

# 2023 Annual Implementation Plan

## for improving student outcomes

Lismore Primary School (1293)



Submitted for review by Brad Whittaker (School Principal) on 05 December, 2022 at 01:08 PM  
Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 19 December, 2022 at 04:15 PM  
Endorsed by Tania Leech (School Council President) on 28 March, 2023 at 08:48 AM

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

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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>	There are many things to be taken from the self-evaluation. At the mid-year evaluation it was evident that some of the targets and actions in the 2022 AIP were aspirational, and a clearer focus on important work that was achievable and have a high impact was required. Moving forward, the continuation of this work, such as the embedding of our Maths instructional model, continued updating of our Maths scope and sequence document, documentation and tracking of student learning goals and continued focus on celebrating and sharing student successes is crucial. The use of the PLC model has proven effective in inquiry cycles, so a more consistent approach with a focus on the use of student data to guide teaching is an identified priority after completing the self-evaluation. We are proud of our connection between school and home and will
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	<p>continue to build this connection both with families and the local community. There are regular comments at the school about the positive school culture and how happy people are to come to the school. These comments come from staff, students and parents and has been a focus of the school for 2-3 years. A strategic focus on professional learning based on the very specific school goals for 2023 is vital. Professional learning in 2022 has been of a good quality, but some of the early professional learning connected to the work that was later seen as aspirational. Overall, there has been noticeable progress on the Continua of Practice between 2021 and 2022.</p>
<p><b>Considerations for 2023</b></p>	<p>The targets on the SSP are all still a relevant and important driving force for the direction of the school in 2023. Both goals will be encompassed in the work that is prioritised. The self-evaluation was a positive reaffirmation that our work is going in the right direction. It has helped further narrow the focus on some key areas for 2023 such as, a consistent approach to student learning goals and feedback to students/families around these, the effective use of data for learning, not just of learning, and to continue to build student's positive understanding of their strengths and providing them with the language and confidence to speak about these. Our SSP plan goals will not be met early, but I expect teacher judgement data to show positive progression towards the targets.</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>	Maximise learning growth and achievement for all students.
<b>Target 2.1</b>	By 2023, the percentage of F-6 students achieving above the Victorian Curriculum age expected level in Writing will increase from 10 per cent in 2019 to 25 per cent.
<b>Target 2.2</b>	By 2023, all students will have documented learning goals, and all students will achieve their literacy and numeracy goals set within their plans each year.
<b>Target 2.3</b>	In each year of the Strategic Plan 2021 to 2024, all Year 1 to 6 students will achieve at least one Victorian Curriculum Level of learning each school year, as measured by teacher judgements in each subject assessed.

<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop teacher capacity in data literacy and formative assessment for differentiated learning.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Build teachers' knowledge of writing and their capacity to teach it.
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Strengthen the school's agreed approach to curriculum, pedagogy and assessment.
<b>Goal 3</b>	Improve student agency in learning.
<b>Target 3.1</b>	<p>In the Student Attitudes to School survey, increase the rolling average percentage endorsement</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 63 per cent (2018 to 2020) to at least 76 per cent (2021 to 2023)</li> <li>• Self-regulation and goal setting from 77 per cent (2018 to 2020) to at least 90 per cent (2021 to 2023)</li> <li>• Differentiated learning challenge from 73 per cent (2018-2020) to at least 84 per cent (2021 to 2023)</li> </ul>
<b>Target 3.2</b>	<p>Improve school evaluation on the FISO Continua for Positive Climate for Learning by progressing from Evolving to Embedding for:</p> <ul style="list-style-type: none"> <li>• empowering students and building school pride</li> <li>• intellectual engagement and self-awareness.</li> </ul>

<b>Target 3.3</b>	<p>In the Parent Opinion Survey, increase the rolling average percentage endorsement for:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 74 per cent (2018 to 2020) to at least 83 per cent (2021 to 2023)</li> <li>• Student motivation and support from 52 per cent (2018 to 2020) to at least 80 per cent (2021 to 2023)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Clarify the meaning, expectations and practices for student voice and agency in order to implement through the school.
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Build students' capacity to set goals and use metacognition to improve their learning.
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Create opportunities for student voice and agency through giving and receiving feedback, goal setting and co-constructed learning.

