2024 Annual Implementation Plan

for improving student outcomes

St Albans Meadows Primary School (5118)

Submitted for review by Mary Ross (School Principal) on 27 March, 2024 at 04:46 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Maximise student learning growth for every student in literacy and numeracy	Yes	1.1. By 2027 increase the percentage of Year 3 and 5 students achieving at exceeding in NAPLAN proficiency levels for the domains of: Year 3 • Reading from 12% (2022) to 15% • Writing from 9% (2022) to 15% • Numeracy from 12% (2022) to 15% Year 5 • Reading from 21% (2022) to 25% • Writing from 17% (2022) to 20% • Numeracy from 22% (2022) to 25% *To be finalised	By the end of 2024 increase the percentage of Year 3 and 5 students achieving at exceeding in Naplan proficiency levels for the domains of:Year 3Reading from 12% to 13%Writing from 9% to 10%Numeracy from 12% to 13%Year 5Reading from 21% to 22%Writing from 17% to 18%Numeracy from 22% to 23%
		NAPLAN target for student learning growth by 2027 to be confirmed	0
		By 2027, increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10: English	By the end of 2024, increase the percentage of students P-6 assessed as at or above the expected level using teacher judgement

		• Reading from 85% (2022) to 90% • Writing from 78% (2022) to 85% • Speaking and Listening from 89% (2022) to 92% Mathematics • Number and Algebra from 90% (2022) to 95% • Measurement and Geometry 90% (2022) to 95% • Statistics and Probability from 92% (2022) to 95% *To be finalised OR	against the Victorian Curriculum for:EnglishReading from 88% to 89% Writing from 86% to 87%Speaking and Listening from 85% to 86%MathematicsNumber and Algebra from 85% to 86%Measurement and Geometry 87% to 88%Statistics and Probability 86% to 87%
		By 2027, increase the percentage of Year 1-6 students assessed as being at or above expected growth from Semester 2 2021 to Semester 2 2022 on Victorian Curriculum Levels F-10: English • Reading from 88% (2022) to 92% • Writing from 86% (2022) to 92% • Speaking and Listening from 85% (2022) to 90% Mathematics • Number and Algebra from 85% (2022) to 90% • Measurement and Geometry 87% (2022) to 90% • Statistics and Probability from 86% (2022) to 90% *To be finalised	By the end of, increase the percentage of Year 1-6 students assessed as being at or above expected growth from Semester 2 2021 to Semester 2 2022 on Victorian Curriculum Levels F-10:EnglishReading from 88% (2022) to 92%Writing from 86% (2022) to 92%Speaking and Listening from 85% (2022) to 90%MathematicsNumber and Algebra from 85% (2022) to 90%Measurement and Geometry 87% (2022) to 90%Statistics and Probability from 86% (2022) to 90%
		By 2027 improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of: • Believe peer feedback improves practice from 40% (2023) to 60% • Seek feedback to improve practice from 60% (2023) to 75% • Professional learning through peer observations 60% (2023) to 75% *To be finalised	By the end of 2024 improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of:Believe peer feedback improve practice from 40% to 45%Seek feedback to improve practice from 60% to 65%Professional learning through peer observations from 60% to 65%
To enhance student agency in wellbeing and learning	Yes	By 2027 the percentage Year 4-6 students responding positively to the for the following factors on the Student Attitudes to School Survey:	By the end of 2024 the percentage Year 4-6 students responding positively to the for the

