 50% in 12 months - the factor 'teacher concern' will increase from 36% to 50% in 12 months - the factor 'sense of connectedness' will increase from 47% to 60% in 12 months</p>

	<ul style="list-style-type: none"> - the factor 'self regulation and goal setting' will increase from 44% to 60% in 12 months - the factor 'managing bullying' will increase from 37% to 50% in 12 months 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2022 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 2022.	
Goal 2	To improve student outcomes in Literacy and Numeracy	
12 Month Target 2.1	To maintain percentage of students meeting or above benchmark growth 91.7% (2 year running average) for NAPLAN Yr 3-5 for Reading	
12 Month Target 2.2	To maintain percentage of students meeting or above benchmark growth of 83% in 2022 (2 year running average) for NAPLAN Yr 3-5 for Writing	
12 Month Target 2.3	To improve percentage of students meeting or above benchmark growth from 72% to 76% in 2022 (2 year running average) for NAPLAN Yr 3 -5 for Spelling	
12 Month Target 2.4	To maintain percentage of students above benchmark growth of 27% in 2022 (2 year running average) for NAPLAN Yr 3-5 for Numeracy	

12 Month Target 2.5	To improve teacher judgements above age expected level for writing from 21% to 24% (P-6 average) in 2022	
12 Month Target 2.6	To maintain teacher judgements above age expected level for number and algebra of 27% (P-6 average) in 2022	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	Build capacity of teachers to differentiate learning	Yes
KIS 2.b Evidence-based high-impact teaching strategies	Embed a learning model consistently across Literacy and Numeracy teaching	Yes
KIS 2.c Evidence-based high-impact teaching strategies	Build the capacity of teachers to implement Literacy and Numeracy strategy across the school	No
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.	The 2020 School Review identified consistency as a key focus over the next four years. As most of 2020 and 2021 were impacted by COVID these KIS are now more than ever imperative. A new writing approach was introduced in early 2021 which requires continued focus. Maths leaders have been driving whole school maths planning and will continue to drive improvement by completing Lead Maths professional learning.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	<p>TLI</p> <ul style="list-style-type: none"> - 100% of our students on this program will make 6 months growth in a 6 month period - 20% of our students on this program will make 12 months or more growth in a 6 month period. <p>HAP</p> <ul style="list-style-type: none"> - 100% of our students on this program will make 6 months growth in a 6 month period - 30% of our Year 6 students on this program will make 12 months or more growth in a 6 month period. - 20% of Year 2 students on this program will make 12 months or more progress <p>Student Wellbeing Data - Parent Attitudes to School Survey Classroom & Non-Classroom Settings:</p> <ul style="list-style-type: none"> - the factor 'student motivation and interest' will increase from 30% to 50% in 12 months - the factor 'student sense of confidence' will increase from 24% to 50% in 12 months - the factor 'student voice and agency' will increase from 35% to 50% in 12 months - the factor 'teacher concern' will increase from 36% to 50% in 12 months - the factor 'sense of connectedness' will increase from 47% to 60% in 12 months - the factor 'self regulation and goal setting' will increase from 44% to 60% in 12 months - the factor 'managing bullying' will increase from 37% to 50% in 12 months
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> -Appointment of TLI tutors 0.9 EFT for a 26 week program beginning week 5 term 1. -Appointment of HAP Numeracy teachers 2 hours per week by highly skilled maths teachers to run program beginning week 5 term 1. -Forming a Tate St. PS TLI PLC

