**2023 Annual Implementation Plan**

Submitted for review by Joanne Ryan (School Principal) on 02 March, 2023 at 01:19 PM  
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 02 March, 2023 at 01:19 PM  
Endorsed by Daria Turnbull (School Council President) on 26 March, 2023 at 06:51 PM

**for improving student outcomes**

Lightning Reef Primary School (5541)



**Self-evaluation Summary - 2023**

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|  | 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 |

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| **Assessment** | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | Embedding |
| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |

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

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

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

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| **Enter your reflective comments** | Our attendance rate has gone down which is a concern however mandatory COVID isolation requirements have had a large impact. We have had a win with unapproved absences reducing as a result of daily, consistent follow up. Attendance processes have been reviewed in conjunction with the Regional School Attendance Officers. As a result changes have been made to the attendance staged response plan that will commence in 2023. Our expectations were met with regard to reading improvement. 72% of our students made in excess of 12 months growth showing the tutoring and intervention program had a significant impact. Numeracy data showed only 60% of students made a year or mores growth but are still below expected levels. Writing remains our greatest weakness. Student attainment and growth is low. The Inclusion Leading Teacher has become familiar with the process for DIPs and is developing templates and an action plan to address these moving forward. Student voice and agency has not been addressed with the exception of identifying the need for a member of the leadership team to lead this as this will be a priority in 2023. |
| **Considerations for 2023** | Attendance will be the major focus for the 2023 school year. Increased student attendance will positively impact student outcomes. Teaching and Learning focus is consistent and improving. The school is clear about next steps for professional learning and targeted areas for improvements. Middle Leaders are increasing their responsibility for their team and working collaboratively to meet goals. As the DI processes are being refined at department level, the school will adjust the action plan accordingly. Assisting teachers to make adjustments for students through increasing their understanding of what adjustments are, when to make them and how to record them. ES will learn alongside teachers. Student Voice and Agency remains a challenge for our school. It is hoped that having a principal class officer taking responsibility will ensure consistence and remains at the forefront of our practice. Student voice and agency needs to be defined for all school stakeholders. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| Target 1.1 | Support for the 2023 Priorities |
| Key Improvement Strategy 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | Improve student learning outcomes in writing and numeracy |
| Target 2.1 | By 2026, increase the percentage of Year 3 students in the middle and top two bands of NAPLAN:   * Writing from 85% in 2022 to 90% * Numeracy from 63% in 2022 to 80%.   By 2026, increase the percentage of Year 5 students in the middle and top two bands of NAPLAN:   * Writing from 82% in 2022 to 85% * Numeracy from 69 % in 2022 to 75%. |
| Target 2.2 | Teacher judgement growth. Time series - writing and number & algebra (semester 2 to semester 2)  By 2026 decrease the percentage of students below expected growth:   * Writing from 47% in 2021 to 35% * Number and algebra from 61% in 2021 to 38%. |
| Target 2.3 | By 2026, increase the proportion of positive response scores on the SSS for the factors of:   * Academic emphasis from 64% in 2021 to 72% * Collective efficacy from 57% in 2021 to 65% * Time to share pedagogical content knowledge from 64% in 2021 to 72% * Professional learning through peer observation from 55% in 2021 to 65%. |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Establish and embed consistent whole school evidence based approaches to high quality instructional practice. |
| Key Improvement Strategy 2.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 | Build the capacity of all staff to understand the curriculum and develop pedagogy. |
| Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build data literacy skills to inform collaborative planning for point of need teaching and learning. |
| Key Improvement Strategy 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Enhance teacher practice through the strengthening of PLC, moderation and feedback processes. |
| Goal 3 | Empower students to be engaged and self-regulated learners. |
| Target 3.1 | By 2026, increase the proportion of positive response scores on the AtoSS  for the factors of:   * Stimulated learning from 77% in 2022 to 85% * Student voice and agency from 72% in 2022 to 75% * Attitudes to attendance from 83% in 2022 to 88%. |