		• Student voice and agency be maintained at or above 92% (2023) over the SSP • Stimulated learning be maintained at or above 93% (2023) over the SSP • Sense of confidence factor be maintained at or above 92% (2023) over the SSP *To be finalised	following factors on the Student Attitudes to School Survey:Student voice and agency be maintained at or above 92% (2023) Stimulated learning be maintained at or above 93% (2023)Sense of confidence factor be maintained at or above 92% (2023)
		By 2027, increase the percentage of staff responding positively on SSS Teaching and Learning modules for the components of: • Use student feedback to improve practice from 60% (2023) to 80% • Promote student ownership of learning from 80% (2023) to 85 % *To be finalised	By the end of 2024 increase the percentage of staff responding positively on SSS Teaching and Learning modules for the components of:Use student feedback to improve practice from 60% (2023) to 65%Promote student ownership of learning from 80% (2023) to 81 %
		By 2027 increase the percentage of parents and carers responding positively on Parent/Carers/Guardians Opinion Survey (PCGOS) for the measures of: • Stimulating learning environment from 78% (2022) to 85% • Student agency and voice from 84% (2022) to 90% *To be finalised	By the end of 2024 increase the percentage of parents and carers responding positively on Parent/Carers/Guardians Opinion Survey (PCGOS) for the measures of:Stimulating learning environment from 78% (2022) to 80%Student agency and voice from 84% (2022) to 86%
		By 2027 maintain the number of unapproved absent days at or below 2.2 days per student (2022)	By the end of 2024 maintain the number of unapproved absent days at or below 2.2 days per student.

Goal 2	**Maximise student learning growth for every student in literacy and numeracy**
12-month target 2.1-month target	By the end of 2024 increase the percentage of Year 3 and 5 students achieving at exceeding in Naplan proficiency levels for the domains of: Year 3

	Reading from 12% to 13% Writing from 9% to 10% Numeracy from 12% to 13% Year 5 Reading from 21% to 22% Writing from 17% to 18% Numeracy from 22% to 23%
12-month target 2.2-month target	0
12-month target 2.3-month target	By the end of 2024, increase the percentage of students P-6 assessed as at or above the expected level using teacher judgement against the Victorian Curriculum for: English Reading from 88% to 89% Writing from 86% to 87% Speaking and Listening from 85% to 86% Mathematics Number and Algebra from 85% to 86% Measurement and Geometry 87% to 88% Statistics and Probability 86% to 87%
12-month target 2.4-month target	By the end of, increase the percentage of Year 1-6 students assessed as being at or above expected growth from Semester 2 2021 to Semester 2 2022 on Victorian Curriculum Levels F-10: English Reading from 88% (2022) to 92% Writing from 86% (2022) to 92% Speaking and Listening from 85% (2022) to 90% Mathematics

	Number and Algebra from 85% (2022) to 90% Measurement and Geometry 87% (2022) to 90% Statistics and Probability from 86% (2022) to 90%
12-month target 2.5-month target	By the end of 2024 improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of: Believe peer feedback improve practice from 40% to 45% Seek feedback to improve practice from 60% to 65% Professional learning through peer observations from 60% to 65%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed evidence-based teaching and learning practices	Yes
KIS 2.b Assessment	Deepen and embed the capacity of staff to use data to inform teaching and learning, planning and assessment at the student's point of need	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We continue on our journey to deepen curriculum knowledge and pedagogical understanding. We have taken a research based approach and continue on with the Science of Learning. Our P-2 classes are well immersed in the Little Learners Love Literacy program and our 3-6 classes are well immersed in structured literacy. We have just this year introduced PRIME Mathematics after a 2 term trial in 2023. We believe in evidence and explicit instruction. We want our teachers to be collaborative and confident in developing a sequenced, knowledge-focused curriculum. With the introduction of the Numeracy and Literacy 2.0 it is vitally important that our teachers are curriculum driven and be able to utilise the curriculum to provide the best possible teaching and learning outcomes for our students. When our teachers have a deep understanding of the curriculum and pedagogy, they are better equiped to design and deliver effective instruction that meets the diverse needs of our students. This leads to improved student learning outcomes.
Goal 3	**To enhance student agency in wellbeing and learning**