	-Introducing the PLC Inquiry Cycle Model to track and monitor HITs and progress specifically in TLI.			
Outcomes	- Improved student learning outcomes in the area of numeracy (HAP) - Improved student learning outcomes in the area of focus (TLI)			
Success Indicators	- Data collected from TLI tutors and HAP teachers (Essential Assessment) - Improved student outcomes in Victorian Curriculum results (Curriculum Tracker)			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
TLI - Formalise meetings between tutors and teachers. CRT's will be required to cover classes	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,000.00 <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
HAP - cover of expert maths teacher to allow running of program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<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
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>-The Mental Health Initiative will involve professional development of staff and a review of current practices will occur.</p> <p>-Disability Inclusion Model will support student mental health and explore current understandings and how to improve our support practices.</p> <p>-A staff leader for Student Voice and Agency Team will be appointed and will work fortnightly with students.</p> <p>-Respectful Relationships will be promoted to again support and imbed stronger values and proactive well being practices in the classrooms.</p>			
Outcomes	<p>- Improved confidence and engagement in learning of students in the classroom as a result of TLI and HAP</p> <p>- Improved outcomes in the Attitudes to School Survey as a result of Mental Health Initiative, Disability Inclusion Model, Student Voice and Agency Team and Respectful Relationships.</p>			
Success Indicators	<p>- Student voice and agency present in all areas of school (classroom, student teams, whole school events)</p> <p>- Attitude to School Survey</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SSG meetings and IEP preparation to support DIP	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Respectful Relationships Lead team. Participate in professional learning and lead the school in implementation of this. CRT costs to cover members of lead team	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Voice and Agency Leader - ensure their responsibilities are considered in timetable arrangements	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <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
Berry St Educational Model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$6,000.00 <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
Craig Biddescomb - Elite Team Dynamics	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,750.00 <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
Goal 2	To improve student outcomes in Literacy and Numeracy			

12 Month Target 2.1	To maintain percentage of students meeting or above benchmark growth 91.7% (2 year running average) for NAPLAN Yr 3-5 for Reading
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12 Month Target 2.3	To improve percentage of students meeting or above benchmark growth from 72% to 76% in 2022 (2 year running average) for NAPLAN Yr 3 -5 for Spelling
12 Month Target 2.4	To maintain percentage of students above benchmark growth of 27% in 2022 (2 year running average) for NAPLAN Yr 3-5 for Numeracy
12 Month Target 2.5	To improve teacher judgements above age expected level for writing from 21% to 24% (P-6 average) in 2022
12 Month Target 2.6	To maintain teacher judgements above age expected level for number and algebra of 27% (P-6 average) in 2022
KIS 2.a Curriculum planning and assessment	Build capacity of teachers to differentiate learning
Actions	<ul style="list-style-type: none"> - Collaborative planning time in timetable (priority) - Defining differentiation in the context of TSPS - Review of whole school documentation in Numeracy (weekly, term and yearly overviews) - Review of pedagogical approaches to Numeracy from P-6 - Introduction of peer observations in the form of learning walks and allocated coaching time with graduates - BASTOW Leading Maths Course for 2 x Numeracy leaders - Allocating extra hours for Numeracy leaders to complete PL, school visits & coaching - PLC cycle with Numeracy focus in Term 1 - Reviewing the approach to extend top tier students in OG - Work towards whole school access to OG lessons based on scope and sequence
Outcomes	<ul style="list-style-type: none"> - Consistency in lesson delivery - planning for enablers and extenders in all key learning areas

	<ul style="list-style-type: none"> - Year level consistency in weekly, term and yearly overviews - Consistent year level pedagogical approaches in Numeracy - Feedback to enable building practice excellence and differentiation - 1:1 coaching and whole staff professional learning facilitated by Maths leaders - Improved data literacy - Identify areas for improvement to extend top tier students - The development of a bank of OG lessons 			
Success Indicators	<ul style="list-style-type: none"> - NAPLAN Benchmark Growth Data Reading (Year 3-5) - NAPLAN Benchmark Growth Data Numeracy (Year 3-5) - NAPLAN Benchmark Growth Data Writing (Year 3-5) - Age expected Teacher Judgement Data for Number and Algebra (P-6) - Teacher expected Teacher Judgement Data for Writing (P-6) - Improve 'Academic emphasis' data on Staff Opinion Survey from 70% to 80% - Improve 'Stimulated learning' data on Student Opinion Survey from 73% to 80% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
School visits for Numeracy Leaders	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC School visits	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			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
Bastow Leading Maths Course - CRT Coverage	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.b Evidence-based high-impact teaching strategies	Embed a learning model consistently across Literacy and Numeracy teaching			
Actions	<ul style="list-style-type: none"> - Improve consistency in planning and programming - Differentiation throughout literacy and numeracy to provide instruction at point of need - Driving further implementation of The Writing Model - Professional Learning - 'Leading Maths' - Focus on feedback with aim to promote consistency 			

