

# 2023 Annual Implementation Plan

## for improving student outcomes

Cobden Primary School (0864)



Submitted for review by Jarod Bacon (School Principal) on 20 December, 2022 at 08:44 AM  
Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 25 January, 2023 at 04:57 PM  
Endorsed by Sharon Shields (School Council President) on 10 February, 2023 at 03:16 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	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 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	

<b>Leadership</b>	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	

<b>Engagement</b>	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	

<b>Support</b>	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	

<b>Enter your reflective comments</b>	<p>2022 was a successful school year despite a number of changes to leadership. NAPLAN results were very strong.</p> <p>Percentage Top Two Bands in 2022-</p> <p>Year 3 Reading 80%, Writing 70%, Spelling 45%, Grammar &amp; Punctuation 70% Numeracy 45%</p> <p>Year 5 Reading 48%, Spelling 38%</p> <p>Staff have continued to revise planning documentation, including the Teaching and Learning Handbook which is embedded</p>
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	<p>across the school including whole school scope and sequence across English and Mathematics domains.</p> <p>Staff completed PLC training and this has led to a improvement in a data driven approach to student learning.</p>
<p><b>Considerations for 2023</b></p>	<p>Further implementation of the PLC framework and processes will be a priority in 2023. PLC's will be used as a vehicle for data driven inquiry and focused teacher collaboration. The PLC framework will aim to build data literacy and confidence of every teacher.</p> <p>We will also aim to commence School Wide Positive Behaviour training in 2023. SWPB will be an appropriate strategy to support the explicit teaching of pro-social behaviours and the establishment of a whole school wellbeing framework.</p> <p>The implementation of practices from the Marrung Inclusion Plan will also be a priority in 2023.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;            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>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve the learning growth of every student in literacy and numeracy
<b>Target 2.1</b>	<p>By 2023, increase the percentage of student's making above benchmark growth:</p> <ul style="list-style-type: none"> <li>• Reading—79% (2019) to 80% (2023)</li> <li>• Writing—30% (2019) to 40% (2023)</li> <li>• Numeracy—25% (2019) to 40% (2023)</li> </ul>
<b>Target 2.2</b>	During 2020–23, increase the percentage of students in the top two NAPLAN bands in reading, writing and numeracy as each matched cohort progresses from Year 3 to Year 5.

<b>Target 2.3</b>	<p>By 2023, improve or maintain the three year average percentage of Prep to Year 6 students making one year’s learning growth according to teacher judgements of achievement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> <li>• Reading &amp; Viewing—94% (2018) to 95% (2023)</li> <li>• Writing—88% (2018) to 93% (2023)</li> <li>• Number &amp; Algebra—92% (2018) to 95% (2023)</li> <li>• Measurement &amp; Geometry—93% (2018) to 95% (2023)</li> <li>• Statistics &amp; Probability—95% (2018) to 95% (2023)</li> </ul>
<b>Target 2.4</b>	<p>By 2023, increase the percentage of positive endorsement on the SSS for the following factor:</p> <p>Professional learning through peer observation—18% (2019) to 80% (2023)</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	<p>Build teacher capacity to use high impact teaching strategies through professional learning, peer observation and feedback</p>
<b>Key Improvement Strategy 2.b</b> Building practice excellence	<p>Build teacher capacity to differentiate teaching to ensure challenge and progress for every student</p>
<b>Goal 3</b>	<p>Improve the engagement and involvement of all students in their learning</p>
<b>Target 3.1</b>	<p>By 2023, increase the percentage of positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—66% (2019) to 80% (2023)</li> <li>• Differentiated learning challenge—88% (2019) to 95% (2023)</li> </ul>

	<ul style="list-style-type: none"> <li>• Motivation &amp; interest—80% (2019) to 90% (2023)</li> <li>• Attitudes to attendance—84% (2019) to 90% (2023)</li> </ul>
<b>Target 3.2</b>	<p>By 2023, increase the percentage of positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment—82% (2019) to 90% (2023)</li> <li>• Effective teaching—84% (2019) to 90% (2023)</li> </ul>
<b>Target 3.3</b>	<p>By 2023, reduce the percentage of students with 20 + days absence per year from 22 per cent (2018) to 15 per cent (2023).</p>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	<p>Develop a learning climate that promotes challenge, engagement and curiosity</p>
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	<p>Build teacher capacity to activate student voice and agency within the classroom, school and community</p>
<b>Goal 4</b>	<p>Improve the social and emotional wellbeing of students</p>
<b>Target 4.1</b>	<p>By 2023, increase the percentage of positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of inclusion—89% (2019) to 95% (2023)</li> <li>• Respect for diversity—78% (2019) to 90% (2023)</li> </ul>