12-month target 3.1-month target	By the end of 2024 the percentage Year 4-6 students responding positively to the for the following factors on the Student Attitudes to School Survey:	
	Student voice and agency be maintained at or above 92% (2023)	
	Stimulated learning be maintained at or above 93% (2023)	
	Sense of confidence factor be maintained at or above 92% (2023)	
12-month target 3.2-month target	By the end of 2024 increase the percentage of staff responding positively on SSS Teaching and Learning modules for the components of:	
	Use student feedback to improve practice from 60% (2023) to 65%	
	Promote student ownership of learning from 80% (2023) to 81 %	
12-month target 3.3-month target	By the end of 2024 increase the percentage of parents and carers responding positively on Parent/Carers/Guardians Opinion Survey (PCGOS) for the measures of:	
	Stimulating learning environment from 78% (2022) to 80% Student agency and voice from 84% (2022) to 86%	
12-month target 3.4-month target	By the end of 2024 maintain the number of unapproved absent days at or below 2.2 days per student.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Strengthen and demonstrate a whole school understanding of student agency and voice	Yes
KIS 3.b Support and resources	Continue to enhance the school's processes for supporting inclusion, health and wellbeing	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our review in 2023 discussed the importance of increasing our school's student voice and agency. Our data shows that our students believe that they have opportunities to share their views and opinions as well as have contribution into their learning. We believe that it is of utmost importance that our staff as well as our students understand the explicit ways that student voice and agency are incorporated into our school and students learning. We feel that the most important aspect for our school in retrospect of student voice and agency is its contribution towards engagement and motivation. When students feel that their opinions and perspectives are valued and respected, they are more likely to be engaged and motivated in their learning. Giving students a voice in school decisions and activities can increase their enthusiasm and interest in their education which in-turn increases their attendance. Strengthening and demonstrating a whole school understanding of student voice and agency promotes a more student-centred, empowering, and inclusive educational experience that benefits the academic, social and emotional development of our students.

Define actions, outcomes, success indicators and activities

Goal 2	Maximise student learning growth for every student in literacy and numeracy
12-month target 2.1 target	By the end of 2024 increase the percentage of Year 3 and 5 students achieving at exceeding in Naplan proficiency levels for the domains of: Year 3 Reading from 12% to 13% Writing from 9% to 10% Numeracy from 12% to 13% Year 5 Reading from 21% to 22% Writing from 17% to 18% Numeracy from 22% to 23%
12-month target 2.2 target	0
12-month target 2.3 target	By the end of 2024, increase the percentage of students P-6 assessed as at or above the expected level using teacher judgement against the Victorian Curriculum for: English Reading from 88% to 89% Writing from 86% to 87% Speaking and Listening from 85% to 86% Mathematics Number and Algebra from 85% to 86% Measurement and Geometry 87% to 88% Statistics and Probability 86% to 87%

12-month target 2.4 target	By the end of, increase the percentage of Year 1-6 students assessed as being at or above expected growth from Semester 2 2021 to Semester 2 2022 on Victorian Curriculum Levels F-10: English Reading from 88% (2022) to 92% Writing from 86% (2022) to 92% Speaking and Listening from 85% (2022) to 90% Mathematics Number and Algebra from 85% (2022) to 90% Measurement and Geometry 87% (2022) to 90% Statistics and Probability from 86% (2022) to 90%
12-month target 2.5 target	By the end of 2024 improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of: Believe peer feedback improve practice from 40% to 45% Seek feedback to improve practice from 60% to 65% Professional learning through peer observations from 60% to 65%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed evidence-based teaching and learning practices
Actions	Implement comprehensive professional development programs that focus on enhancing teachers knowledge and skill in the Victorian curriculum, pedagogy, and evidenced based teaching practices. Conduct regular reviews of the curriculum to ensure alignment with best practices, standards and research-based strategies

	Establish coaching programs to support teachers in the implementations of evidence-based practices in their teaching
Outcomes	Leaders will: Will provide thorough comprehensive professional development to create a effective learning environment that promotes student success and fosters teacher growth. Support staff by providing continued opportunities for teachers to collaborate and share best practices, reflect on their teaching experiences, and continuously improve their instructional practices through peer feedback and support. Teachers will: Enhance their pedagogical skills, including differentiated instruction, assessment practices and data to inform their instructional decisions, assess student progress, and adjust teaching strategies to meet the diverse needs of their students. Become familiar with and implement the Victorian Curriculum Numeracy and Literacy 2.0 into their teaching in 2024
Success Indicators	Early Indicators: Teachers will: Use data informed instructional decisions to evaluate student progress. Teachers will analyse student assessment data, feedback and observations to adjust their teaching strategies to support student learning. Participation in PLT'S which consist of the engagement of meaningful collaboration and an increased understanding of the curriculum and best practice as well as supporting each other in the implementation of evidence based teaching strategies. Understand the curriculum and develop pedagogy to provide differentiated instruction in a learning environment that supports authentic real-world learning for all students Have undertaken and concluded their 6 week DIBELS Professional Development and conducted assessments to establish Literacy goals for students Have participated in Professional development, peer coaching and observations in the implementation of the whole school PRIME

Mathematics program

Late Indicators:

Teachers will:

Use the inquiry cycle to drive PL'Ts. Inquiry cycles will be streamlined to 6 weeks.

