

# 2023 Annual Implementation Plan

## for improving student outcomes

Seaford North Primary School (4974)



Submitted for review by Lee Murnane (School Principal) on 15 December, 2022 at 01:00 PM  
Endorsed by Michael Devine (Senior Education Improvement Leader) on 10 February, 2023 at 02:27 PM  
Endorsed by Ed Tato (School Council President) on 28 April, 2023 at 02:58 PM

## Self-evaluation Summary - 2023

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

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

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

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

<b>Enter your reflective comments</b>	<p>The process of the School Review in early 2020 has led to the development of our new School Strategic Plan. The findings from the review process and the impact of Covid-19 has influenced the direction that our school took in 2021.</p> <p>Teachers continued to engage in quality professional learning to build their capacity to plan and deliver Flexible and Remote Learning, including a range of webinars offered by Bastow and the Victorian PYP network.</p> <p>The TLI program and LLI programs support both those who need extra support and those who have thrived to continue to extend their learning</p> <p>Curriculum scope and sequence documents were adjusted to ensure the time allocations to curriculum areas aligned with</p>
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	<p>Department requirements. Upon return to onsite teaching and learning, a focus on the essential elements of English, Maths, physical activity and wellbeing was maintained.</p> <p>Open communication was a feature of Flexible and Remote learning, with a range of channels being utilised to support student learning and wellbeing of staff, students and parents/carers. We continued to evolve and enhance the delivery of Flexible and Remote learning. Feedback from stakeholders and amplified staff capacity can be used in 2022 to enhance our processes in this area.</p> <p>Building teacher capacity in the use of formative assessment to continuously monitor student progress and point of need will again be a focus in 2023.</p>
<p><b>Considerations for 2023</b></p>	<p>The School Strategic Plan and DET's Priorities Goal have led to the following considerations for 2023:</p> <p>The school will continue to plan for opportunities to build teacher capacity around data literacy to inform teaching and learning. This will include a strengthened school-wide understanding of formative assessment practices. A number of programs will continue to be implemented to support student achievement. This will include intervention programs to support students achieving below expected levels, programs to extend high achieving students and the tutoring program to 'catch-up' students as a result of Flexible and Remote learning.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve student learning outcomes in English
<b>Target 2.1</b>	To improve the proportion of Year 5 students in the top two bands of NAPLAN in Reading from 28% in 2019 to 40%
<b>Target 2.2</b>	To improve the proportion of Year 5 students in the top two bands of NAPLAN Writing from 10% in 2019 to 20%
<b>Target 2.3</b>	To improve the proportion of students across the school at 'above expected' level in Reading, according to Victorian Curriculum Teacher Judgement from 36% in 2019 to 40%
<b>Target 2.4</b>	To improve the proportion of students across the school at 'above expected' level in Writing, according to Victorian Curriculum Teacher Judgement from 20% in 2019 to 30%

<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Refine and embed an agreed instructional model across the school to increase practice excellence
<b>Key Improvement Strategy 2.b</b> Instructional and shared leadership	Develop and embed a Professional Learning Community (PLC) culture across the school
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Embed high level data literacy among staff to ensure accuracy, consistency and reliability of teacher judgement
<b>Key Improvement Strategy 2.d</b> Evidence-based high-impact teaching strategies	Build teacher capabilities in the use of the High Impact Learning Strategies (HITS) to challenge and extend the most able students
<b>Goal 3</b>	To improve student learning outcomes in Mathematics
<b>Target 3.1</b>	To improve the proportion of Year 5 students in the top two bands of NAPLAN in Numeracy from 27% in 2019 to 35%
<b>Target 3.2</b>	To improve the proportion of students across the school at 'above expected' level in Number and Algebra, according to Victorian Curriculum Teacher Judgement from 30% in 2019 to 35%
<b>Key Improvement Strategy 3.a</b> Evidence-based high-impact teaching strategies	Refine and embed an agreed instructional model across the school to increase practice excellence
<b>Key Improvement Strategy 3.b</b>	Develop and embed a Professional Learning Community (PLC) culture across the school