| Target 3.2 | By 2026, increase the proportion of positive response scores on the SSS for the factor of:   * Use student feedback to improve practice from 64% in 2021 to 72%. |
| Target 3.3 | By 2026, decrease the percentage of students who are absent for:   * 20 to 29.5 days from 11% in 2021 to 8% * 30 plus days from 25% in 2021 to 20%. |
| Key Improvement Strategy 3.a 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 | Define, develop, document and implement whole school practices and processes to embed student voice, agency and leadership. |
| Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Build the capabilities of students to co-design and monitor their goals. |
| Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop and implement a range of strategies to improve attendance. |
| Key Improvement Strategy 3.d 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 | Build staff capabilities to implement inclusive practices. |
| Goal 4 | Improve the personal and social capabilities of each student. |
| Target 4.1 | By 2026, increase the proportion of positive response scores on the AtoSS for the factors of:   * Managing bullying from 74% in 2022 to 80% * Emotional awareness and regulation from 64% in 2022 to 73%. |
| Target 4.2 | By 2026, increase the proportion of positive response scores on the SSS for the factors of:   * Trust in parents and students from 64% in 2021 to 72% * Parent and community involvement from 64% in 2021 to 72%. |
| Target 4.3 | By 2026, increase the proportion of positive response scores on the POS for the factors of:   * Bullying from 64% in 2021 to 72%. * Student motivation and support from 82% in 2021 to 86%. |
| Key Improvement Strategy 4.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Review and strengthen the school’s social capabilities programs. |
| Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Strengthen the partnership between staff, students, parents and external agencies to create a shared responsibility for student wellbeing. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **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. | Yes | Support for the 2023 Priorities | LEARNING  1. Increase the percentage of students in the middle and top two bands of NAPLAN Numeracy in 2023 to 67% in Year 3 and 70% in Year 5 and Writing to 86% in Year 3 and 83% in Year 5.  2. Decrease the percentage of students below expected growth using Teacher judgement growth. Time series - Number & Algebra (semester 2 to semester 2) to 53 per cent. -Writing to 44%  WELLBEING  1. Decrease the percentage of students who are absent for 20 to 29.5 days to 10% and 30 plus days to 24%2. Increase the proportion of positive response scores on the AtoSS for the factors of Student voice and agency to 75% (72% in 2022)Sense of Confidence to 77% (73% in 2022)Sense of Connectedness to 80% (78% in 2022) |
| Improve student learning outcomes in writing and numeracy | No | By 2026, increase the percentage of Year 3 students in the middle and top two bands of NAPLAN:   * Writing from 85% in 2022 to 90% * Numeracy from 63% in 2022 to 80%.   By 2026, increase the percentage of Year 5 students in the middle and top two bands of NAPLAN:   * Writing from 82% in 2022 to 85% * Numeracy from 69 % in 2022 to 75%. |  |
| Teacher judgement growth. Time series - writing and number & algebra (semester 2 to semester 2)  By 2026 decrease the percentage of students below expected growth:   * Writing from 47% in 2021 to 35% * Number and algebra from 61% in 2021 to 38%. |  |
| By 2026, increase the proportion of positive response scores on the SSS for the factors of:   * Academic emphasis from 64% in 2021 to 72% * Collective efficacy from 57% in 2021 to 65% * Time to share pedagogical content knowledge from 64% in 2021 to 72% * Professional learning through peer observation from 55% in 2021 to 65%. |  |
| Empower students to be engaged and self-regulated learners. | No | By 2026, increase the proportion of positive response scores on the AtoSS  for the factors of:   * Stimulated learning from 77% in 2022 to 85% * Student voice and agency from 72% in 2022 to 75% * Attitudes to attendance from 83% in 2022 to 88%. |  |
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| By 2026, decrease the percentage of students who are absent for:   * 20 to 29.5 days from 11% in 2021 to 8% * 30 plus days from 25% in 2021 to 20%. |  |
| Improve the personal and social capabilities of each student. | No | By 2026, increase the proportion of positive response scores on the AtoSS for the factors of:   * Managing bullying from 74% in 2022 to 80% * Emotional awareness and regulation from 64% in 2022 to 73%. |  |
| By 2026, increase the proportion of positive response scores on the SSS for the factors of:   * Trust in parents and students from 64% in 2021 to 72% * Parent and community involvement from 64% in 2021 to 72%. |  |
| By 2026, increase the proportion of positive response scores on the POS for the factors of:   * Bullying from 64% in 2021 to 72%. * Student motivation and support from 82% in 2021 to 86%. |  |

