

2023 Annual Implementation Plan

for improving student outcomes

Wattle Glen Primary School (4060)



Submitted for review by Melanie McLennan (School Principal) on 13 March, 2023 at 05:03 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 16 March, 2023 at 01:57 PM
Endorsed by BJ McNeilly (School Council President) on 14 April, 2023 at 04:47 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	

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	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

Enter your reflective comments	<p>Whilst completing the self evaluation, our staff were able to have healthy discussions about anecdotal and summative data that we have collected. These discussions assisted us to define and outline our most pressing needs for improvement. They are numeracy, reading and student growth in both areas.</p> <p>We also acknowledged improvement is required in our communication about assessments and progress to parents and families.</p>
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Considerations for 2023	This is a review year.
Documents that support this plan	

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	Improve learning growth of every student in literacy and numeracy.
Target 2.1	<p>By 2023:</p> <ul style="list-style-type: none"> • NAPLAN benchmark growth in Reading, 80% of students will achieve medium to high growth. (2019 50%). • NAPLAN benchmark growth in Numeracy, 23% of students will achieve high growth (2019 14%). • NAPLAN benchmark growth in Writing to be maintained or above 86% for medium to high growth. (2019 86%).
Target 2.2	<p>The percentage of students in the top two bands for year 3 in NAPLAN will be;</p> <ul style="list-style-type: none"> • reading 75% (70% 2019) • writing 60% (50% 2019) • numeracy 43% (31% 2019)

	<p>Percentage of students in the top two bands for year 5 in NAPLAN will be;</p> <ul style="list-style-type: none"> • reading 60% (50% 2019) • writing 32% (average over 4 years was 27%) • numeracy 39% (29% 2019)
Target 2.3	Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in Reading, Writing, Numeracy as measured by teacher judgement.
Key Improvement Strategy 2.a Building practice excellence	Develop an agreed approach to the effective teaching in literacy and numeracy
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop and consistently implement an instructional model that is based on high impact teaching strategies in all curriculum areas
Goal 3	Empower all students to take responsibility for their learning..
Target 3.1	<p>By 2023:</p> <p>AToSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency will be at or above 76% (2019 68%). • Student self-regulation and goal setting will be at or above 90% (2019 82%).

Target 3.2	<p>By 2023 SSS factor:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals will be at or above 83% (2019 75%).
Target 3.3	<p>By 2023: POS factor:</p> <ul style="list-style-type: none"> • Student voice and agency will be at or above 82% (2019 74%).
Key Improvement Strategy 3.a Empowering students and building school pride	Developing the whole school understanding of student voice and agency
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Enable authentic student voice and agency to provide opportunities for students to collaborate and make decisions around their learning
Goal 4	To strengthen the positive climate for learning.
Target 4.1	<p>By 2023: SSS factor:</p> <ul style="list-style-type: none"> • School Climate will be at or above 80% (2019 72%).
Target 4.2	<p>By 2023: AToSS factors:</p>

	<ul style="list-style-type: none"> • Teacher concern will be at or above 78% (2019 70%) • Effective classroom behaviour, the three year mean will be 85% (2019 82%)
Target 4.3	<p>By 2023: POS factor:</p> <ul style="list-style-type: none"> • Promoting Positive Behaviour will be at or above 88% (2019 74%)
Key Improvement Strategy 4.a Vision, values and culture	Establish an agreed school vision that is shared and articulated by all members of the school community
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Establish and implement an agreed approach to promoting positive behaviour.

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>Using the outcomes in 2021/2022 as our baseline data, we will focus on;NAPLAN: NAPLAN GROWTH• NAPLAN benchmark growth in Reading, 30% of students will achieve medium to high growth. (2021 24%).• NAPLAN benchmark growth in Numeracy, 30% of students will achieve high growth (2021 25%).The percentage of students in the top two bands for year 3 in NAPLAN will be;Reading 50% (43% 2022)Numeracy 30% (0% 2022) Percentage of students in the top two bands for year 5 in NAPLAN will be;Reading 40% (33% 2022)Numeracy 30% (0% 2022)Wellbeing: Identify, promote and embed internal strengths in all students, as identified in the AtoSS, target for "Emotional awareness and regulation" on AtoSS to increase from 79% (2022) to 82%.</p>
Improve learning growth of every student in literacy and numeracy.	No	<p>By 2023:</p> <ul style="list-style-type: none"> • NAPLAN benchmark growth in Reading, 80% of students will achieve medium to high growth. (2019 50%). • NAPLAN benchmark growth in Numeracy, 23% of students will achieve high growth (2019 14%). • NAPLAN benchmark growth in Writing to be maintained or above 86% for medium to high growth. (2019 86%). 	

