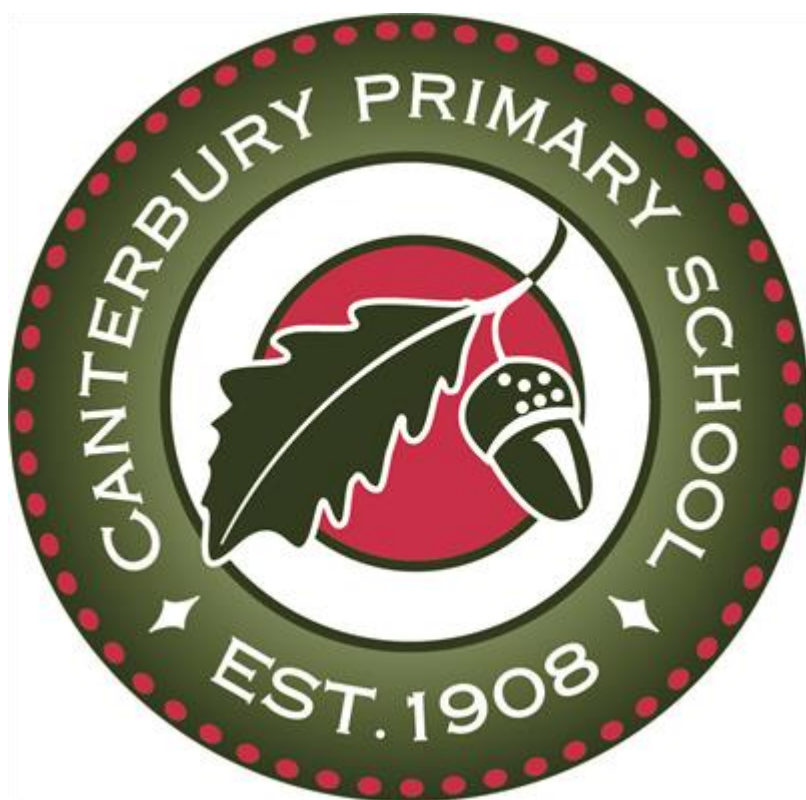# 2023 Annual Implementation Plan

for improving student outcomes

Canterbury Primary School (3572)

Submitted for review by Carly Pluck (School Principal) on 19 December, 2022 at 04:09 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 31 January, 2023 at 11:10 AM
Endorsed by Dani Armstrong (School Council President) on 17 February, 2023 at 03:13 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.	Embedding
	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	Excelling
	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	Embedding
	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	We are proud of the significant achievements we have made during the year, specifically in relation to teaching and learning, and community engagement. This was supported by stability in school leadership and staff, which supported the distribution of responsibilities, allowed us to align our efforts and ensured we were not only able to maintain, but improve our staff culture, reflected in our 2022 Staff Opinion Survey, where staff trust in colleagues has increased from 59% in 2020, to 87% in 2022. Highlights in relation to the FISO core elements (Leadership, Teaching & Learning, Assessment, Engagement and Support and Resources) are as below:

	- Implemented data-driven and evidence-based improvements in numeracy, school-wide, informed by a review of our Zoned Maths program, with a panel comprising DET Senior Education Improvement Leaders, DET Education Improvement Leaders, local secondary school Principal and numeracy leader, CPS teaching staff and members of the school's leadership team. - Greater consistency between teachers and classrooms, delivered through professional learning plan, assessment schedule, resources and classroom displays. - Undertook DET's Professional Learning Communities (PLC) Training during Term 3, ahead of implementation in 2023. - Engaged and strengthened our school community, reflected in term-by-term events (such as Humans of Canterbury and Education Week), fundraising efforts, revised school website, House Name Review and collaborative relationships between school leadership and Parents' Association. - Implemented a Health Scope and Sequence, school-wide, supporting student's social and emotional development. This was further enhanced by a school-wide Wellbeing Framework and targeted professional development opportunities for staff, including Inclusive Classrooms. - Following the success of our Colour Run in Term 4 2021, the expenditure of funds raised went towards refurbishing our Makerspace, which reopened school-wide in Term 1.
Considerations for 2023	We have gained steady momentum in 2022 and as a result, look towards embedding much of our work in 2023, specifically: - Continuing to improve student achievement data in numeracy, particularly growth, through a sustained focus on changes implemented following our Zoned Maths Review. - Implementing Professional Learning Communities, including appointing a PLC Coordinator and level 'champions' to work alongside the Leadership Team to deliver and monitor implementation. - Continuing to collaborate with our Parents Association to engage our community in a wide-variety of events and opportunities to showcase student learning, and promote school pride and connectedness. Additionally, we'd like to prioritise some additional work, including: - Reviewing and updating our school's approach to how we teach and assess English, based on current research and school context. - Develop a shared language and approach to how we best support, manage and communicate student needs, including behavioural needs.
Documents that support this plan	