	<ul style="list-style-type: none"> <li>• Managing bullying—80 % (2019) to 90% (2023)</li> </ul>
<b>Target 4.2</b>	<p>By 2023, increase the percentage of positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher communication—79% (2019) to 90% (2023)</li> <li>• School improvement—84% (2019) to 90% (2023)</li> </ul>
<b>Target 4.3</b>	<p>By 2023, increase the percentage of positive endorsement on the SSS for the following factor:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents—62% (2019) to 80% (2023)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Parents and carers as partners	Strengthen strategies and programs that build partnerships between staff, students and parents that support student’s learning, wellbeing and resilience
<b>Key Improvement Strategy 4.b</b> Setting expectations and promoting inclusion	Develop and implement strategies to strengthen students’ social skills and build positive relationships with their peers



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b></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>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN- By 2023, increase the percentage of student's making above benchmark growth:            Numeracy - % (2022) to 80% (2023)            Writing - % (2022) to 40% (2023)            Reading - % (2022) to 40% (2023)</p> <p>By 2023, increase or maintain the percentage of positive endorsement on the AToSS for the following factors:            Sense of inclusion - 95% (2022) to 95% (2023)            Respect for Diversity - 92% (2022) to 92% (2023)            Managing bullying - 87% (2022) to 90% (2023)            Student voice and agency - 70% (2022) to 80% (2023)            Differentiated learning challenge - 94% (2022) to 95% (2023)            Motivation &amp; interest - 83% (2022) to 90% (2023)            Attitudes to attendance - 80% (2022) to 90% (2023)</p>

Improve the learning growth of every student in literacy and numeracy	No	<p>By 2023, increase the percentage of student’s making above benchmark growth:</p> <ul style="list-style-type: none"> <li>● Reading—79% (2019) to 80% (2023)</li> <li>● Writing—30% (2019) to 40% (2023)</li> <li>● Numeracy—25% (2019) to 40% (2023)</li> </ul>	
		<p>During 2020–23, increase the percentage of students in the top two NAPLAN bands in reading, writing and numeracy as each matched cohort progresses from Year 3 to Year 5.</p>	
		<p>By 2023, improve or maintain the three year average percentage of Prep to Year 6 students making one year’s learning growth according to teacher judgements of achievement against the Victorian Curriculum:</p> <ul style="list-style-type: none"> <li>● Reading &amp; Viewing—94% (2018) to 95% (2023)</li> <li>● Writing—88% (2018) to 93% (2023)</li> <li>● Number &amp; Algebra—92% (2018) to 95% (2023)</li> <li>● Measurement &amp; Geometry—93% (2018) to 95% (2023)</li> <li>● Statistics &amp; Probability—95% (2018) to 95% (2023)</li> </ul>	

		<p>By 2023, increase the percentage of positive endorsement on the SSS for the following factor:</p> <p>Professional learning through peer observation—18% (2019) to 80% (2023)</p>	
<p>Improve the engagement and involvement of all students in their learning</p>	<p>No</p>	<p>By 2023, increase the percentage of positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency—66% (2019) to 80% (2023)</li> <li>• Differentiated learning challenge—88% (2019) to 95% (2023)</li> <li>• Motivation &amp; interest—80% (2019) to 90% (2023)</li> <li>• Attitudes to attendance—84% (2019) to 90% (2023)</li> </ul>	
		<p>By 2023, increase the percentage of positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Stimulating learning environment—82% (2019) to 90% (2023)</li> <li>• Effective teaching—84% (2019) to 90% (2023)</li> </ul>	
		<p>By 2023, reduce the percentage of students with 20 + days absence per year from 22 per cent (2018) to 15 per cent (2023).</p>	

Improve the social and emotional wellbeing of students	No	<p>By 2023, increase the percentage of positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of inclusion—89% (2019) to 95% (2023)</li> <li>• Respect for diversity—78% (2019) to 90% (2023)</li> <li>• Managing bullying—80 % (2019) to 90% (2023)</li> </ul>	
		<p>By 2023, increase the percentage of positive endorsement on the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher communication—79% (2019) to 90% (2023)</li> <li>• School improvement—84% (2019) to 90% (2023)</li> </ul>	
		<p>By 2023, increase the percentage of positive endorsement on the SSS for the following factor:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents—62% (2019) to 80% (2023)</li> </ul>	