## 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>KIS 1.a: By the end of 2023, increase the number of students achieving one level of growth in Mathematics from 86% (2022) to 95%. KIS 1.a: By the end of 2023, 95% of all documented numeracy learning goals are to be achieved. KIS 1.b: Foster a school culture of respect and equality KIS 1.b: Increase 'very good' Peer Relationships scores on adapted AtoSS from 34% in 2022 to 60% in 2023. KIS 1.b: Increase stimulated learning positive endorsement on adapted AtoSS from 76% in 2022 to 85% in 2023. KIS 1.b: Increase 'strongly agree' Student Voice &amp; Agency scores on adapted AtoSS from 34% in 2022 to 60% in 2023.</p>
Maximise learning growth and achievement for all students.	No	By 2023, the percentage of F-6 students achieving above the Victorian Curriculum age expected level in Writing will increase from 10 per cent in 2019 to 25 per cent.	
		By 2023, all students will have documented learning goals, and all students will achieve their literacy and numeracy goals set within their plans each year.	



		In each year of the Strategic Plan 2021 to 2024, all Year 1 to 6 students will achieve at least one Victorian Curriculum Level of learning each school year, as measured by teacher judgements in each subject assessed.	
Improve student agency in learning.	No	In the Student Attitudes to School survey, increase the rolling average percentage endorsement <ul style="list-style-type: none"> <li>• Student voice and agency from 63 per cent (2018 to 2020) to at least 76 per cent (2021 to 2023)</li> <li>• Self-regulation and goal setting from 77 per cent (2018 to 2020) to at least 90 per cent (2021 to 2023)</li> <li>• Differentiated learning challenge from 73 per cent (2018-2020) to at least 84 per cent (2021 to 2023)</li> </ul>	
		Improve school evaluation on the FISO Continua for Positive Climate for Learning by progressing from Evolving to Embedding for: <ul style="list-style-type: none"> <li>• empowering students and building school pride</li> <li>• intellectual engagement and self-awareness.</li> </ul>	
		In the Parent Opinion Survey, increase the rolling average percentage endorsement for: <ul style="list-style-type: none"> <li>• Student voice and agency from 74 per cent (2018 to 2020) to at least 83 per cent (2021 to 2023)</li> <li>• Student motivation and support from 52 per cent (2018 to 2020) to at least 80 per cent (2021 to 2023)</li> </ul>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <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>
<b>12 Month Target 1.1</b>	KIS 1.a: By the end of 2023, increase the number of students achieving one level of growth in Mathematics from 86% (2022) to 95%.