Instructional and shared leadership	
<b>Key Improvement Strategy 3.c</b> Evaluating impact on learning	Embed high level data literacy to ensure accuracy, consistency and reliability of teacher judgement
<b>Key Improvement Strategy 3.d</b> Evidence-based high-impact teaching strategies	Build teacher capabilities in the use of the High Impact Learning Strategies (HITS) to challenge and extend the most able students
<b>Goal 4</b>	Improve student social and emotional wellbeing and agency in learning.
<b>Target 4.1</b>	<p>Using the student Attitudes to School survey (ATSS) there will be not less that 95 per cent positive endorsement in the areas of –</p> <ul style="list-style-type: none"> <li>• Student voice and agency (aggregated 2017-19) - 91 per cent</li> <li>• Differentiated learning challenge (aggregated 2017-19) - 88 per cent</li> <li>• Self-regulation and goal setting (aggregated 2017-19) - 96 per cent.</li> </ul>
<b>Target 4.2</b>	<p>Using the Attitudes to School survey (AToSS) data - there will be not less that 95 per cent positive endorsement in the areas of –</p> <ul style="list-style-type: none"> <li>• Resilience (aggregated 2017-19) - 91 per cent</li> <li>• Teacher concern (aggregated 2017-19) - 86 per cent</li> </ul>
<b>Target 4.3</b>	Using the AToSS data - there will be not less than 75 per cent positive endorsement of the item –

	<ul style="list-style-type: none"> <li>• Not experiencing bullying</li> </ul>
<b>Target 4.4</b>	<p>Using Parent Opinion survey data there will be not less than 75 per cent positive endorsement of the item</p> <ul style="list-style-type: none"> <li>• Not experiencing bullying</li> </ul>
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Develop and implement a whole-school approach to student voice, agency and participation.
<b>Key Improvement Strategy 4.b</b> Building practice excellence	Build staff capacity to empower students in managing and monitoring their own learning
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	Develop a whole school approach to health and wellbeing which engages with all school and community stakeholders
<b>Key Improvement Strategy 4.d</b> Building practice excellence	Increase the capacity of staff to build positive relations with students to reinforce each student's self-worth and abilities
<b>Key Improvement Strategy 4.e</b> Curriculum planning and assessment	Embed a resilience building program across the school F-6.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To improve the proportion of students across the school assessed as working at 'above expected' level in Reading from 34% in 2022 to 38% in 2023. To improve the proportion of students across the school assessed as working at 'above expected' level in Writing from 16% in 2022 to 25%. To improve the proportion of students across the school assessed as working at 'above expected' level in Number and Algebra from 25% in 2022 to 30%. To improve social and emotional wellbeing increase the positive endorsement of the AtoSS factor of Resilience to 80% in 2023 from 71% positive endorsement in 2022 (moving students from low resilience to normal/high resilience). To increase the positive endorsement of the AtoSS factor of effective classroom behaviour from 87% in 2022 to 90% in 2023 for year 5 students.</p>
To improve student learning outcomes in English	No	To improve the proportion of Year 5 students in the top two bands of NAPLAN in Reading from 28% in 2019 to 40%	
		To improve the proportion of Year 5 students in the top two bands of NAPLAN Writing from 10% in 2019 to 20%	

		To improve the proportion of students across the school at 'above expected' level in Reading, according to Victorian Curriculum Teacher Judgement from 36% in 2019 to 40%	
		To improve the proportion of students across the school at 'above expected' level in Writing, according to Victorian Curriculum Teacher Judgement from 20% in 2019 to 30%	
To improve student learning outcomes in Mathematics	No	To improve the proportion of Year 5 students in the top two bands of NAPLAN in Numeracy from 27% in 2019 to 35%	
		To improve the proportion of students across the school at 'above expected' level in Number and Algebra, according to Victorian Curriculum Teacher Judgement from 30% in 2019 to 35%	
Improve student social and emotional wellbeing and agency in learning.	No	Using the student Attitudes to School survey (ATSS) there will be not less than 95 per cent positive endorsement in the areas of – <ul style="list-style-type: none"> <li>• Student voice and agency (aggregated 2017-19) - 91 per cent</li> <li>• Differentiated learning challenge (aggregated 2017-19) - 88 per cent</li> <li>• Self-regulation and goal setting (aggregated 2017-19) - 96 per cent.</li> </ul>	
		Using the Attitudes to School survey (ATOSS) data - there will be not less than 95 per cent positive endorsement in the areas of – <ul style="list-style-type: none"> <li>• Resilience (aggregated 2017-19) - 91 per cent</li> <li>• Teacher concern (aggregated 2017-19) - 86 per cent</li> </ul>	
		Using the AToSS data - there will be not less than 75 per cent positive endorsement of the item – <ul style="list-style-type: none"> <li>• Not experiencing bullying</li> </ul>	