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| Goal 1 | **2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.** | |
| 12 Month Target 1.1 | LEARNING 1. Increase the percentage of students in the middle and top two bands of NAPLAN Numeracy in 2023 to 67% in Year 3 and 70% in Year 5 and Writing to 86% in Year 3 and 83% in Year 5. 2. Decrease the percentage of students below expected growth using Teacher judgement growth. Time series - Number & Algebra (semester 2 to semester 2) to 53 per cent. -Writing to 44% WELLBEING 1. Decrease the percentage of students who are absent for 20 to 29.5 days to 10% and 30 plus days to 24% 2. Increase the proportion of positive response scores on the AtoSS for the factors of  Student voice and agency to 75% (72% in 2022) Sense of Confidence to 77% (73% in 2022) Sense of Connectedness to 80% (78% in 2022) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a**  Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 1.b**  Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | | |
| 12 Month Target 1.1 | LEARNING 1. Increase the percentage of students in the middle and top two bands of NAPLAN Numeracy in 2023 to 67% in Year 3 and 70% in Year 5 and Writing to 86% in Year 3 and 83% in Year 5. 2. Decrease the percentage of students below expected growth using Teacher judgement growth. Time series - Number & Algebra (semester 2 to semester 2) to 53 per cent. -Writing to 44% WELLBEING 1. Decrease the percentage of students who are absent for 20 to 29.5 days to 10% and 30 plus days to 24% 2. Increase the proportion of positive response scores on the AtoSS for the factors of  Student voice and agency to 75% (72% in 2022) Sense of Confidence to 77% (73% in 2022) Sense of Connectedness to 80% (78% in 2022) | | | | |
| 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** | Build teacher pedagogical knowledge and capacity for delivering quality, targeted instruction with a focus on Numeracy and Writing. Support teachers to extend students that are thriving and support those who need scaffolding through a tiered school response. | | | | |
| **Outcomes** | Students will- demonstrate improvements in standardised tests articulate their learning identify when support or extension is needed be engaged in individualised learning program  Teachers will- Understanding the big ideas in teaching Number and Algebra and the 6+1 Writing Traits Plan and implement differentiated learning sequences for Numeracy and Writing every school day Reflect on their and their colleagues practice Provide a variety of adjustments for students with additional needs and relevant assessment tasks  Leaders will- Schedule targeted professional learning on an ongoing basis Provide support for teaching teams to plan high quality learning sequences Coach individual teachers and ES Ensure intervention and extension opportunities are provided  Research adjustments for students with specific learning needs Develop and implement an action plan to oversee DI process/program Collect and collate evidence for DIPs | | | | |
| **Success Indicators** | Improved Teacher instruction and implementation of revised Instructional model via Coaching/ Lesson Study/Peer Observation notes and Student Writing Tracker Aspects of differentiation occurring and collegiate data conversations via video/notes  Student growth via NAPLAN & Teacher Judgement data  Teachers feeling supported and confident in teaching mathematics via DET Surveys intervention & extension available via Timetables with staff allocation  Evidence of learning for all students via I can statements Students with additional learning needs will show progress through mini steps towards achieving targeted I can statements | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Provide Teams with regular Challenging Maths Task Professional Learning facilitated by Peter Sullivan (in planner) | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $25,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Middle Leaders and LS to facilitate PL as part of the Annual Schedule (CRT costs to plan and prepare) (In planner CRT cash) with a focus on Numeracy and Writing. | | 🗹 Learning Specialist(s)  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 3  to: Term 4 | $10,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Middle Leaders and LS to co-develop rich assessment tasks that allow for multiple entry points (CRT costs to plan and prepare) | | 🗹 Homegroup teachers  🗹 Learning Specialist(s)  🗹 Literacy Improvement Teacher | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Allocate time in weekly PLC Meetings to analyse cohort data | | 🗹 PLC Leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Allocate experts on teaching staff to support at-risk and vulnerable cohorts across the school in Yr 1 -5 including ongoing PL in the form of EMU and Tutoring (in planner- Tutoring & topped up in Equity) (Peter & Katrina) | | 🗹 Numeracy Support  🗹 Teaching and Learning Coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $126,961.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Allocate time for LS work schedule to allow her to oversee Mathematics Teaching and Learning and support the Teaching Team to deliver quality instruction in P-4 teams and support the 5/6 Team as required (in planner- Tutoring & topped up in Equity) | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $29,068.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Learning Specialist to coach teachers to deliver quality numeracy lessons (in planner- Equity) | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 3 | $29,068.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| 5/6 PLC leader participating in Academy Teaching Excellence Program in Mathematics ((In planner CRT cash) | | 🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement a suite of feedback strategies to build capacity of teachers, including Lesson Studies, Peer observations, Coaching and co-teaching (in planner- Equity cash) | | 🗹 Leadership Team  🗹 Teacher(s)  🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $8,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Inclusion LT to coach teachers to making adjustments for students with additional needs (in planner Tier 2) | | 🗹 Disability Inclusion Coordinator | 🗹 PLP Priority | from: Term 1  to: Term 3 | $22,425.41  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Inclusion LT to co-ordinate with SSSO or external specialists to develop individualised strategies, transfer recommendations into programs, support staff to implement and assess the effectiveness of each recommendation, and track student learning.(in planner Tier 2) | | 🗹 Disability Inclusion Coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $82,842.