	<p>KIS 1.a: By the end of 2023, 95% of all documented numeracy learning goals are to be achieved.</p> <p>KIS 1.b: Foster a school culture of respect and equality</p> <p>KIS 1.b: Increase 'very good' Peer Relationships scores on adapted AtoSS from 34% in 2022 to 60% in 2023.</p> <p>KIS 1.b: Increase stimulated learning positive endorsement on adapted AtoSS from 76% in 2022 to 85% in 2023.</p> <p>KIS 1.b: Increase 'strongly agree' Student Voice &amp; Agency scores on adapted AtoSS from 34% in 2022 to 60% in 2023.</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>	KIS 1.a: By the end of 2023, increase the number of students achieving one level of growth in Mathematics from 86% (2022) to 95%. KIS 1.a: By the end of 2023, 95% of all documented numeracy learning goals are to be achieved. KIS 1.b: Foster a school culture of respect and equality KIS 1.b: Increase 'very good' Peer Relationships scores on adapted AtoSS from 34% in 2022 to 60% in 2023. KIS 1.b: Increase stimulated learning positive endorsement on adapted AtoSS from 76% in 2022 to 85% in 2023. KIS 1.b: Increase 'strongly agree' Student Voice & Agency scores on adapted AtoSS from 34% in 2022 to 60% in 2023.
<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 a robust student goal setting and reflection process and monitor the impact of this Strengthen the whole school approach to teaching Mathematics
<b>Outcomes</b>	Teachers are confidently using the instructional model as the basis of Mathematics lessons Teachers are monitoring and providing feedback related to student's individual learning goals Teachers will lead communication between school and home related to individual learning goals Students can identify their individual learning goals and the next steps towards achieving these goals Students will have some input into their individual learning goals Leadership will develop a system for monitoring student goals Leadership will establish routines and allow time for providing feedback on student goals Staff will work collaboratively to further develop a joint understanding of the Mathematics instructional model
<b>Success Indicators</b>	Teachers are planning using the agreed planning document based on the instructional model Teachers are actively discussing learning goals with leadership, families and students Students can be heard identifying their learning goals Evidence in diaries or on Seesaw of learning goals being shared and successes celebrated Student data when measured against the Victorian Curriculum Growth as shown using summative assessment tools such as Essential Assessment and PAT testing Student learning goals achieved as measured using the developed monitoring system

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue professional learning with numeracy consultant to build teacher understanding of the elements of the instructional model, including the purchasing of resources	<input checked="" type="checkbox"/> Principal	<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
Actively engage with the Maths CoP and translate learning into school-based action. Fund CRT's to allow Principal to attend meetings	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00  <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 and embed the use of a consistent Maths planning document based on the instructional model across the school	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<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
Allocate time for teachers to plan collaboratively - with a focus on enabling and extending for equity funded students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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
Document plans and outcomes of observations of Maths lessons	<input checked="" type="checkbox"/> Teacher(s)	<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
Develop a school-wide student goals monitoring system	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Allocate time for teachers to develop, monitor and update IEP's and student learning goals, and then communicate achievement to families	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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 a plan for the collection of data related to individual student goals	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Use student goals to guide selection of students for TLI program and support principal to run TLI program	<input checked="" type="checkbox"/> Principal	<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 update the scope and sequence document for Maths, with a particular focus on adding resources	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,993.79  <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 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>	Strengthen implementation of the whole school approach to Respectful Relationships			
<b>Outcomes</b>	<p>Students understand and practice respectful relationships</p> <p>Students use a range of positive coping strategies</p> <p>Teachers and students challenge disrespectful attitudes and behaviours, inequality and limiting and harmful gender stereotypes</p> <p>Teachers explicitly teach and assess social and emotional learning, respectful relationships and consent education</p> <p>Leadership is driving and promoting the Respectful Relationships initiative across the school community</p> <p>Students and school staff show an increase in positive behaviours and attitudes towards equality</p>			
<b>Success Indicators</b>	<p>100% of staff have engage in professional learning about respectful relationships</p> <p>Curriculum documentation and timetable shows plans for explicit teaching of respectful relationships education including consent training</p> <p>School policies model respectful relationships and gender equality practices across the school</p> <p>Staff and students understand where they can seek help and support, and age-appropriate information is visible in posters around the school</p> <p>Positive shift in behaviours, attitudes and equity evident in Respectful Relationships independent evaluation snapshot</p> <p>Data sources indicate a sustained improvement in positive attitudes, behaviours and gender equality across the school community. Eg. SAtSS and adapted SAtSS data, attendance data</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>