		<p>The percentage of students in the top two bands for year 3 in NAPLAN will be;</p> <ul style="list-style-type: none"> • reading 75% (70% 2019) • writing 60% (50% 2019) • numeracy 43% (31% 2019) <p>Percentage of students in the top two bands for year 5 in NAPLAN will be;</p> <ul style="list-style-type: none"> • reading 60% (50% 2019) • writing 32% (average over 4 years was 27%) • numeracy 39% (29% 2019) 	
		<p>Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in Reading, Writing, Numeracy as measured by teacher judgement.</p>	
<p>Empower all students to take responsibility for their learning..</p>	<p>No</p>	<p>By 2023: AToSS factors:</p> <ul style="list-style-type: none"> • Student voice and agency will be at or above 76% (2019 68%). • Student self-regulation and goal setting will be at or above 90% (2019 82%). 	
		<p>By 2023 SSS factor:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals will be at or above 83% (2019 75%). 	
		<p>By 2023: POS factor:</p> <ul style="list-style-type: none"> • Student voice and agency will be at or above 82% (2019 74%). 	

To strengthen the positive climate for learning.	No	By 2023: SSS factor: • School Climate will be at or above 80% (2019 72%).	
		By 2023: AToSS factors: • Teacher concern will be at or above 78% (2019 70%) • Effective classroom behaviour, the three year mean will be 85% (2019 82%)	
		By 2023: POS factor: • Promoting Positive Behaviour will be at or above 88% (2019 74%)	

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	Using the outcomes in 2021/2022 as our baseline data, we will focus on; NAPLAN: NAPLAN GROWTH • NAPLAN benchmark growth in Reading, 30% of students will achieve medium to high growth. (2021 24%). • NAPLAN benchmark growth in Numeracy, 30% of students will achieve high growth (2021 25%). The percentage of students in the top two bands for year 3 in NAPLAN will be; Reading 50% (43% 2022) Numeracy 30%% (0% 2022) Percentage of students in the top two bands for year 5 in NAPLAN will be; Reading 40% (33% 2022) Numeracy 30% (0% 2022)

	Wellbeing: Identify, promote and embed internal strengths in all students, as identified in the AtoSS, target for "Emotional awareness and regulation" on AtoSS to increase from 79% (2022) to 82%.	
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	Using the outcomes in 2021/2022 as our baseline data, we will focus on; NAPLAN: NAPLAN GROWTH <ul style="list-style-type: none"> • NAPLAN benchmark growth in Reading, 30% of students will achieve medium to high growth. (2021 24%). • NAPLAN benchmark growth in Numeracy, 30% of students will achieve high growth (2021 25%). The percentage of students in the top two bands for year 3 in NAPLAN will be; Reading 50% (43% 2022) Numeracy 30%% (0% 2022) Percentage of students in the top two bands for year 5 in NAPLAN will be; Reading 40% (33% 2022) Numeracy 30% (0% 2022) Wellbeing: Identify, promote and embed internal strengths in all students, as identified in the AtoSS, target for "Emotional awareness and regulation" on AtoSS to increase from 79% (2022) to 82%.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop teacher capacity to use and analyse data to provide point of need instruction for each student.
Outcomes	Teachers will <ul style="list-style-type: none"> - use the Mathematics Teaching Toolkit Map to access assessment tools, to evidence student progress and achievement - use the Mathematics Teaching Toolkit Map to assist with curriculum planning and teaching, evidenced by work programs - use appropriate formative assessments to set goals for each student (know where the students are, and where they are going) - confidently use assessments to determine student next steps and plan accordingly - participate in numeracy based PLCs focusing on a clear Theory of Action each term to document the change in practice in classroom implementation of mathematical concepts, therefore, making change in classroom practice