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| CRT Cover for teachers to collaborate with Inclusion LT in readiness for each DIP (2 per term) SSGs implemented for students in DI program including teachers, parents/carers and external agencies  (in planner Tier 2 cash) | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $14,149.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Allocate additional ES to implement the SPAIDE program | | 🗹 Education Support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $17,633.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop and implement a professional learning sequence for ES and Teachers that is built on increasing knowledge and understanding of catering for individual needs (in planner Equity cash) | | 🗹 Disability Inclusion Coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $9,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide further expertise in Writing within the Leadership Team by: Investigating/Leading Writing PL at a Whole School level, including punctuation and grammar   and Writing I can statements and a tracking book ( Leanne) Engaging in English Master Teacher Academy Course (Elise and Kim) Continue to implement the SMART SPELLING prgram and its PL with all staff | | 🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Teaching Teams to collaboratively analyse student work samples at the start and end of each unit to identify future learning focuses in Numeracy and Writing using agreed moderation assessment tools such as Rubrics and MOI and Essential Assessment. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 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** | -Implement a school attendance, engagement and wellbeing framework that addresses the needs of priority cohorts  - Develop and implement an action plan to address student voice and agency across all year levels | | | | |
| **Outcomes** | Students will:  Be actively involved in conversation surrounding their attendance  Value being at school and can articulate their achievements Contribute at attendance SSGs and the development of appropriate plans Share ideas and be active contributors to their learning   Parents/Carers will:  Get their children to school on time and collect at 3.15 Inform school of any absence and why via phone, Compass, in person Actively attend attendance SSGs to co-construct, implement and review appropriate plans Discuss the importance of being invested in learning with their children   Teachers will:  Provide a welcoming and supportive classroom Monitor student attendance, praising increased attendance  Provide regular updates and phone hugs to families Refer concerns to Wellbeing Leading Teacher  Co-construct, implement and review appropriate plan/s during SSGs  Seek student input, opinions and provide choice in learning programs  Leaders will: Collate, analyse, present and respond to data Co-ordinate SIT priorities and manage Attendance Policies and Procedures  Communicate importance of regular attendance to the school community via newsletter, website, notes, plans, Facebook, phone, assembly and Compass  Liase with DET personnel to co-ordinate support for students with non-attendance  Ensure the PWO works closely with high-risk students, families and services to provide critical links between school, home and services Ensure the Inclusion LT works closely with high-risk students on the DI list  Facilitate professional development to create a shared understanding of student voice and agency  Create and implement an action plan for foster student voice and agency across the school facilitate student leadership council and promote student voice and agency within the school community | | | | |
| **Success Indicators** | Attendance data will show an increase of attendance across the school in all year levels over each term. Late arrivals/Early departures data will show a decrease Documentation of support measures and processes are followed with regards to Students Attendance Plans Increase the positive responses to Student Voice and Agency in the ATOSS to 73% | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Designate a 0.81 Leading Teacher to lead Attendance including follow up, facilitating and managing SSG/attendance plans, analysing and presenting attendance trends to the school and promoting attendance amongst the school community. Additionally, LT will manage Student Wellbeing and Coach RRRR within allotted work schedule to assist and coach staff in current best practice for supporting students' wellbeing and mental health, especially the most vulnerable (in planner Equity credit and cash) | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $129,351.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Regular SSGs implemented for students identified as either Koorie, living in OOHC, or deemed at risk by the school. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Principal Class Officer to oversee Student voice and agency including facilitating Professional Development, leading SLC, ensuring Student voice and agency remains a focus at all school levels | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Designate 0.11 Wellbeing LT to Manage and facilitate Daily breakfast Club (4 hrs pw) (in planner PWO credit) | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $15,987.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Utilise COMPASS Student Management Tool to track and review incidents and acknowledgements regularly to determine actions required | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Wellbeing LT/Inclusion LTs to collaborate with teachers to develop BSPs for students requiring Tier 2 and 3 support within the SWPBS structure, then hold SSGs to implement and review the BSPS | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $8,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Wellbeing LT to lead School Wide Mental Health supports, including overseeing PWO | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $14,534.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide Whole School Incursion "URStrong" and related resources to foster positive friendships | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 2  to: Term 2 | $8,113.38  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement School Staged Response Plan to Non-Attendance | | 🗹 All Staff  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create and implement attendance tracking system | | 🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Prioritise professional discussions surrounding attendance at all school levels | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 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 | $688,685.20 | $688,685.20 | $0.00 |
| Disability Inclusion Tier 2 Funding | $137,049.41 | $137,049.41 | $0.00 |
| Schools Mental Health Fund and Menu | $30,647.38 | $30,647.38 | $0.00 |
| **Total** | $856,381.99 | $856,381.99 | $0.00 |