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
Goal 2	To maximise learning growth and achievement for all students.
Target 2.1	By 2024 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN • Reading to increase from 76% (2019) to 85% or above • Writing to increase from 89% (2019) to 92% or above • Numeracy to increase from 71% (2019) to 85% or above
Target 2.2	By 2024 increase the percentage of students achieving in the top two bands in NAPLAN Year 3 • Numeracy to increase from 84% (2019) to 88% or above

	Year 5 • Reading to increase from 78% (2019) to 84% or above • Numeracy to increase from 57% (2019) to 65% or above
Target 2.3	By 2024 increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement (based on triangulated, norm referenced/standards–based data sets). • Reading from 62% (2020) to 70% or above • Writing from 46% (2020) to 54% or above • Number and algebra 56% (2020) to 64% or above • Measurement and geometry from 55% (2020) to 63% or above.
Key Improvement Strategy 2.a Building practice excellence	To embed consistent high–quality instructional and collaborative practices.
Key Improvement Strategy 2.b Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.
Key Improvement Strategy 2.c Evaluating impact on learning	To monitor and evaluate the impact of teaching on student learning outcomes.
Goal 3	To improve student agency in learning.
Target 3.1	By 2024 increase the percentage of positive endorsement in the SSS:

	• Academic emphasis from 76% (2020) to 85% or above • Collective efficacy from 93% (2020) to 95% or above • Teacher collaboration from 54%% (2020) to 75% or above
Target 3.2	By 2024 increase the percentage of positive endorsement in the POS: • Parent participation and involvement from 86% (2020) to 90% or above • Student motivation and support from 83% (2020) to 88% or above • Teacher communication from 75% (2020) to 82% or above
Target 3.3	By 2024 decrease student absence rates • Percentage of students with 20 or more absence days from 16% (2019) to 12% or less
Key Improvement Strategy 3.a Building practice excellence	To enhance teacher capacity to activate student agency.
Key Improvement Strategy 3.b Empowering students and building school pride	To embed a whole school strategy for students to monitor their own learning goals and track progress.
Key Improvement Strategy 3.c Parents and carers as partners	To enhance authentic learning partnerships between students and the school community.
Goal 4	To maximise the wellbeing of all students.

Target 4.1	By 2024 increase the percentage of positive endorsement in the student AToSS—question specific level:
	• 'I can recover in a short time when something bad happens to me' for boys from 93% (2019) to 97% or above • 'Students at this school treat each other with respect' for boys from 87% (2019) to 93% or above
Target 4.2	By 2024 increase the percentage of positive endorsement in the POS: • School improvement from 79% (2020) to 87% or above • Confidence and resiliency from 87% (2020) to 95% or above
Target 4.3	By 2024 increase the percentage of positive endorsement in the SSS: • Shielding and buffering from 70% (2020) to 80% or above • Staff trust in colleagues from 59%% (2020) to 85% or above • Parent and community involvement from 86% (2020) to 90% or above
Key Improvement Strategy 4.a Health and wellbeing	To build and sustain a consistent whole school wellbeing framework.
Key Improvement Strategy 4.b Building practice excellence	To build staff capacity to support complex social, emotional and wellbeing needs