	<ul style="list-style-type: none"> - communicate to parents through COMPASS of upcoming assessments so they are better informed about the learning - take part in a Maths CoP with three other small schools to improve teacher practice with guidance from a maths consultant - use data to select TLI students so they have a greater opportunity for growth <p>Students will</p> <ul style="list-style-type: none"> - have access to a scope and sequence of their current learning, where they are going next, thus resulting in articulation of achievement - improve maths confidence by demonstrating verbal and written confidence in mathematics <p>Leaders will</p> <ul style="list-style-type: none"> - ask staff what they need to assist their planning, resulting in improved practice - ask students what they need to improve their learning, resulting in improved achievement and increased student voice - ensure the right professional learning/equipment is provided so improvements in teaching and learning take place - communicate via the newsletter/Compass about Maths instruction in the classroom to parents, so they have a deeper understanding of what their child is learning - ensure time and budget for the Maths CoP with three other small schools is provided so teachers can observe, reflect and improve their teaching 			
Success Indicators	<p>We will be successful when</p> <p>Early Interventions</p> <p>Weekly Numeracy planning documents show that teachers are providing appropriate scaffolding for students</p> <p>Daily Numeracy lessons will effectively use the WGPS instructional model, evidenced by learning walks and observations</p> <p>Evidence of goals set for each maths focus</p> <p>Later Interventions</p> <p>PAT stanine achievement</p> <p>Maintain 20% of our students in stanine 7,8,9.</p> <p>NAPLAN results for numeracy are met for growth and top 2 bands</p> <p>Students achieve 12 months growth using Victorian Curriculum teacher judgments</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff professional learning to develop an understanding of the Mathematics Teaching Toolkit and how it can be used effectively	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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 may include DET funded or free items
Work with Michael Minas mathematics consultant; including lesson modelling, observation, guidance with planning and assessment.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,563.70 <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
Participate CoP with small schools, to improve teacher practice with guidance from a maths consultant	<input checked="" type="checkbox"/> All Staff	<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
Set Maths goals for each student with support from Maths Consultant and assessment resources found in the Mathematics Tool kit	<input checked="" type="checkbox"/> All Staff	<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
Participate in numeracy based PLCs- set clear mathematics Theories of Action	<input checked="" type="checkbox"/> All Staff	<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
Communicate via COMPASS of upcoming assessments	<input checked="" type="checkbox"/> All Staff	<input 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
Use data to select TLI students	<input checked="" type="checkbox"/> All Staff	<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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Survey Students about their attitude to maths	<input checked="" type="checkbox"/> Principal	<input 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
DATA Wise PD	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <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 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Through the implementation of the Visible Wellbeing teacher professional development and the School Wide Positive Behaviour Support approach, students will be supported to achieve positive mental health and wellbeing			
Outcomes	Using the outcomes expected by implementing "Visible Wellbeing" (VWB) and "School Wide Positive Behaviour Support"; Teachers will - use VWB practice to help them clearly see their own and other's wellbeing therefore improving school climate - systematically build wellbeing using the SEARCH framework from VWB, providing a resource bank of appropriate activities - facilitating learning through the visible wellbeing classroom process, improving students knowledge of strategies and resources that can be accessed to improve and sustain their mental wellbeing - have the skills and strategies to assist students to regulate their own behaviour thus improving their positive mental health			

	<p>Students will</p> <ul style="list-style-type: none"> - use VWB practice to help them clearly see their own and other's wellbeing therefore improving school climate - actively participate in appropriate wellbeing activities from VWB, providing a bank of strategies students can access to support their own wellbeing and the wellbeing of others - take part in learning through the visible wellbeing classroom process, improving their knowledge of strategies and resources that can be accessed to improve and sustain their mental wellbeing - have the skills and strategies to assist students to regulate their own behaviour thus improving their positive mental health <p>Leaders will</p> <ul style="list-style-type: none"> - ask staff what they need to assist their planning, resulting in improved practice - check in with students what they need to improve their wellbeing, resulting in improved school climate - ensure the right professional learning/equipment is provided so improvements in teaching and learning take place - communicate via the newsletter/Compass about wellbeing in the classroom to parents, so they have a deeper understanding of how they can assist their child with their mental health and wellbeing - ensure time and budget are sufficient for the wellbeing initiatives so teachers and students can reflect and improve their wellbeing practices 			
<p>Success Indicators</p>	<p>We will be successful when:</p> <p>Early Goals</p> <ul style="list-style-type: none"> - COMPASS shows evidence of teacher tracking behaviour incidents both positive and negative - Weekly SWPBS and/or VWB lessons evidenced by planning documents - COMPASS shows evidence of positive behaviour data (Roo Rewards) <p>LONG GOALS</p> <p>Using AtoSS Data</p> <ul style="list-style-type: none"> • Student voice and agency will be at or above 88% (2022 85%). • Student self-regulation and goal setting will be at or above 98% (2022 97%). • Effective classroom behaviour will be 95% (2022 93%) <p>Parent/Caregiver/Guardian Opinion Survey</p> <ul style="list-style-type: none"> • Promoting Positive Behaviour will be at or above 88% (2022 84%) 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Undertake Visible Well Being PD</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$21,685.00</p>