Activities and Milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Provide Teams with regular Challenging Maths Task Professional Learning facilitated by Peter Sullivan (in planner) | $25,000.00 |
| Middle Leaders and LS to facilitate PL as part of the Annual Schedule (CRT costs to plan and prepare) (In planner CRT cash) with a focus on Numeracy and Writing. | $10,000.00 |
| Allocate experts on teaching staff to support at-risk and vulnerable cohorts across the school in Yr 1 -5 including ongoing PL in the form of EMU and Tutoring (in planner- Tutoring & topped up in Equity) (Peter & Katrina) | $126,961.00 |
| Allocate time for LS work schedule to allow her to oversee Mathematics Teaching and Learning and support the Teaching Team to deliver quality instruction in P-4 teams and support the 5/6 Team as required (in planner- Tutoring & topped up in Equity) | $29,068.00 |
| Learning Specialist to coach teachers to deliver quality numeracy lessons (in planner- Equity) | $29,068.00 |
| 5/6 PLC leader participating in Academy Teaching Excellence Program in Mathematics ((In planner CRT cash) | $2,000.00 |
| Implement a suite of feedback strategies to build capacity of teachers, including Lesson Studies, Peer observations, Coaching and co-teaching (in planner- Equity cash) | $8,000.00 |
| Inclusion LT to coach teachers to making adjustments for students with additional needs (in planner Tier 2) | $22,425.41 |
| Inclusion LT to co-ordinate with SSSO or external specialists to develop individualised strategies, transfer recommendations into programs, support staff to implement and assess the effectiveness of each recommendation, and track student learning.(in planner Tier 2) | $82,842.00 |
| CRT Cover for teachers to collaborate with Inclusion LT in readiness for each DIP (2 per term) SSGs implemented for students in DI program including teachers, parents/carers and external agencies  (in planner Tier 2 cash) | $14,149.00 |
| Allocate additional ES to implement the SPAIDE program | $17,633.00 |
| Develop and implement a professional learning sequence for ES and Teachers that is built on increasing knowledge and understanding of catering for individual needs (in planner Equity cash) | $9,000.00 |
| Provide further expertise in Writing within the Leadership Team by: Investigating/Leading Writing PL at a Whole School level, including punctuation and grammar   and Writing I can statements and a tracking book ( Leanne) Engaging in English Master Teacher Academy Course (Elise and Kim) Continue to implement the SMART SPELLING prgram and its PL with all staff | $1,000.00 |
| Designate a 0.81 Leading Teacher to lead Attendance including follow up, facilitating and managing SSG/attendance plans, analysing and presenting attendance trends to the school and promoting attendance amongst the school community. Additionally, LT will manage Student Wellbeing and Coach RRRR within allotted work schedule to assist and coach staff in current best practice for supporting students' wellbeing and mental health, especially the most vulnerable (in planner Equity credit and cash) | $129,351.00 |
| Regular SSGs implemented for students identified as either Koorie, living in OOHC, or deemed at risk by the school. | $5,000.00 |
| Designate 0.11 Wellbeing LT to Manage and facilitate Daily breakfast Club (4 hrs pw) (in planner PWO credit) | $15,987.00 |
| Utilise COMPASS Student Management Tool to track and review incidents and acknowledgements regularly to determine actions required | $2,000.00 |
| Wellbeing LT/Inclusion LTs to collaborate with teachers to develop BSPs for students requiring Tier 2 and 3 support within the SWPBS structure, then hold SSGs to implement and review the BSPS | $8,000.00 |
| Wellbeing LT to lead School Wide Mental Health supports, including overseeing PWO | $14,534.00 |
| Provide Whole School Incursion "URStrong" and related resources to foster positive friendships | $8,113.38 |
| **Totals** | $560,131.79 |