Key Improvement Strategy 4.c Networks with schools, services and agencies	To maximise partnerships within and beyond the school community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Student Learning Target: Increase teacher judgements (P-6) in Number and Algebra for students working above expected standard from 56% to 65%, and reduce the percentage of students working below standard. Student Wellbeing Target: By 2024 increase the percentage of positive endorsement in the student AToSS — question specific level: 'I can recover in a short time when something bad happens to me' for boys from 93% (2019) to 97% or above 'Students at this school treat each other with respect' for boys from 87% (2019) to 93% or above.
To maximise learning growth and achievement for all students.	Yes	By 2024 increase the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN • Reading to increase from 76% (2019) to 85% or above • Writing to increase from 89% (2019) to 92% or above	Maintain or further improve 2021 the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN. Reading 84% in 2021 Writing 90% in 2021 Numeracy 87% in 2021.

	• Numeracy to increase from 71% (2019) to 85% or above	
	By 2024 increase the percentage of students achieving in the top two bands in NAPLAN Year 3 • Numeracy to increase from 84% (2019) to 88% or above Year 5 • Reading to increase from 78% (2019) to 84% or above • Numeracy to increase from 57% (2019) to 65% or above	Year 3 Percentage of students working in the top 2 bands in Numeracy to increase from 77% (2022) to 85% or above. Maintain or further improve the percentage of Year 5 students working in the top 2 bands. Reading 82% in 2022 Numeracy 69% in 2022.
	By 2024 increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement (based on triangulated, norm referenced/standards–based data sets). • Reading from 62% (2020) to 70% or above • Writing from 46% (2020) to 54% or above • Number and algebra 56% (2020) to 64% or above	Increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement in all areas of literacy and numeracy.

		• Measurement and geometry from 55% (2020) to 63% or above.	
To improve student agency in learning.	No	By 2024 increase the percentage of positive endorsement in the SSS: • Academic emphasis from 76% (2020) to 85% or above • Collective efficacy from 93% (2020) to 95% or above • Teacher collaboration from 54%% (2020) to 75% or above	
		By 2024 increase the percentage of positive endorsement in the POS: • Parent participation and involvement from 86% (2020) to 90% or above • Student motivation and support from 83% (2020) to 88% or above • Teacher communication from 75% (2020) to 82% or above	
		By 2024 decrease student absence rates	

		• Percentage of students with 20 or more absence days from 16% (2019) to 12% or less	
To maximise the wellbeing of all students.	No	By 2024 increase the percentage of positive endorsement in the student AToSS—question specific level: • 'I can recover in a short time when something bad happens to me' for boys from 93% (2019) to 97% or above • 'Students at this school treat each other with respect' for boys from 87% (2019) to 93% or above	
		By 2024 increase the percentage of positive endorsement in the POS: • School improvement from 79% (2020) to 87% or above • Confidence and resiliency from 87% (2020) to 95% or above	
		By 2024 increase the percentage of positive endorsement in the SSS:	

| | | • Shielding and buffering from 70% (2020) to 80% or above
• Staff trust in colleagues from 59%% (2020) to 85% or above
• Parent and community involvement from 86% (2020) to 90% or above | |

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	Student Learning Target: Increase teacher judgements (P-6) in Number and Algebra for students working above expected standard from 56% to 65%, and reduce the percentage of students working below standard. Student Wellbeing Target: By 2024 increase the percentage of positive endorsement in the student AToSS — question specific level: 'I can recover in a short time when something bad happens to me' for boys from 93% (2019) to 97% or above 'Students at this school treat each other with respect' for boys from 87% (2019) to 93% or above.	
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.	
Goal 2	To maximise learning growth and achievement for all students.	
12 Month Target 2.1	Maintain or further improve 2021 the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN. Reading 84% in 2021 Writing 90% in 2021 Numeracy 87% in 2021.	
12 Month Target 2.2	Year 3 Percentage of students working in the top 2 bands in Numeracy to increase from 77% (2022) to 85% or above. Maintain or further improve the percentage of Year 5 students working in the top 2 bands. Reading 82% in 2022 Numeracy 69% in 2022.	
12 Month Target 2.3	Increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement in all areas of literacy and numeracy.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To embed consistent high–quality instructional and collaborative practices.	No
KIS 2 Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.	No
KIS 3	To monitor and evaluate the impact of teaching on student learning outcomes.	Yes

Evaluating impact on learning	
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.	In 2023, our school will be implementing the PLC Initiative with staff following successful completion of the training in 2022. This will align our processes, including use of assessment schedule and student achievement data, which will improve our teachers' capacity to utilise assessment data effectively and collaboratively.