		Using Parent Opinion survey data there will be not less than 75 per cent positive endorsement of the item <ul style="list-style-type: none"> <li>• Not experiencing bullying</li> </ul>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12 Month Target 1.1</b>	<p>To improve the proportion of students across the school assessed as working at 'above expected' level in Reading from 34% in 2022 to 38% in 2023.</p> <p>To improve the proportion of students across the school assessed as working at 'above expected' level in Writing from 16% in 2022 to 25%</p> <p>To improve the proportion of students across the school assessed as working at 'above expected' level in Number and Algebra from 25% in 2022 to 30%</p> <p>To improve social and emotional wellbeing increase the positive endorsement of the AtoSS factor of Resilience to 80% in 2023 from 71% positive endorsement in 2022 (moving students from low resilience to normal/high resilience).</p> <p>To increase the positive endorsement of the AtoSS factor of effective classroom behaviour from 87% in 2022 to 90% in 2023 for year 5 students.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	<p>To improve the proportion of students across the school assessed as working at 'above expected' level in Reading from 34% in 2022 to 38% in 2023.</p> <p>To improve the proportion of students across the school assessed as working at 'above expected' level in Writing from 16% in 2022 to 25%</p> <p>To improve the proportion of students across the school assessed as working at 'above expected' level in Number and Algebra from 25% in 2022 to 30%</p> <p>To improve social and emotional wellbeing increase the positive endorsement of the AtoSS factor of Resilience to 80% in 2023 from 71% positive endorsement in 2022 (moving students from low resilience to normal/high resilience).</p> <p>To increase the positive endorsement of the AtoSS factor of effective classroom behaviour from 87% in 2022 to 90% in 2023 for year 5 students.</p>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop staff and student capacity in data literacy and assessment. Embed e5 instructional model across the school in planning units of work. Wide scale review of school policies and documentation that support the implementation of the International Baccalaureate Primary Years Programme.
<b>Outcomes</b>	Teachers will embed the SNPS instructional model with a particular focus on numeracy teaching. Teachers will track student progress at regular intervals (approximately every 5 weeks) using formative assessment. Teachers will review and consistently implement the assessment schedule and policy which reflects a greater understanding of formative assessment and summative assessment. Students will know what their next steps are to progress their learning in Writing.

	Stakeholders will engage in reflective practice to review and effectively communicate International Baccalaureate policies and documents.			
<b>Success Indicators</b>	<p>A unit of learning developed for teaching numeracy or a specialist curriculum area reflects the SNPS instructional model.</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments.</p> <p>Teachers are conducting regular PLC inquiries.</p> <p>Teachers are using and documenting formative assessment and tracking student progress regularly.</p> <p>Agreed protocols will be established outlining expectations for goal setting in classrooms, focused on Writing or a specialist curriculum area.</p> <p>Review and endorsement of policies and documentation that support the implementation of the International Baccalaureate Primary Years Programme.</p> <p>Victorian Curriculum teacher judgements will show increased learning growth in Writing.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Review the school wide assessment schedule	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the school wide Assessment policy.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to build staff capacity on implementing the SNPS instructional model to include units of learning around Mathematics.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Utilise the PLC inquiry cycle to track and monitor student progress through formative assessment.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Establish protocols for tracking student progress at regular intervals (student tracking sheets).	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish and implement a common approach to writing assessment and goal setting.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review of the International Baccalaureate Primary Years Programme policies and documentation.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00