Activities and Milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Provide Teams with regular Challenging Maths Task Professional Learning facilitated by Peter Sullivan (in planner) | from: Term 1  to: Term 4 | $25,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Middle Leaders and LS to facilitate PL as part of the Annual Schedule (CRT costs to plan and prepare) (In planner CRT cash) with a focus on Numeracy and Writing. | from: Term 3  to: Term 4 | $10,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT |
| Allocate experts on teaching staff to support at-risk and vulnerable cohorts across the school in Yr 1 -5 including ongoing PL in the form of EMU and Tutoring (in planner- Tutoring & topped up in Equity) (Peter & Katrina) | from: Term 1  to: Term 4 | $126,961.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Allocate time for LS work schedule to allow her to oversee Mathematics Teaching and Learning and support the Teaching Team to deliver quality instruction in P-4 teams and support the 5/6 Team as required (in planner- Tutoring & topped up in Equity) | from: Term 1  to: Term 4 | $29,068.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources |
| Learning Specialist to coach teachers to deliver quality numeracy lessons (in planner- Equity) | from: Term 1  to: Term 3 | $25,000.00 | 🗹 School-based staffing  🗹 CRT |
| 5/6 PLC leader participating in Academy Teaching Excellence Program in Mathematics ((In planner CRT cash) | from: Term 1  to: Term 4 | $2,000.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Implement a suite of feedback strategies to build capacity of teachers, including Lesson Studies, Peer observations, Coaching and co-teaching (in planner- Equity cash) | from: Term 1  to: Term 4 | $2,000.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Develop and implement a professional learning sequence for ES and Teachers that is built on increasing knowledge and understanding of catering for individual needs (in planner Equity cash) | from: Term 1  to: Term 4 | $9,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 Support services |
| Provide further expertise in Writing within the Leadership Team by: Investigating/Leading Writing PL at a Whole School level, including punctuation and grammar   and Writing I can statements and a tracking book ( Leanne) Engaging in English Master Teacher Academy Course (Elise and Kim) Continue to implement the SMART SPELLING prgram and its PL with all staff | from: Term 1  to: Term 4 | $1,000.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) |
| Designate a 0.81 Leading Teacher to lead Attendance including follow up, facilitating and managing SSG/attendance plans, analysing and presenting attendance trends to the school and promoting attendance amongst the school community. Additionally, LT will manage Student Wellbeing and Coach RRRR within allotted work schedule to assist and coach staff in current best practice for supporting students' wellbeing and mental health, especially the most vulnerable (in planner Equity credit and cash) | from: Term 1  to: Term 4 | $129,351.00 | 🗹 School-based staffing |
| Regular SSGs implemented for students identified as either Koorie, living in OOHC, or deemed at risk by the school. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 CRT |
| Designate 0.11 Wellbeing LT to Manage and facilitate Daily breakfast Club (4 hrs pw) (in planner PWO credit) | from: Term 1  to: Term 4 | $15,987.00 | 🗹 School-based staffing |
| Utilise COMPASS Student Management Tool to track and review incidents and acknowledgements regularly to determine actions required | from: Term 1  to: Term 4 | $2,000.00 | 🗹 Other  COMPASS SMT |
| **Totals** |  | $382,367.00 |  |

