

# 2023 Annual Implementation Plan

## for improving student outcomes

Avondale Primary School (4812)



Submitted for review by Jill Benham (School Principal) on 05 April, 2023 at 10:16 AM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 14 April, 2023 at 01:18 PM

Endorsed by Isabelle Sawtell (School Council President) on 16 May, 2023 at 11:20 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	Evolving
	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	Evolving
	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		<ul style="list-style-type: none"> <li>- build a safe and supportive learning environment where teachers are regularly reflecting on their own practice, seek feedback from colleagues and willing to investigate, explore and experiment with a range of evidence based teaching practices</li> <li>- promote and strengthen community partnerships and school home relationships by engaging the community through parental involvement</li> </ul>

<b>Considerations for 2023</b>	<ul style="list-style-type: none"> <li>- develop consistency across the school with a focus on documenting our planning, including differentiation across all curriculum areas with a focus on Mathematics and Writing using an evidence based approach, data walls and moderation to build shared responsibility.</li> <li>- engage in professional learning with Margarita Breed (Mathematics Consultant) alongside all teachers, tutors and ES staff to explore the 'Big Ideas' in Mathematics including multiplicative thinking.</li> <li>- effective ways to track whole school data and ensure that is accessible for all staff</li> <li>- access to quality resources and manipulatives, including recommended texts to build teacher content knowledge and understanding</li> <li>- continue to build a safe and supportive learning environment where teachers are regularly reflecting on their own practice, seek feedback from colleagues and willing to investigate, explore and experiment with a range of evidence based teaching practices</li> <li>- focused and consistent approach to writing, implementation and sharing of Individual Education Plans to support Disability Inclusion rollout</li> <li>- professional learning in diversity and inclusion, in particular supporting students with trauma, EAL, student voice and agency, supporting refugees, working students and families with mental health issues, as well as building staff capacity related to the Disability Inclusion profiles and levels of support.</li> <li>- utilising staff expertise to lead and build staff knowledge of Personal and Social capabilities through the continued implementation of the Respectful Relationships program, SWPB and Zones of Regulation.</li> </ul>
<b>Documents that support this plan</b>	

## 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>	Improve student learning achievement in literacy and numeracy.
<b>Target 2.1</b>	Student learning - NAPLAN benchmark growth  Increase the percentage of Year 5 students above benchmark growth in: <ul style="list-style-type: none"> <li>• reading from 45% (2021) to 65% (2025)</li> <li>• writing from 36% (2021) to 50% (2025)</li> <li>• numeracy from 35% (2021) to 50% (2025).</li> </ul>
<b>Target 2.2</b>	Student learning - NAPLAN top two bands  Increase the percentage of Year 3 students in the top two bands in: <ul style="list-style-type: none"> <li>• reading from 74% (2021) to 80% (2025)</li> </ul>

	<ul style="list-style-type: none"> <li>• writing from 82% (2021) to 88% (2025)</li> <li>• numeracy from 43% (2021) to 55% (2025)</li> </ul> <p>Increase the percentage of Year 5 students in the top two bands in:</p> <ul style="list-style-type: none"> <li>• reading from 59% (2021) to 65% (2025)</li> <li>• writing from 30% (2021) to 40% (2025)</li> <li>• numeracy from 27% (2021) to 45% (2025).</li> </ul>
<b>Target 2.3</b>	<p>Student learning - Teacher judgments (semester 2 to semester 2)</p> <p>Increase the average percentage of Foundation to Year 6 students achieving above expected growth in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 28% (2019/2020) to 35% (2025)</li> <li>• Writing from 8% (2019/2020) to 25% (2025)</li> <li>• Number and algebra from 21% (2019/2020) to 30% (2025).</li> </ul>
<b>Target 2.4</b>	<p>School Staff Opinion Survey</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Understand how to analyse data from 53% (2020) to 70% (2025)</li> <li>• Guaranteed and viable curriculum from 63% (2020) to 75% (2025)</li> <li>• Instructional leadership from 54% (2020) to 80% (2025)</li> <li>• Use high impact teaching strategies from 80% (2020) to 85% (2025)</li> <li>• Professional learning through peer observation from 27% (2020) to 60% (2025).</li> </ul>

<b>Key Improvement Strategy 2.a</b> Instructional and shared leadership	Embed instructional leadership across the school.
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum for literacy and numeracy.
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Build a whole school approach to assessment practices and the use of data to inform differentiated teaching and learning.
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Build a whole school approach to the implementation of evidence-based pedagogical practices.
<b>Goal 3</b>	Improve student engagement in learning.
<b>Target 3.1</b>	<p>Student opinion – AToSS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 63% (2019) to 27% (2025)</li> <li>• Stimulated learning from 74% (2019) to 85% (2025)</li> <li>• Self-regulation and goal setting from 84% (2019) to 90% (2025).</li> </ul>
<b>Target 3.2</b>	<p>Parent opinion – POS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 78% (2019) to 85% (2025)</li> </ul>

	<ul style="list-style-type: none"> <li>• Stimulating learning environment from 89% (2019) to 94% (2025)</li> <li>• Effective teaching from 77% (2019) to 85% (2025).</li> </ul> <p>Increase the percentage of positive responses for the module School ethos and environment from 88% (2019) to above 95% (2025).</p>
<b>Target 3.3</b>	<p>School staff opinion – SSS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning from 76% (2019) to 86% (2025)</li> <li>• Use student feedback to improve practice from 62% (2019) to 78% (2025).</li> </ul>
<b>Target 3.4</b>	<p>Student attendance:</p> <p>Decrease the percentage of students with an average of greater than 20 days absent from 20% (2019) to less than 12 percent (2025).</p>
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Develop a whole school vision, values and teaching and learning framework.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Develop and embed a whole school approach to activating student voice and agency in learning.