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          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>
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<b>12 Month Target 1.1</b>	<p>NAPLAN- By 2023, increase the percentage of student's making above benchmark growth:          Numeracy - % (2022) to 80% (2023)          Writing - % (2022) to 40% (2023)          Reading - % (2022) to 40% (2023)</p> <p>By 2023, increase or maintain the percentage of positive endorsement on the AToSS for the following factors:          Sense of inclusion - 95% (2022) to 95% (2023)          Respect for Diversity - 92% (2022) to 92% (2023)          Managing bullying - 87% (2022) to 90% (2023)          Student voice and agency - 70% (2022) to 80% (2023)          Differentiated learning challenge - 94% (2022) to 95% (2023)          Motivation &amp; interest - 83% (2022) to 90% (2023)          Attitudes to attendance - 80% (2022) to 90% (2023)</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</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

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	NAPLAN- By 2023, increase the percentage of student's making above benchmark growth: Numeracy - % (2022) to 80% (2023) Writing - % (2022) to 40% (2023) Reading - % (2022) to 40% (2023)  By 2023, increase or maintain the percentage of positive endorsement on the AToSS for the following factors: Sense of inclusion - 95% (2022) to 95% (2023) Respect for Diversity - 92% (2022) to 92% (2023) Managing bullying - 87% (2022) to 90% (2023) Student voice and agency - 70% (2022) to 80% (2023) Differentiated learning challenge - 94% (2022) to 95% (2023) Motivation & interest - 83% (2022) to 90% (2023) Attitudes to attendance - 80% (2022) to 90% (2023)
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting students at risk. Embed inquiry cycles using PLC processes to strengthen teacher collaboration for continuous improvement.
<b>Outcomes</b>	Leaders Leaders will embed Professional Learning Community processes to implement and monitor numeracy improvement Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Leaders will support teaching staff to revise current Number and Algebra Units and further develop Numeracy documentation. Leaders will support the development curriculum documentation based on the Victorian Curriculum, Numeracy Learning Progressions and Big Ideas Leaders will develop an agreed instructional model that is implemented consistently

	<p>Teachers</p> <p>Teachers will reflect on their pedagogical content knowledge and act on opportunities for growth</p> <p>Teachers will implement the agreed instructional model and practices with fidelity, including:</p> <ul style="list-style-type: none"> <li>- differentiation practices</li> <li>- instructional routines</li> <li>- focus on the four mathematical proficiencies</li> <li>- taking account of cognitive load theory</li> </ul> <p>Teachers will identify student learning needs in Numeracy based on diagnostic assessment data</p> <p>Teachers will plan for differentiation based on student learning Numeracy data</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments</p> <p>Teachers will engage in PLC processes to achieve the school's numeracy improvement goals</p> <p>Students</p> <p>Students in need of targeted Numeracy academic support or intervention will be identified and supported</p> <p>Students will understand what they are learning in Mathematics, why they are learning it, and how they are going with learning it</p> <p>Students will understand the instructional model including their role in each lesson stage</p> <p>Students will express positive attitudes towards learning in Mathematics and Numeracy</p> <p>Students will know what the next steps are to progress their learning in Numeracy</p> <p>Students will display an increased use of Numeracy-specific vocabulary</p>
<p><b>Success Indicators</b></p>	<p>Professional Learning:</p> <p>Develop/ Implement a whole school professional learning plan with links to instructional models for Literacy and Numeracy.</p> <p>Leadership</p> <p>Develop, consult and finalise a professional development plan that includes the Numeracy Learning Community, PD days, Peer Observations and Professional Practice days.</p> <p>Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar</p> <p>Teachers</p> <p>Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Term 1 with a focus on Number and Algebra pre and post unit assessment tasks</p> <p>Refresh peer observations with a focus on differentiation in Numeracy lessons</p> <p>Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$900.00  <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
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Term 1 with a focus on Number and Algebra pre and post unit assessment tasks	<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
Refresh peer observations with a focus on differentiation in Numeracy lessons	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00



	<input checked="" type="checkbox"/> Teacher(s)		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
Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,150.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop/ Implement a whole school professional learning plan with links to instructional models for Literacy and Numeracy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<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
Share the Marrung Inclusion Practices document with the School Improvement Team (SIT) and create a plan of action to build understanding of Koorie history and culture for staff and students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Strengthen the whole school approach towards social and emotional learning through the SWPB framework. Strengthen curriculum development and documentation to support explicit teaching of the Personal and Social General Capability, with integrated links to SWPB, RRRR and The Resilience Project.			
<b>Outcomes</b>	Leaders Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches Leaders will support the development of the personal and social capability curriculum documentation Prioritise implementation of the SWPB framework  Teachers Teachers will reflect on their pedagogical content knowledge and act on opportunities for growth Teachers will plan for and implement social and emotional learning within their curriculum areas			