			to: Term 4	<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
Build wellbeing resourcing using the SEARCH framework from VWB	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use skills and strategies to assist students to regulate their own behaviour- introduction of Roo Rewards, a SWPBS strategy	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use COMPASS data to track our progress with recording positive behaviour	<input checked="" type="checkbox"/> All Staff	<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
Compile weekly SWPBS and/or VWB lessons	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 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 may include DET funded or free items

<p>Compose and circulate a SWPBS Parent Handbook to provide families with information about SWPBS</p>	<p><input checked="" type="checkbox"/> SWPBS Leader/Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Compose and circulate a SWPBS Staff Handbook to provide staff with information about SWPBS</p>	<p><input checked="" type="checkbox"/> SWPBS Leader/Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,563.70	\$5,563.70	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$27,861.25	\$0.00
Total	\$33,424.95	\$33,424.95	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Work with Michael Minas mathematics consultant; including lesson modelling, observation, guidance with planning and assessment.	\$5,563.70
Undertake Visible Well Being PD	\$21,685.00
Build wellbeing resourcing using the SEARCH framework from VWB	\$5,000.00
Use skills and strategies to assist students to regulate their own behaviour- introduction of Roo Rewards, a SWPBS strategy	\$1,000.00
Totals	\$33,248.70

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Work with Michael Minas mathematics consultant; including lesson modelling, observation, guidance with planning and assessment.	from: Term 1 to: Term 2	\$5,563.70	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$5,563.70	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Undertake Visible Well Being PD	from: Term 1 to: Term 4	\$21,861.25	<input checked="" type="checkbox"/> All-School Visible Wellbeing Program This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Program delivered in school by external service provider ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Employ CRT to release staff member

Build wellbeing resourcing using the SEARCH framework from VWB	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing ○ Employ CRT to release staff member
Use skills and strategies to assist students to regulate their own behaviour- introduction of Roo Rewards, a SWPBS strategy	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Be You mental health literacy training (free) This activity will use Mental Health Menu staffing ○ Build staff capacity (conference, course, seminar)
Totals		\$27,861.25	

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
Staff professional learning to develop an understanding of the Mathematics Teaching Toolkit and how it can be used effectively	☑ All Staff	from: Term 1 to: Term 1	<ul style="list-style-type: none"> ☑ Planning ☑ Curriculum development 	☑ PLC/PLT Meeting	<ul style="list-style-type: none"> ☑ Internal staff ☑ Departmental resources Mathematics Teaching Toolkit	☑ On-site
Work with Michael Minas mathematics consultant; including lesson modelling, observation, guidance with planning and assessment.	☑ All Staff	from: Term 1 to: Term 2	<ul style="list-style-type: none"> ☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons 	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists	☑ On-site
Participate CoP with small schools, to improve teacher practice with guidance from a maths consultant	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection 	☑ Network Professional Learning	<ul style="list-style-type: none"> ☑ Primary Mathematics and Science specialists ☑ External consultants Love Maths	☑ On-site
Set Maths goals for each student with support from Maths Consultant and assessment resources found in the Mathematics Tool kit	☑ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ☑ Planning ☑ Moderated assessment of student learning ☑ Student voice, including input and feedback 	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Participate in numeracy based PLCs- set clear	☑ All Staff	from: Term 1	☑ Planning	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

mathematics Theories of Action		to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
DATA Wise PD	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Victorian Academy of Teaching and Leadership
Undertake Visible Well Being PD	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Visible Wellbeing Lea Waters	<input checked="" type="checkbox"/> On-site
Build wellbeing resourcing using the SEARCH framework from VWB	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Visible Well Being Lea Waters	<input checked="" type="checkbox"/> On-site
Use skills and strategies to assist students to regulate their own behaviour- introduction of Roo Rewards, a SWPBS strategy	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site