

2023 Annual Implementation Plan

for improving student outcomes

Eynesbury Primary School (5311)



EYNESBURY
PRIMARY SCHOOL

Submitted for review by Phillip Coloca (School Principal) on 12 December, 2022 at 01:39 PM
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 15 December, 2022 at 01:08 PM
Endorsed by Ebbie Hungerford (School Council President) on 15 December, 2022 at 01:32 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	

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

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

Support	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	

Enter your reflective comments	Eynesbury Primary School made significant progress over the course of our second year, particularly with respect to teacher capacity in the implementation of our instructional model and core foci, including the development and documentation of a low-variance, knowledge-rich curriculum and a literacy block informed by an evidence-based structured-literacy approach. School leadership was able to capitalise on much of the foundational work undertaken within the school over the course of 2021 to ensure that all structures, goals and objectives were adequately planned for and implemented with fidelity in 2022. This shift was supported by significant investment in internal and external professional learning and has resulted in the aforementioned effective implementation of a number of key priorities during 2022.
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	<p>The co-development, and the embedding of, behaviour frameworks and matrices has facilitated a positive staff and student culture which has also been supported by significant resourcing in this area. Students report confidence in our learning approach and ability to meet them at their point of need. Our emphasis on routines and expectations has supported many to adapt and re-adapt to schooling after a tumultuous past two years.</p>
<p>Considerations for 2023</p>	<p>Whilst emphasising the Key Improvement Strategies and Goals common across the system in 2023, Eynesbury Primary School will also place considerable emphasis on the ongoing professional development of our teachers to embed evidence-based approaches within their instruction that is informed by an instructional model predicated on Explicit and Direct Instruction. Staff will also continue it's learning journey into the Science of Reading, the implementation of Sounds-Write across every grade level, the implementation of our structured literacy block, the explicit teaching of writing and on evidence based numeracy approaches.</p> <p>The school will place considerable emphasis on our Professional Learning Community inquiry, particularly emphasising its role in forming a feedback loop between collaborative team planning and the ongoing assessment process.</p> <p>Continued investigation into a whole school wellbeing framework/approach will also be emphasised, with the Respectful Relationships curriculum being implemented in full across Prep-Year 6.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	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> <ul style="list-style-type: none"> - Return the positive endorsement in 'Differentiated learning challenge' (AtoSS) to above 90% - Increase positive endorsement in 'Stimulating learning (AtoSS) above 80% - Reduce the rate of negative endorsement in 'Resilience' (AtoSS) below 35% - Increase positive endorsement in 'Sense of confidence (AtoSS) above 85% - Attain above 'Benchmark growth' rates (NAPLAN) above the state average in both Reading and Numeracy - Decrease the percentage of students achieving below expected level (Teacher Judgments) across all Mathematics domains below 10% - Increase the percentage of students achieving above expected level (Teacher Judgments) across all mathematics domains above 25% - Increase the percentage of students achieving above expected level (Teacher Judgments) in Reading above 35% - Maintain the percentage of students achieving in the top 2 bands in reading at

			or above 67% in Year 3, and above 50% in Year 5
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Goal 1	<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	
12 Month Target 1.1	<ul style="list-style-type: none"> - Return the positive endorsement in 'Differentiated learning challenge' (AtoSS) to above 90% - Increase positive endorsement in 'Stimulating learning (AtoSS) above 80% - Reduce the rate of negative endorsement in 'Resilience' (AtoSS) below 35% - Increase positive endorsement in 'Sense of confidence (AtoSS) above 85% - Attain above 'Benchmark growth' rates (NAPLAN) above the state average in both Reading and Numeracy - Decrease the percentage of students achieving below expected level (Teacher Judgments) across all Mathematics domains below 10% - Increase the percentage of students achieving above expected level (Teacher Judgments) across all mathematics domains above 25% - Increase the percentage of students achieving above expected level (Teacher Judgments) in Reading above 35% - Maintain the percentage of students achieving in the top 2 bands in reading at or above 67% in Year 3, and above 50% in Year 5 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 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