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	Student Learning Target: Increase teacher judgements (P-6) in Number and Algebra for students working above expected standard from 56% to 65%, and reduce the percentage of students working below standard. Student Wellbeing Target: By 2024 increase the percentage of positive endorsement in the student AToSS — question specific level: 'I can recover in a short time when something bad happens to me' for boys from 93% (2019) to 97% or above 'Students at this school treat each other with respect' for boys from 87% (2019) to 93% or above.
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	- Further embedding the work of the 2022 Zoned Maths Review, with a specific focus on student engagement, and teacher practice and collaboration. - Refine our school's pedagogical approach to English, based on current research and school context. - Develop teachers' capacity to implement a comprehensive, evidence-based and differentiated English program from Prep to 6.
Outcomes	Students in need of targeted support or intervention, in Mathematics and English, will be identified and supported Students will collaborate with their peers through contextualised, rich-application tasks, applying reasoning and problem-solving thinking skills. Teachers will identify student learning needs based on diagnostic assessment data. Teachers will collaboratively plan for differentiation based on student achievement data. Leaders will provide coaching and mentoring to support teachers throughout the year when implementing our Zoned Maths program. Leaders will utilise budget areas to provide teaching staff with up-to-date resources, which can be utilised when planning, teaching and assessing. Leaders will support teaching staff to reflect upon, and revise current Reading and Writing units. Leaders will facilitate an induction program to support new staff entering the school. If we are successful in implementing the above actions, teachers will feel a greater level of clarity, confidence and consistency when

	teaching English and Mathematics at Canterbury Primary School. This will improve planning, collaboration, assessment and reporting, which will have an overall positive influence on student achievement data school-wide.
Success Indicators	- Refined CPS Curriculum Framework - Consistent teacher work plans - Teacher and student surveys - Student achievement data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teaching teams will be supported to implement our zoning program in Term 1, with a focus on conducting student assessments, analysing Guttman, identifying Zone of Proximal Development, sequencing and planning content and delivering high quality lessons.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Further embedding rich-tasks in Numeracy, by collaborating with local schools to implement and moderate common tasks in each of our settings.	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Refine team level meeting agendas to ensure zoning remains a consistent focus throughout the year, and across the school.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Refine our school's Curriculum Framework to provide teachers with clarity regarding their English program, catering for Reading, Writing, Spelling and Speaking and Listening.	☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Deliver professional learning and provide resources to support teachers to implement a comprehensive, evidence-based and differentiated English program from Prep to 6.	☑ Literacy Leader ☑ Literacy Support ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to deliver high quality EAL and Tutor Learning programs, with a focus on identifying students through a tiered system and improving the collaboration between teachers.	☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop induction processes to support new and returning staff.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to utilise and promote the use of Learner Dispositions within the classroom to reinforce a shared language of learning.	☑ Leadership Team ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Improve resourcing, processes and procedures to support student, teacher and family needs school-wide. - Further enhancing the student experience while at school, to improve attendance, relationships and school connectedness.
Outcomes	Students will seek teacher support with emotional and social concerns when/if required, understanding the processes in place to restore relationships. Students will demonstrate school pride and reflect our school values when engaging with students, staff and the wider community. Teachers will plan for and implement social and emotional learning within their Health Program. Teachers will be able to recognise, respond to and communicate student needs, whether social, mental, behavioural or physical.

	Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches. Leaders will resource additional staffing to support the overall implementation of this goal. If we are successful in implementing the above actions, all students will feel safe, happy and supported both in and out of the classroom. This will support a shared language and understanding within the school community regarding the important role we each play.
Success Indicators	- Student, staff and parent opinion survey data - Documented induction program for new students - Updated Wellbeing Framework and Health Scope and Sequence to reflect any improvements made.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appoint an Acting Student Wellbeing Coordinator to provide additional support for students, staff and parents.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop an induction program for new students to support their transition into our school.	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning for all staff regarding processes, policies and procedures reflecting updated changes and improvements, such as student attendance, behaviour management and monitoring and tracking of incidents.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4		$8,571.30 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Increase the number and variety of lunchtime clubs offered to students, and explore ways to further engage students in the senior school socially.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Improve the buddy program, with a focus on increasing the frequency and purpose of visits, and explore opportunities for Year 3 students to connect with kindergartens in lieu of having their own buddy.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To maximise learning growth and achievement for all students.
12 Month Target 2.1	Maintain or further improve 2021 the percentage of students 'meeting' or 'above' benchmark growth in NAPLAN. Reading 84% in 2021 Writing 90% in 2021 Numeracy 87% in 2021.
12 Month Target 2.2	Year 3 Percentage of students working in the top 2 bands in Numeracy to increase from 77% (2022) to 85% or above. Maintain or further improve the percentage of Year 5 students working in the top 2 bands. Reading 82% in 2022 Numeracy 69% in 2022.
12 Month Target 2.3	Increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement in all areas of literacy and numeracy.
KIS 1	To monitor and evaluate the impact of teaching on student learning outcomes.

Evaluating impact on learning	
Actions	- Implement the Professional Learning Communities (PLC) program
Outcomes	Students will engage in learning that is targeted at their point of need. Teachers will meet weekly to collaboratively analyse student achievement data and plan for differentiated teaching, following school-wide processes implemented during Term 1. Leaders will develop the capacity of PLC 'Champions' to support implementation of the PLC initiative. Leaders will oversee implementation of the PLC initiative and track effectiveness to continually identify areas to refine/improve. Leaders will ensure that sufficient time is provided to teaching staff to support the delivery of this work. By implementing the PLC program, teachers will routinely meet and collaborate to collect and analyse student achievement data to inform their planning. This will support teachers to better differentiate at student point of need, ensuring that students remain engaged and active in learning.
Success Indicators	- 2023 PLC Overview - Professional Learning Plan - Meeting agendas and minutes - Student achievement data, reports and work samples.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appoint a PLC Coordinator and PLC Champions in each team to lead, oversee and track the implementation of the program, both school wide and within individual teams.	☑ Assistant Principal ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Develop specialist timetable and professional learning plan to provide time for teachers to complete PLC work.	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the Professional Learning Communities Training	☑ Assistant Principal ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Use the PLC process to reinforce teaching and learning in key curriculum areas, particularly Measurement and Geometry, Science and Writing.	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

	☑ PLC Leaders		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$0.00	$8,571.30	-$8,571.30
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$0.00	$8,571.30	-$8,571.30

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide professional learning for all staff regarding processes, policies and procedures reflecting updated changes and improvements, such as student attendance, behaviour management and monitoring and tracking of incidents.	$8,571.30
Totals	$8,571.30

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Provide professional learning for all staff regarding processes, policies and procedures reflecting updated changes and improvements, such	from: Term 1	$8,571.30	☑ School-based staffing

as student attendance, behaviour management and monitoring and tracking of incidents.	to: Term 4		
Totals		$8,571.30	

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**
Totals		$0.00	

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
Teaching teams will be supported to implement our zoning program in Term 1, with a focus on conducting student assessments, analysing Guttman, identifying Zone of Proximal Development, sequencing and planning content and delivering high quality lessons.	☑ Learning Specialist(s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Timetabled Planning Day	☑ Learning Specialist ☑ Numeracy leader	☑ On-site
Deliver professional learning and provide resources to support teachers to implement a comprehensive, evidence-based and differentiated English program from Prep to 6.	☑ Literacy Leader ☑ Literacy Support ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Provide professional learning for all staff regarding processes, policies and procedures reflecting updated changes and improvements, such as student attendance, behaviour management and monitoring and tracking of incidents.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site

| Implement the Professional Learning Communities Training | ☑ Assistant Principal ☑ PLC Leaders | from: Term 1 to: Term 4 | ☑ Formalised PLC/PLTs | ☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting | ☑ PLC Initiative ☑ Leadership partners ☑ Internal staff | ☑ On-site |