	<ul style="list-style-type: none"> - Goal setting in small groups and with individuals - Planned multiple exposures 			
Outcomes	<ul style="list-style-type: none"> - Improved teacher understanding of differentiation and various ways to implement this in a lesson - Consistent weekly planning across Year level collaborative planning and prioritising this time each week - Upskilling new staff on whole school initiatives - Maths leaders will have a greater skill set and use this to drive change at a whole school level. 			
Success Indicators	<ul style="list-style-type: none"> - Planners will have evidence of differentiation in all literacy and numeracy lessons - Learning Specialist will continue to attend Year level planning time - Learning Specialist to initiate PLC Inquiry Cycle's - The consistent approach to teaching maths across the school will be evident in year level teams - Consistent elements to be evident in planning documents - Student outcomes listed above will be achieved. - Students engagement will improve in key curriculum areas 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
BASTOW Lead Maths PD - CRT coverage	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Learning Specialist attending PLC and supporting planning development	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<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
Ann Angelopolous	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Orton Gillingham	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,800.00 <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
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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	\$131,454.00	\$32,050.00	\$99,404.00
Disability Inclusion Tier 2 Funding	\$120,271.00	\$2,500.00	\$117,771.00
Schools Mental Health Fund and Menu	\$15,299.63	\$15,299.63	\$0.00
Total	\$267,024.63	\$49,849.63	\$217,175.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
SSG meetings and IEP preparation to support DIP	\$10,000.00
Respectful Relationships Lead team. Participate in professional learning and lead the school in implementation of this. CRT costs to cover members of lead team	\$2,000.00
Berry St Educational Model	\$6,000.00
Craig Biddescomb - Elite Team Dynamics	\$2,750.00
School visits for Numeracy Leaders	\$2,000.00
Bastow Leading Maths Course - CRT Coverage	\$10,000.00
BASTOW Lead Maths PD - CRT coverage	\$10,000.00
Learning Specialist attending PLC and supporting planning development	\$2,000.00
Ann Angelopolous	\$3,000.00

Orton Gillingham	\$1,800.00
Totals	\$49,550.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
SSG meetings and IEP preparation to support DIP	from: Term 1 to: Term 4	\$7,500.00	<input checked="" type="checkbox"/> CRT
Craig Biddescomb - Elite Team Dynamics	from: Term 3 to: Term 3	\$2,750.00	
School visits for Numeracy Leaders	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Bastow Leading Maths Course - CRT Coverage	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
BASTOW Lead Maths PD - CRT coverage	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Learning Specialist attending PLC and supporting planning development	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Ann Angelopolous	from: Term 2 to: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Orton Gillingham	from: Term 1 to: Term 2	\$1,800.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$32,050.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Ssg meetings and IEP preparation to support DIP	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> CRT •
Totals		\$2,500.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Respectful Relationships Lead team. Participate in professional learning and lead the school in implementation of this. CRT costs to cover members of lead team	from: Term 1 to: Term 4	\$2,000.00	
Berry St Educational Model	from: Term 3 to: Term 4	\$13,299.63	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals This activity will engage a third-party provider <ul style="list-style-type: none"> ○ Third-party provider Berry Street
Totals		\$15,299.63	

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
Berry St Educational Model	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Trauma Informed Practice	<input checked="" type="checkbox"/> Off-site Shared PD with another local school. Site TBC
School visits for Numeracy Leaders	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> Off-site Clifton Springs PS Visits
PLC School visits	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Clifton Springs PS visits
Bastow Leading Maths Course - CRT Coverage	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	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"/> Network Professional Learning	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Mix of an online and face to face
BASTOW Lead Maths PD - CRT coverage	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site

Ann Angelopolous	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site