Activities and Milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Inclusion LT to coach teachers to making adjustments for students with additional needs (in planner Tier 2) | from: Term 1  to: Term 3 | $22,425.41 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Disability Inclusion Coordinator   🗹 Equipment, adaptive technology, devices, or materials to support learning   * Sensory resources |
| Inclusion LT to co-ordinate with SSSO or external specialists to develop individualised strategies, transfer recommendations into programs, support staff to implement and assess the effectiveness of each recommendation, and track student learning.(in planner Tier 2) | from: Term 1  to: Term 4 | $82,842.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Inclusion Leader |
| CRT Cover for teachers to collaborate with Inclusion LT in readiness for each DIP (2 per term) SSGs implemented for students in DI program including teachers, parents/carers and external agencies  (in planner Tier 2 cash) | from: Term 1  to: Term 4 | $14,149.00 | 🗹 CRT   * CRT (to attend Profile meetings) |
| Allocate additional ES to implement the SPAIDE program | from: Term 1  to: Term 4 | $17,633.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Education Support Staff |
| **Totals** |  | $137,049.41 |  |

Activities and Milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Wellbeing LT/Inclusion LTs to collaborate with teachers to develop BSPs for students requiring Tier 2 and 3 support within the SWPBS structure, then hold SSGs to implement and review the BSPS | from: Term 1  to: Term 4 | $8,000.00 | 🗹 Employ teaching staff to support Tier 2 initiatives |
| Wellbeing LT to lead School Wide Mental Health supports, including overseeing PWO | from: Term 1  to: Term 4 | $14,534.00 | 🗹 Employ staff to support Tier 1 activities |
| Provide Whole School Incursion "URStrong" and related resources to foster positive friendships | from: Term 2  to: Term 2 | $8,113.38 | 🗹 UR Strong Workshops  **This activity will use Mental Health Menu staffing**   * + Program delivered in school by external service provider   + Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) |
| **Totals** |  | $30,647.38 |  |

Additional Funding Planner – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Complete training of twopart-time Reading Recovery Teachers and prioritize reading and writing intervention for Y1 cohort, who have not yet accessed the Tutoring program (PL costs) and continue extra RR tuition for identified students | $88,825.00 |
| Top up tutoring hours to work across Years 1-6 for students at risk | $46,306.00 |
| Allocate a high performing middle leader to cover training RR Teachers class and support teachers in P/1 Literacy planning and implementation | $53,041.00 |
| Employ additional ESOs to support students who required additional assistance | $108,146.20 |
| **Totals** | $296,318.20 |

Additional Funding Planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Complete training of twopart-time Reading Recovery Teachers and prioritize reading and writing intervention for Y1 cohort, who have not yet accessed the Tutoring program (PL costs) and continue extra RR tuition for identified students | from: Term 1  to: Term 4 | $88,825.00 | 🗹 School-based staffing |
| Top up tutoring hours to work across Years 1-6 for students at risk | from: Term 1  to: Term 4 | $46,306.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Allocate a high performing middle leader to cover training RR Teachers class and support teachers in P/1 Literacy planning and implementation | from: Term 1  to: Term 4 | $53,041.00 | 🗹 School-based staffing |
| Employ additional ESOs to support students who required additional assistance | from: Term 1  to: Term 4 | $118,146.20 | 🗹 School-based staffing |
| **Totals** |  | $306,318.20 |  |