	<input checked="" type="checkbox"/> School Improvement Team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement a Program Development Plan with a particular focus drawn from Programme Standards and Practices.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Appoint a Disability and Inclusion Team Leader to co-ordinate, track and document the students in need of targeted academic support or intervention. Provide resources and staffing of the program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$198,483.26  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
TLI - Tutors analyse data in order to plan programs providing targeted learning in areas of need	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$103,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reinstate Student Shadowing observation process	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Implement the Resilience, Rights and Respectful Relationships program. Review and re-establish a whole school approach to Student Engagement and Wellbeing.			
<b>Outcomes</b>	Teachers, students and the school community will share a common understanding of our approach to student engagement and wellbeing. Students will report improved resilience and respect. All staff will model and explicitly teach resilient and respectful behaviours. Teachers will plan for and implement Circle Time and Restorative Practices conversations. Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches.			
<b>Success Indicators</b>	Notes from student focus group particularly in Grade 5 with a wellbeing focus Endorsement of the Student Engagement and Wellbeing policy Participation of students at the lunchtime clubs (extra curricula activities) Curriculum documentation will show plans for The Resilience Project, Resilience, Rights and Respectful Relationships program and Circle Time Documentation of Resilience, Rights and Respectful Relationships program scope and sequence The Resilience Project survey Attitudes to School Survey Parent Opinion Survey Chronicle entries on Compass platform (incident reporting)			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Complete The Resilience Project student survey with relevant year levels	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish lunch time clubs for students that promote wellbeing and support positive relationships	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a scope and sequence to implement the Resilience, Rights and Respectful Relationships program across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Complete review of whole school approach to Student Engagement and Wellbeing.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implement and embed the updated Student Engagement and Wellbeing policy.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Conduct student focus groups (Grade 5) to monitor the implementation of the Student Wellbeing and Engagement policy.</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reflect upon data collected from surveys on an ongoing basis to track progress towards achieving set targets and outcomes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Communicating, sharing and celebrating positive endorsements from students and parents indicated through data from surveys.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Implement and document Circle Time routines across all year levels on a weekly basis	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Restorative Practices conversations within all classes and in the yard	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$36,561.80	\$23,000.00	\$13,561.80
Disability Inclusion Tier 2 Funding	\$198,483.26	\$198,483.26	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$235,045.06</b>	<b>\$221,483.26</b>	<b>\$13,561.80</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish and implement a common approach to writing assessment and goal setting.	\$10,000.00
Review of the International Baccalaureate Primary Years Programme policies and documentation.	\$2,000.00
Implement a Program Development Plan with a particular focus drawn from Programme Standards and Practices.	\$2,000.00
Appoint a Disability and Inclusion Team Leader to co-ordinate, track and document the students in need of targeted academic support or intervention. Provide resources and staffing of the program	\$198,483.26
Complete The Resilience Project student survey with relevant year levels	\$2,000.00
Establish lunch time clubs for students that promote wellbeing and support positive relationships	\$2,000.00



Develop a scope and sequence to implement the Resilience, Rights and Respectful Relationships program across the school.	\$5,000.00
<b>Totals</b>	\$221,483.26

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish and implement a common approach to writing assessment and goal setting.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Review of the International Baccalaureate Primary Years Programme policies and documentation.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement a Program Development Plan with a particular focus drawn from Programme Standards and Practices.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Complete The Resilience Project student survey with relevant year levels	from: Term 2 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Establish lunch time clubs for students that promote wellbeing and support positive relationships	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

Develop a scope and sequence to implement the Resilience, Rights and Respectful Relationships program across the school.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$23,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Appoint a Disability and Inclusion Team Leader to co-ordinate, track and document the students in need of targeted academic support or intervention. Provide resources and staffing of the program	from: Term 1 to: Term 4	\$198,483.26	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Totals</b>		\$198,483.26	

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

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

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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<b>Totals</b>	\$0.00
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### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

### Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue to build staff capacity on implementing the SNPS instructional model to include units of learning around Mathematics.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants To be confirmed <input checked="" type="checkbox"/> Departmental resources Model of Teaching <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Establish and implement a common approach to writing assessment and goal setting.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Rebecca Joyce - Literacy Coach - DET <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement a Program Development Plan with a particular focus drawn from	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Programme Standards and Practices.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> School Improvement Team	to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Develop a scope and sequence to implement the Resilience, Rights and Respectful Relationships program across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DET RRRR consultants Lead school contacts	<input checked="" type="checkbox"/> On-site
Implement and embed the updated Student Engagement and Wellbeing policy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants To be confirmed <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement and document Circle Time routines across all year levels on a weekly basis	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Implement Restorative Practices conversations within all classes and in the yard	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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