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<ul style="list-style-type: none"> - Return the positive endorsement in 'Differentiated learning challenge' (AtoSS) to above 90% - Increase positive endorsement in 'Stimulating learning (AtoSS) above 80% - Reduce the rate of negative endorsement in 'Resilience' (AtoSS) below 35% - Increase positive endorsement in 'Sense of confidence (AtoSS) above 85% - Attain above 'Benchmark growth' rates (NAPLAN) above the state average in both Reading and Numeracy - Decrease the percentage of students achieving below expected level (Teacher Judgments) across all Mathematics domains below 10% - Increase the percentage of students achieving above expected level (Teacher Judgments) across all mathematics domains above 25% - Increase the percentage of students achieving above expected level (Teacher Judgments) in Reading above 35% - Maintain the percentage of students achieving in the top 2 bands in reading at or above 67% in Year 3, and above 50% in Year 5
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Implement the Writing Scope and Sequence P-6 - Implement the Numeracy Scope and Sequence P-6 - Implement the Spelling and Morphology Scope and Sequence P-6 - Implement the Language Conventions Scope and Sequence P-6 - Implement Instructional Coaching and source ongoing professional learning for coaches - Develop teacher capacity in formative assessment practices - Further develop teacher capacity to operate effectively within the context of Explicit and Direct Instruction and Structured Literacy - Establish Acadience Maths as the key data point in assessing and planning for students' numeracy needs - Establish comparative judgment through the 'No More Marking' assessment as the key data point in assessing and planning for students' writing needs - Implement MTSS in Reading Intervention - Further refine our PLC model and develop teacher capacity to work effectively within this framework
Outcomes	Teachers will: <ul style="list-style-type: none"> • Consistently and explicitly implement the Instructional Model

	<ul style="list-style-type: none"> • Meet in PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons • Engage in collaborative planning • Engage in ongoing coaching • Implement the school's expanded Literacy Block across all grade levels • Confidently and accurately identify student learning needs of their students • Assess student learning, provide regular and explicit feedback and monitor and track progress • Differentiate learning to each student's next point of challenge and intervene (Tier 1) where necessary or plan for structured, MTSS intervention (Tiers 2 and 3) when required • Develop an understanding of curriculum essentials to ensure mastery • Implement the agreed assessment schedule • Engage in the explicit teaching of structured literacy/synthetic phonics • Become further proficient in implementing and analysing our benchmarking assessments <p>Students will:</p> <ul style="list-style-type: none"> • Know how lessons are structured and how this supports their learning • Experience success and celebrate the acquisition of knowledge • Receive targeted support and intervention when required • Be able to articulate the next steps in their learning <p>School leadership will:</p> <ul style="list-style-type: none"> • Continue to lead and guide the documentation of our low-variance knowledge-rich curriculum • Lead professional learning to support teacher understanding of the Science of Reading • Lead professional learning to support teacher understanding of Explicit and Direct Instruction • Lead 1-1 and team coaching as per the school's Coaching framework • Lead whole school Literacy, Numeracy and Leadership professional learning • Monitor the effectiveness of our PLCs and continue to refine processes • Monitor and continue to refine tutor intervention model processes • Monitor student progress • Celebrate team and individual success
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Teacher records and observations of student progress including formative assessment and end of semester judgments • Classroom observations and learning walks demonstrating ongoing application of professional learning undertaken • Student feedback (survey and focus group) on differentiation, the instructional model, and use of common strategies • Student progress indicated via the school's nominated Benchmarking Assessments • Attendance data • Assessment data and student surveys from intervention groups

	<ul style="list-style-type: none"> • Progress against Individual Education Plans • Assessment of school curriculum documentation 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Implement the Writing Scope and Sequence P-6	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<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 the Numeracy Scope and Sequence P-6	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<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>- Implement the Spelling and Morphology Scope and Sequence P-6</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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 the Language Conventions Scope and Sequence P-6</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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 Instructional Coaching and source ongoing professional learning for coaches</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <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 teacher capacity in formative assessment practices	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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
- Further develop teacher capacity to operate effectively within the context of Explicit and Direct Instruction and Structured Literacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <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
- Establish Acadience Maths as the key data point in assessing and planning for students' numeracy needs	<input checked="" type="checkbox"/> Assistant Principal <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
- Establish comparative judgment through the 'No More Marking' assessment as the key data point in assessing and planning for students' writing needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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
- Implement MTSS in Reading Intervention	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal		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
- Further refine our PLC model and develop teacher capacity to work effectively within this framework	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <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
Finalise the EPS Reading Policy	<input checked="" type="checkbox"/> Assistant Principal <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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Further investigate the Friends Resilience Framework for implementation in 2024 - Review and revise the Respectful Relationships wellbeing curriculum across all grade levels - Further engage in Respectful Relationships training - Establish a Respectful Relationships Steering Group - Develop and implement whole school wellbeing structures, including processes that guide our response to student wellbeing and behavioural concerns - Maintain student representative frameworks including Student Leadership, Environmental Leadership and House Captains - Expand wellbeing and co-curricular activities including lunchtime activities - Trial and develop a school 'Social Skills' group 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> • Contribute to the ongoing review and refinement of school wellbeing and behaviour processes • Implement the above-mentioned processes • Model and consistently apply agreed upon routines and practices • Explicitly teach social-emotional learning within the core curriculum using the Respectful Relationships Curriculum • Develop strong, productive relationships with students • Monitor student wellbeing and behaviour and apply agreed upon strategies • Escalate student wellbeing and behaviour concerns where necessary <p>Students will:</p> <ul style="list-style-type: none"> • Feel supported and engaged and contribute to a strong classroom culture • Receive support when at-risk • Develop and maintain strong relationships with peers • Receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate • Be involved in student representative forums 			