<p>Conduct school baseline assessment to explore how gender equality and respectful relationships are currently promoted</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Identify areas that might need improvement across the 6 elements of the whole school approach</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Develop an Action Plan that maps the school's priorities over the 6 elements of the whole-school approach</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use the Respectful Relationships Kit to engage students in conversation about respectful relationships	<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
Include student voice through gaining feedback about the effectiveness of the implementation and guide future action	<input checked="" type="checkbox"/> Principal	<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
Review staff professional learning needs in Respectful Relationships and develop strategy to address any gaps	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Include time for Respectful Relationships planning as a standard item on curriculum planning meeting agendas	<input checked="" type="checkbox"/> Principal	<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
Update curriculum plans to identify DET's Respectful Relationships teaching and learning materials to be used across all levels	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Liaise and conduct regular check-ins with the Respectful Relationships Team to guide whole school approach to the program - fund the time to allow the principal to complete this work	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,397.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$22,493.79	\$22,493.79	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
<b>Total</b>	<b>\$53,141.17</b>	<b>\$53,141.17</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue professional learning with numeracy consultant to build teacher understanding of the elements of the instructional model, including the purchasing of resources	\$5,000.00
Actively engage with the Maths CoP and translate learning into school-based action. Fund CRT's to allow Principal to attend meetings	\$3,500.00
Allocate time for teachers to plan collaboratively - with a focus on enabling and extending for equity funded students	\$4,000.00
Document plans and outcomes of observations of Maths lessons	\$2,000.00
Allocate time for teachers to develop, monitor and update IEP's and student learning goals, and then communicate achievement to families	\$4,000.00
Continue to update the scope and sequence document for Maths, with a particular focus on adding resources	\$3,993.79

Liaise and conduct regular check-ins with the Respectful Relationships Team to guide whole school approach to the program - fund the time to allow the principal to complete this work	\$22,397.00
<b>Totals</b>	<b>\$44,890.79</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue professional learning with numeracy consultant to build teacher understanding of the elements of the instructional model, including the purchasing of resources	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)
Actively engage with the Maths CoP and translate learning into school-based action. Fund CRT's to allow Principal to attend meetings	from: Term 1 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> CRT
Allocate time for teachers to plan collaboratively - with a focus on enabling and extending for equity funded students	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> CRT
Document plans and outcomes of observations of Maths lessons	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Allocate time for teachers to develop, monitor and update IEP's and student learning goals, and	from: Term 1	\$4,000.00	<input checked="" type="checkbox"/> CRT

then communicate achievement to families	to: Term 4		
Continue to update the scope and sequence document for Maths, with a particular focus on adding resources	from: Term 1 to: Term 4	\$3,993.79	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$22,493.79	

### Activities and Milestones - Disability Inclusion Funding

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

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

Activities and Milestones	When	Funding allocated (\$)	Category
Liaise and conduct regular check-ins with the Respectful Relationships Team to guide whole school approach to the program - fund the time to allow the principal to complete this work	from: Term 1 to: Term 4	\$30,647.38	<input checked="" type="checkbox"/> Respectful Relationships (free)
<b>Totals</b>		\$30,647.38	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

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

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



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue professional learning with numeracy consultant to build teacher understanding of the elements of the instructional model, including the purchasing of resources	✓ Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ External consultants Andrea Hillbrick</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Actively engage with the Maths CoP and translate learning into school-based action. Fund CRT's to allow Principal to attend meetings	✓ Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Design of formative assessments</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Maths/Sci Specialist</li> </ul>	<ul style="list-style-type: none"> <li>✓ Off-site CoP meetings</li> </ul>
Document plans and outcomes of observations of Maths lessons	✓ Teacher(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Review staff professional learning needs in Respectful Relationships and develop strategy to address any gaps	✓ Principal	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Network Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Departmental resources Respectful Relationships Team</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Liaise and conduct regular check-ins with the Respectful	✓ Principal	from: Term 1	<ul style="list-style-type: none"> <li>✓ Planning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Network Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Departmental resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

Relationships Team to guide whole school approach to the program - fund the time to allow the principal to complete this work		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development		Respectful Relationships Team	
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