Additional Funding Planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Complete training of twopart-time Reading Recovery Teachers and prioritize reading and writing intervention for Y1 cohort, who have not yet accessed the Tutoring program (PL costs) and continue extra RR tuition for identified students | from: Term 1  to: Term 4 | $0.00 |  |
| Top up tutoring hours to work across Years 1-6 for students at risk | from: Term 1  to: Term 4 | $0.00 |  |
| Allocate a high performing middle leader to cover training RR Teachers class and support teachers in P/1 Literacy planning and implementation | from: Term 1  to: Term 4 | $0.00 |  |
| Employ additional ESOs to support students who required additional assistance | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Complete training of twopart-time Reading Recovery Teachers and prioritize reading and writing intervention for Y1 cohort, who have not yet accessed the Tutoring program (PL costs) and continue extra RR tuition for identified students | from: Term 1  to: Term 4 | $0.00 |  |
| Top up tutoring hours to work across Years 1-6 for students at risk | from: Term 1  to: Term 4 | $0.00 |  |
| Allocate a high performing middle leader to cover training RR Teachers class and support teachers in P/1 Literacy planning and implementation | from: Term 1  to: Term 4 | $0.00 |  |
| Employ additional ESOs to support students who required additional assistance | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $0.00 |  |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Provide Teams with regular Challenging Maths Task Professional Learning facilitated by Peter Sullivan (in planner) | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Peter Sullivan | 🗹 On-site |
| Middle Leaders and LS to facilitate PL as part of the Annual Schedule (CRT costs to plan and prepare) (In planner CRT cash) with a focus on Numeracy and Writing. | 🗹 Learning Specialist(s)  🗹 School Improvement Team | from: Term 3  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Primary Mathematics and Science specialists  🗹 PLC Initiative  🗹 Academy program/course  🗹 Learning Specialist | 🗹 On-site |
| Middle Leaders and LS to co-develop rich assessment tasks that allow for multiple entry points (CRT costs to plan and prepare) | 🗹 Homegroup teachers  🗹 Learning Specialist(s)  🗹 Literacy Improvement Teacher | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Primary Mathematics and Science specialists  🗹 PLC Initiative  🗹 Learning Specialist | 🗹 On-site |
| Allocate experts on teaching staff to support at-risk and vulnerable cohorts across the school in Yr 1 -5 including ongoing PL in the form of EMU and Tutoring (in planner- Tutoring & topped up in Equity) (Peter & Katrina) | 🗹 Numeracy Support  🗹 Teaching and Learning Coordinator | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Professional Practice Day | 🗹 Internal staff  🗹 Learning Specialist  🗹 External consultants  EMU OPL | 🗹 On-site |
| Allocate time for LS work schedule to allow her to oversee Mathematics Teaching and Learning and support the Teaching Team to deliver quality instruction in P-4 teams and support the 5/6 Team as required (in planner- Tutoring & topped up in Equity) | 🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist | 🗹 On-site |
| Learning Specialist to coach teachers to deliver quality numeracy lessons (in planner- Equity) | 🗹 Learning Specialist(s) | from: Term 1  to: Term 3 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Learning Specialist | 🗹 On-site |
| 5/6 PLC leader participating in Academy Teaching Excellence Program in Mathematics ((In planner CRT cash) | 🗹 Team Leader(s) | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Network Professional Learning  🗹 Communities of Practice | 🗹 Academy program/course | 🗹 Off-site  Academy Master Teacher Course |
| Implement a suite of feedback strategies to build capacity of teachers, including Lesson Studies, Peer observations, Coaching and co-teaching (in planner- Equity cash) | 🗹 Leadership Team  🗹 Teacher(s)  🗹 Team Leader(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Demonstration lessons | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 External consultants  Peter Sullivan- lesson study | 🗹 On-site |
| Inclusion LT to coach teachers to making adjustments for students with additional needs (in planner Tier 2) | 🗹 Disability Inclusion Coordinator | from: Term 1  to: Term 3 | 🗹 Curriculum development  🗹 Individualised Reflection  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Develop and implement a professional learning sequence for ES and Teachers that is built on increasing knowledge and understanding of catering for individual needs (in planner Equity cash) | 🗹 Disability Inclusion Coordinator | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Provide further expertise in Writing within the Leadership Team by: Investigating/Leading Writing PL at a Whole School level, including punctuation and grammar   and Writing I can statements and a tracking book ( Leanne) Engaging in English Master Teacher Academy Course (Elise and Kim) Continue to implement the SMART SPELLING prgram and its PL with all staff | 🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Curriculum development | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise  🗹 Academy program/course | 🗹 On-site |