Have uploaded their PLT agenda, minutes and inquiry models to the whole school Google Drive

Audit 2024 Naplan data to demonstrate growth in student learning and achievement in grade 3 and 5

Be able to demonstrate evidence based teaching practices their understanding and implementation of research supported strategies in their instructional methods and classroom activities

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Appointment of Numeracy learning Specialist 0.4	☑ Curriculum co-ordinator (s) ☑ Numeracy leader ☑ Principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$45,825.00 ☑ Equity funding will be used ☑ Other funding will be used

Appointment of Literacy Learning Specialist 0.4	☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ Principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$59,643.70 ☑ Equity funding will be used
Appointment of Tutor learning Teacher to assist Maths learning Specialist in the implementation of PRIME Mathematics as well as conduct intervention and extension tutoring. 0.6	☑ Curriculum co-ordinator (s) ☑ Numeracy leader ☑ Principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$114,600.00 ☑ Other funding will be used
Implementation of PRIME Mathematics program from P-6	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Disability inclusion coordinator ☑ Numeracy leader ☑ Principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$74,000.84 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Appointment of teachers to provide release to Learning Specialists and Department leaders	☑ Curriculum co-ordinator (s) ☑ Principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$128,900.00 ☑ Equity funding will be used
Maths Learning Specialist to plan and deliver regular and targeted PL and coaching for staff centred on the implementation of Prime Mathematics	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$7,464.60 ☑ Equity funding will be used

	☑ Numeracy leader ☑ School improvement team			
Literacy Learning Specialist to complete The Writing Revolution Professional Development and conduct PL with Literacy team and whole school.	☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$7,110.00 ☑ Equity funding will be used
DIBELS (Dynamic Indicators of basic early literacy skills) a set of procedures and measures for assessing the acquisition of literacy skills to be implemented whole school	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 4	$15,326.00 ☑ Equity funding will be used
Classroom teachers will complete a 6 hour Professional Development for DIBELS which they will have access to for 12 months.	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$21,720.00 ☑ Equity funding will be used
Literacy and Numeracy learning Specialists to meet weekly with Curriculum co-ordinator to discuss program implementations, data, lesson delivery, staff question etc. Agenda and minutes taken.	☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ Numeracy leader ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$76,800.00 ☑ Equity funding will be used
Literacy and Numeracy Learning Specialists to meet with their respective teams on a fortnightly basis.	☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ Numeracy leader	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

Continue to purchase up to date and relevant Literacy texts both fiction and non fiction to maintain classroom libraries	☑ All staff ☑ Curriculum co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$35,000.00 ☑ Equity funding will be used
Audit Numeracy resources and materials and purchase up dated resources to support the induction of PRIME Mathematics	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$35,000.00 ☑ Equity funding will be used
Audit and maintain all take home books from prep-year 6.	☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ Literacy support	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used

Goal 3	To enhance student agency in wellbeing and learning
12-month target 3.1 target	By the end of 2024 the percentage Year 4-6 students responding positively to the for the following factors on the Student Attitudes to School Survey: Student voice and agency be maintained at or above 92% (2023) Stimulated learning be maintained at or above 93% (2023) Sense of confidence factor be maintained at or above 92% (2023)
12-month target 3.2 target	By the end of 2024 increase the percentage of staff responding positively on SSS Teaching and Learning modules for the components of: Use student feedback to improve practice from 60% (2023) to 65% Promote student ownership of learning from 80% (2023) to 81 %