	<p>School leadership will:</p> <ul style="list-style-type: none"> • Work collaboratively to evolve the whole school wellbeing framework • Articulate a common understanding of the whole school approach to wellbeing • Strengthen engagement with regional and external support agencies including health services • Establish agreed monitoring processes and ensure their visibility • Establish a case management model to support individual students • Support families of at-risk students 			
Success Indicators	<ul style="list-style-type: none"> • Documentation of frameworks, policies or programs • Shared PL goals documented in staff PDPs • Curriculum documentation reflecting social and emotional learning • Documentation of resources for wellbeing programs • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns • Teacher reports of student wellbeing concerns • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families • Documentation of strategies students will use in classes and at school 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>- Further investigate the Friends Resilience Framework for implementation in 2024</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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>- Review and revise the Respectful Relationships wellbeing curriculum across all grade levels</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</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>- Further engage in Respectful Relationships training</p>	<p><input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$2,500.00</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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>- Establish a Respectful Relationships Steering Group</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</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
- Develop and implement whole school wellbeing structures, including processes that guide our response to student wellbeing and behavioural concerns	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing 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
- Maintain student representative frameworks including Student Leadership, Environmental Leadership and House Captains	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(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
- Expand wellbeing and co-curricular activities including lunchtime activities	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing 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
- Trial and develop a school 'Social Skills' group	<input checked="" type="checkbox"/> Wellbeing 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
- Ongoing professional learning on EPS whole school wellbeing and behaviour frameworks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Wellbeing Team		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
- Implement a 'case management' model to support students who may be at risk	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$20,000.00	-\$20,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$92,500.00	-\$92,500.00
Total	\$0.00	\$112,500.00	-\$112,500.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
- Implement Instructional Coaching and source ongoing professional learning for coaches	\$10,000.00
- Develop teacher capacity in formative assessment practices	\$5,000.00
- Further develop teacher capacity to operate effectively within the context of Explicit and Direct Instruction and Structured Literacy	\$5,000.00
- Further engage in Respectful Relationships training	\$2,500.00
Totals	\$22,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
- Implement Instructional Coaching and source ongoing professional learning for coaches	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
- Develop teacher capacity in formative assessment practices	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
- Further develop teacher capacity to operate effectively within the context of Explicit and Direct Instruction and Structured Literacy	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$20,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
- Further engage in Respectful Relationships training	from: Term 1	\$2,500.00	<input checked="" type="checkbox"/> Respectful Relationships (free) This activity will use Mental Health Menu staffing

	to: Term 2		<ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
Totals		\$2,500.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Adequately resource the Respectful Relationships Curriculum Implementation across the school	\$90,000.00
Totals	\$90,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Adequately resource the Respectful Relationships Curriculum Implementation across the school	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Adequately resource the Respectful Relationships	from: Term 1		

Curriculum Implementation across the school	to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Adequately resource the Respectful Relationships Curriculum Implementation across the school	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free) <ul style="list-style-type: none"> This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) ○ Employ Mental Health Staff in school (Edupay or technical support - specialist) <ul style="list-style-type: none"> Mental health practitioner ○ Employ CRT to release staff member
Totals		\$90,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
- Implement the Writing Scope and Sequence P-6	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Implement the Numeracy Scope and Sequence P-6	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Implement the Spelling and Morphology Scope and Sequence P-6	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal					
- Implement the Language Conventions Scope and Sequence P-6	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
- Implement Instructional Coaching and source ongoing professional learning for coaches	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
- Develop teacher capacity in formative assessment practices	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Dylan Wiliam	<input checked="" type="checkbox"/> Off-site Dylan Wiliam PL Scheduled for Term 3
- Further develop teacher capacity to operate effectively within the context of Explicit	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

and Direct Instruction and Structured Literacy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting		
- Establish Acadience Maths as the key data point in assessing and planning for students' numeracy needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
- Establish comparative judgment through the 'No More Marking' assessment as the key data point in assessing and planning for students' writing needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
- Further engage in Respectful Relationships training	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships Leads	<input checked="" type="checkbox"/> On-site