	<p>Teachers will be able to recognise, respond to and refer students' mental health needs</p> <p>Students  Students will report improved emotional awareness and resilience  Students will be able to explain what positive mental health means and where they can seek support at school</p>			
<b>Success Indicators</b>	<p>Professional Learning:  Develop/ Implement a whole school professional learning plan with links to SWPB, RRRR and The Resilience Project.</p> <p>Leadership  Develop, consult and finalise a professional development plan that includes PD days, Peer Observations and Professional Practice days.  Commencement of SWPB training and a behaviour matrix created</p> <p>Teachers  Curriculum documentation will show plans for social and emotional learning  Notes from learning walks and peer observation will show how staff are embedding social and emotional learning  Student support resources displayed around the school will show how students can seek support</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Recruit additional wellbeing and mental health staff to support at-risk students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <input checked="" 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
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <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
Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability,	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <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
Develop and document a scope and sequence for the teaching of the Personal and Social General Capability integrating RRRR and The Resilience Project.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,500.00  <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
Commencement of SWPB training and creation of a behaviour matrix	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Share the Marrung Inclusion Practices document with the School Improvement Team (SIT) and create a plan of action to strengthen inclusive practices that will support improved outcomes for Koorie students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input 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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$43,000.00	-\$43,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$30,647.38	-\$30,647.38
<b>Total</b>	<b>\$0.00</b>	<b>\$73,647.38</b>	<b>-\$73,647.38</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Refresh peer observations with a focus on differentiation in Numeracy lessons	\$10,000.00
Share the Marrung Inclusion Practices document with the School Improvement Team (SIT) and create a plan of action to build understanding of Koorie history and culture for staff and students.	\$1,000.00
Recruit additional wellbeing and mental health staff to support at-risk students	\$35,000.00
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	\$500.00
Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability,	\$500.00

Develop and document a scope and sequence for the teaching of the Personal and Social General Capability integrating RRRR and The Resilience Project.	\$6,500.00
Commencement of SWPB training and creation of a behaviour matrix	\$10,000.00
Share the Marrung Inclusion Practices document with the School Improvement Team (SIT) and create a plan of action to strengthen inclusive practices that will support improved outcomes for Koorie students.	\$10,000.00
<b>Totals</b>	<b>\$73,500.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Refresh peer observations with a focus on differentiation in Numeracy lessons	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT
Share the Marrung Inclusion Practices document with the School Improvement Team (SIT) and create a plan of action to build understanding of Koorie history and culture for staff and students.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> CRT
Recruit additional wellbeing and mental health staff to support at-risk students	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> School-based staffing
Share the Marrung Inclusion Practices document with the	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)



School Improvement Team (SIT) and create a plan of action to strengthen inclusive practices that will support improved outcomes for Koorie students.	to: Term 4		<input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$43,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Recruit additional wellbeing and mental health staff to support at-risk students	from: Term 1 to: Term 4	\$13,147.38	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Social worker</li> </ul>
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> </ul>
Develop a professional learning plan to increase staff capacity in	from: Term 1	\$500.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities

explicitly teaching social emotional skills from the Personal and Social Capability,	to: Term 4		<b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> </ul>
Develop and document a scope and sequence for the teaching of the Personal and Social General Capability integrating RRRR and The Resilience Project.	from: Term 1 to: Term 4	\$6,500.00	<input checked="" type="checkbox"/> The Resilience Project  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>
Commencement of SWPB training and creation of a behaviour matrix	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>
<b>Totals</b>		\$30,647.38	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Term 1 with a focus on Number and Algebra pre and post unit assessment tasks	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Refresh peer observations with a focus on differentiation in Numeracy lessons	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop/ Implement a whole school professional learning plan with links to instructional models for Literacy and Numeracy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan to increase staff capacity in explicitly teaching social emotional skills from the Personal and Social Capability,	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop and document a scope and sequence for the teaching of the Personal and Social General Capability integrating RRRR and The Resilience Project.	<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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Commencement of SWPB training and creation of a behaviour matrix	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Departmental resources SWPB	<input checked="" type="checkbox"/> On-site