12-month target 3.3 target	By the end of 2024 increase the percentage of parents and carers responding positively on Parent/Carers/Guardians Opinion Survey (PCGOS) for the measures of: Stimulating learning environment from 78% (2022) to 80% Student agency and voice from 84% (2022) to 86%
12-month target 3.4 target	By the end of 2024 maintain the number of unapproved absent days at or below 2.2 days per student.
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen and demonstrate a whole school understanding of student agency and voice
Actions	Provide professional development opportunities for teachers to understand and implement practices that promote student agency and voice in the classroom Provide opportunities for students to take on leadership roles within the school. Involve students in decision making processes that affect them , such as curriculum, school policies demonstrating that their voices are valued and heard Student will create SMART goals
Outcomes	Improved student achievement, teachers will better cater to the individual needs of their students Increased student engagement , students will feel empowered and engaged in their learning. Enhanced student well-being promoting a sense of belonging. Encourages a positive school environment and overall student connectedness. Grade 6 student elections of Leadership including school captains and prefects Elections for student coincillors from grade Creation of SMART goals allowing students to take an active role in making decisions about their learning

Success Indicators	Early
	Teachers
	PLT'S minutes will reflect and consist of the engagement of meaningful collaboration and an increased understanding of the curriculum and best practice as well as supporting each other in the implementation of evidence based teaching strategies.
	Are using data informed instructional decisions to evaluate student progress. Teachers will analyse student assessment data, feedback and observations to adjust their teaching strategies to support student learning.
	Students have taken on leadership roles, organising events, and advocating the school and partaking in the grade prep Buddies program
	Late
	Students have evaluated their Smart Goals and have become confident goal makers and are demonstrating abilities in engaging in class discussions, communication skills, expressing thoughts and ideas, indicating that they feel empowered to voice.
	Positive relationships have been formed between between students and teachers , based on mutual respect, trust and collaboration, which is indicative of a supportive environment where student voice is valued.
	Student absence data has improved
	Staff and student opinion surveys show increased percentages in student voice and agency and school engagement

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Whole school professional development on student voice and agency	☑ Curriculum co-ordinator (s)	☑ PLP Priority	from: Term 2	$56,502.00

	☑ Mental health and wellbeing leader		to: Term 2	☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Whole school professional development in the development of SMART goals for students.	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Disability inclusion coordinator ☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 2	$10,000.00 ☑ Equity funding will be used
Nominated Mental Health and Wellbeing to undertake evidence-based training in mental health literacy, supporting student needs, and building school capacity, and will receive ongoing professional development.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Mental health and wellbeing leader	☑ PLP Priority	from: Term 1 to: Term 4	$230,895.25 ☑ 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 tools/surveys which provide information and feedback on student learning and attitudes to school. Including school developed surveys to gain student feedback on teaching practice.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Mental health and wellbeing leader ☑ Principal	☐ PLP Priority	from: Term 3 to: Term 3	$5,000.00 ☑ Equity funding will be used

Strengthen opportunities for students to be involved in authentic leadership roles through the Student Council, School captains and leadership teams.	☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Familiarise staff with AMPLIFY (Student Voice guide on department website. Amplify assists teachers to establish a culture where all school community members value contribute to the advancement of student voice and agency	☑ Curriculum co-ordinator (s) ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$540,889.30	$540,889.30	$0.00
Disability Inclusion Tier 2 Funding	$263,282.84	$263,282.84	$0.00
Schools Mental Health Fund and Menu	$53,015.25	$53,015.25	$0.00
Total	**$857,187.39**	**$857,187.39**	**$0.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
Appointment of Numeracy learning Specialist 0.4	$45,825.00
Appointment of Literacy Learning Specialist 0.4	$59,643.70
Implementation of PRIME Mathematics program from P-6	$74,000.84
Appointment of teachers to provide release to Learning Specialists and Department leaders	$128,900.00
Maths Learning Specialist to plan and deliver regular and targeted PL and coaching for staff centred on the implementation of Prime Mathematics	$7,464.60
Literacy Learning Specialist to complete The Writing Revolution Professional Development and conduct PL with Literacy team and whole school.	$7,110.00
DIBELS (Dynamic Indicators of basic early literacy skills) a set of procedures and measures for assessing the acquisition of literacy skills to be implemented whole school	$15,326.00

Classroom teachers will complete a 6 hour Professional Development for DIBELS which they will have access to for 12 months.	$21,720.00
Literacy and Numeracy learning Specialists to meet weekly with Curriculum co-ordinator to discuss program implementations, data, lesson delivery, staff question etc. Agenda and minutes taken.	$76,800.00
Literacy and Numeracy Learning Specialists to meet with their respective teams on a fortnightly basis.	$20,000.00
Continue to purchase up to date and relevant Literacy texts both fiction and non fiction to maintain classroom libraries	$35,000.00
Audit Numeracy resources and materials and purchase up dated resources to support the induction of PRIME Mathematics	$35,000.00
Audit and maintain all take home books from prep-year 6.	$25,000.00
Whole school professional development on student voice and agency	$56,502.00
Whole school professional development in the development of SMART goals for students.	$10,000.00
Nominated Mental Health and Wellbeing to undertake evidence-based training in mental health literacy, supporting student needs, and building school capacity, and will receive ongoing professional development.	$230,895.25
Implement tools/surveys which provide information and feedback on student learning and attitudes to school. Including school developed surveys to gain student feedback on teaching practice.	$5,000.00
Familiarise staff with AMPLIFY (Student Voice guide on department website. Amplify assists teachers to establish a culture where all school community members value contribute to the advancement of student voice and agency	$3,000.00
Totals	$857,187.39

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Appointment of Numeracy learning Specialist 0.4	from: Term 1 to: Term 4	$45,825.00	☑ School-based staffing
Appointment of Literacy Learning Specialist 0.4	from: Term 1 to: Term 4	$59,643.70	☑ School-based staffing
Implementation of PRIME Mathematics program from P-6	from: Term 1 to: Term 4	$40,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Appointment of teachers to provide release to Learning Specialists and Department leaders	from: Term 1 to: Term 4	$128,900.00	☑ School-based staffing
Maths Learning Specialist to plan and deliver regular and targeted PL and coaching for staff centred on the implementation of Prime Mathematics	from: Term 1 to: Term 4	$7,464.60	☑ School-based staffing
Literacy Learning Specialist to complete The Writing Revolution Professional Development and conduct PL with Literacy team and whole school.	from: Term 1 to: Term 4	$7,110.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)

DIBELS (Dynamic Indicators of basic early literacy skills) a set of procedures and measures for assessing the acquisition of literacy skills to be implemented whole school	from: Term 1 to: Term 4	$15,326.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Classroom teachers will complete a 6 hour Professional Development for DIBELS which they will have access to for 12 months.	from: Term 1 to: Term 4	$21,720.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Literacy and Numeracy learning Specialists to meet weekly with Curriculum co-ordinator to discuss program implementations, data, lesson delivery, staff question etc. Agenda and minutes taken.	from: Term 1 to: Term 4	$76,800.00	☑ School-based staffing
Literacy and Numeracy Learning Specialists to meet with their respective teams on a fortnightly basis.	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing
Continue to purchase up to date and relevant Literacy texts both fiction and non fiction to maintain classroom libraries	from: Term 1 to: Term 4	$35,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Audit Numeracy resources and materials and purchase up dated resources to support the induction of PRIME Mathematics	from: Term 1 to: Term 4	$35,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Audit and maintain all take home books from prep-year 6.	from: Term 1 to: Term 4	$25,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

Whole school professional development on student voice and agency	from: Term 2 to: Term 2	$8,100.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Whole school professional development in the development of SMART goals for students.	from: Term 2 to: Term 2	$10,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Implement tools/surveys which provide information and feedback on student learning and attitudes to school. Including school developed surveys to gain student feedback on teaching practice.	from: Term 3 to: Term 3	$5,000.00	☑ School-based staffing
Totals		**$540,889.30**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Implementation of PRIME Mathematics program from P-6	from: Term 1 to: Term 4	$34,000.84	☑ CRT • ☑ Equipment, adaptive technology, devices, or materials to support learning • ☑ Teaching and learning programs and resources •

Whole school professional development on student voice and agency	from:
	Term 2
	to:
	Term 2
		$48,402.00	☑ Other
			
			    • Other
			          Allied Health Professionals
			
			☑ Professional learning for school-based staff
			
			    •

Nominated Mental Health and Wellbeing to undertake evidence-based training in mental health literacy, supporting student needs, and building school capacity, and will receive ongoing professional development.	from:
	Term 1
	to:
	Term 4
		$177,880.00	☑ CRT
			
			    •
			
			☑ Equipment, adaptive technology, devices, or materials to support learning
			
			    •
			
			☑ Professional learning for school-based staff
			
			    •
			
			☑ Education workforces and/or assigning existing school staff to inclusive education duties
			
			    •
			
			☑ Other workforces to support students with disability
			
			    •
			
			☑ Teaching and learning programs and resources
			
			    •

Familiarise staff with AMPLIFY (Student Voice guide on department website. Amplify	from: Term 1	$3,000.00	☑ Professional learning for school-based staff •

assists teachers to establish a culture where all school community members value contribute to the advancement of student voice and agency	to: Term 4		
Totals		$263,282.84	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Nominated Mental Health and Wellbeing to undertake evidence-based training in mental health literacy, supporting student needs, and building school capacity, and will receive ongoing professional development.	from: Term 1 to: Term 4	$53,015.25	☑ Dogs Connect Program
Totals		$53,015.25	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Appointment of Numeracy learning Specialist 0.4	☑ Curriculum co-ordinator (s) ☑ Numeracy leader ☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist ☑ Numeracy leader	☑ On-site
Appointment of Literacy Learning Specialist 0.4	☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Learning specialist	☑ On-site
Appointment of Tutor learning Teacher to assist Maths learning Specialist in the implementation of PRIME	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Literacy leaders ☑ Numeracy leader	☑ On-site

Mathematics as well as conduct intervention and extension tutoring. 0.6	☑ Numeracy leader ☑ Principal ☑ School improvement team					
Implementation of PRIME Mathematics program from P-6	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Disability inclusion coordinator ☑ Numeracy leader ☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist ☑ Numeracy leader	☑ On-site
Appointment of teachers to provide release to Learning Specialists and Department leaders	☑ Curriculum co-ordinator (s) ☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site

Maths Learning Specialist to plan and deliver regular and targeted PL and coaching for staff centred on the implementation of Prime Mathematics	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Disability inclusion coordinator ☑ Numeracy leader ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Literacy Learning Specialist to complete The Writing Revolution Professional Development and conduct PL with Literacy team and whole school.	☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Literacy leaders	☑ On-site
DIBELS (Dynamic Indicators of basic early literacy skills) a set of procedures and measures for assessing the	☑ All staff ☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site

acquisition of literacy skills to be implemented whole school	☑ Literacy leader					
Classroom teachers will complete a 6 hour Professional Development for DIBELS which they will have access to for 12 months.	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Continue to purchase up to date and relevant Literacy texts both fiction and non fiction to maintain classroom libraries	☑ All staff ☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Audit Numeracy resources and materials and purchase up dated resources to support the induction of PRIME Mathematics	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site

Audit and maintain all take home books from prep-year 6.	☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ Literacy support	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Whole school professional development on student voice and agency	☑ Curriculum co-ordinator (s) ☑ Mental health and wellbeing leader	from: Term 2 to: Term 2	☑ Planning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Whole school professional development in the development of SMART goals for students.	☑ All staff ☑ Curriculum co-ordinator (s) ☑ Disability inclusion coordinator ☑ Leadership team	from: Term 2 to: Term 2	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Nominated Mental Health and Wellbeing to undertake evidence-based training in	☑ Assistant principal	from: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

mental health literacy, supporting student needs, and building school capacity, and will receive ongoing professional development.	☑ Disability inclusion coordinator ☑ Mental health and wellbeing leader	to: Term 4	☑ Student voice, including input and feedback			
Strengthen opportunities for students to be involved in authentic leadership roles through the Student Council, School captains and leadership teams.	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Familiarise staff with AMPLIFY (Student Voice guide on department website. Amplify assists teachers to establish a culture where all school community members value contribute to the advancement of student voice and agency	☑ Curriculum co-ordinator (s) ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site