<b>Goal 4</b>	Improve student wellbeing.
<b>Target 4.1</b>	<p>Student opinion – AToSS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 64% (2019) to 75% (2025)</li> <li>• Effective classroom behaviour from 71% (2019) to 82% (2025)</li> <li>• Sense of connectedness from 78% (2019) to 88% (2025)</li> <li>• Managing bullying from 81% (2019) to 88% (2025)</li> </ul>
<b>Target 4.2</b>	<p>Parent opinion – POS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Not experiencing bullying from 69% (2019) to 75% (2025)</li> <li>• Managing bullying from 92% (2019) to 95% (2025)</li> <li>• Parent participation and involvement from 80% (2019) to 90% (2025).</li> </ul>
<b>Target 4.3</b>	<p>School staff opinion – SSS:</p> <p>Increase the percentage of positive responses for the factor Parent and community involvement from 67% (2019) to 80% (2025).</p>
<b>Key Improvement Strategy 4.a</b>	Develop and embed a whole school approach to student wellbeing

Health and wellbeing	
<b>Key Improvement Strategy 4.b</b> Setting expectations and promoting inclusion	Develop a whole school approach to inclusion that ensures equity and celebrates the diversity of the school community.
<b>Key Improvement Strategy 4.c</b> Building communities	Strengthen community partnerships.

## 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.
<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.	Yes	Support for the 2023 Priorities	By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands in: <ul style="list-style-type: none"> <li>*Numeracy from 49% (2022) to 52% (2023)</li> </ul> By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands in: <ul style="list-style-type: none"> <li>*Numeracy from 35% (2022) to 38% (2023)</li> </ul> By 2023, increase the percentage of students achieving above the expected growth (Teacher Judgment) in: <ul style="list-style-type: none"> <li>* Number and Algebra from % (2022) to %</li> </ul>
Improve student learning achievement in literacy and numeracy.	Yes	Student learning - NAPLAN benchmark growth Increase the percentage of Year 5 students above benchmark growth in: <ul style="list-style-type: none"> <li>• reading from 45% (2021) to 65% (2025)</li> <li>• writing from 36% (2021) to 50% (2025)</li> <li>• numeracy from 35% (2021) to 50% (2025).</li> </ul>	By 2023, increase the percentage of Year 5 students achieving above benchmark growth in: <ul style="list-style-type: none"> <li>* Reading and Viewing from 45% (2021) to 50% (2023)</li> <li>* Writing from 36% (2021) to 40% (2023)</li> <li>* Numeracy from 35% (2021) to 40% (2023)</li> </ul>
		Student learning - NAPLAN top two bands Increase the percentage of Year 3 students in the top two bands in: <ul style="list-style-type: none"> <li>• reading from 74% (2021) to 80% (2025)</li> <li>• writing from 82% (2021) to 88% (2025)</li> <li>• numeracy from 43% (2021) to 55% (2025)</li> </ul> Increase the percentage of Year 5 students in the top two bands in: <ul style="list-style-type: none"> <li>• reading from 59% (2021) to 65% (2025)</li> <li>• writing from 30% (2021) to 40% (2025)</li> <li>• numeracy from 27% (2021) to 45% (2025).</li> </ul>	By 2023, increase the percentage of Year 3 students in the top two bands in: <ul style="list-style-type: none"> <li>* Reading and Viewing from 70% (2022) to 74% (2023)</li> <li>* Writing from 67% (2022) to 72% (2023)</li> </ul> By 2023, increase the percentage of Year 5 students in the top two bands in: <ul style="list-style-type: none"> <li>* Reading and Viewing from 63% (2022) to 65% (2023)</li> <li>* Writing from 38% (2022) to 40% (2023)</li> </ul>

		<p>Student learning - Teacher judgments (semester 2 to semester 2) Increase the average percentage of Foundation to Year 6 students achieving above expected growth in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 28% (2019/2020) to 35% (2025)</li> <li>• Writing from 8% (2019/2020) to 25% (2025)</li> <li>• Number and algebra from 21% (2019/2020) to 30% (2025).</li> </ul>	<p>By 2023, increase the percentage of students achieving above the expected growth (Teacher Judgment) in:* Reading and Viewing from 23% (2022) to 28% (2023)* Writing from 24% (2022) to 26% (2023)* Number and Algebra from 21% (2022) to 24% (2023)</p>
		<p>School Staff Opinion Survey Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Understand how to analyse data from 53% (2020) to 70% (2025)</li> <li>• Guaranteed and viable curriculum from 63% (2020) to 75% (2025)</li> <li>• Instructional leadership from 54% (2020) to 80% (2025)</li> <li>• Use high impact teaching strategies from 80% (2020) to 85% (2025)</li> <li>• Professional learning through peer observation from 27% (2020) to 60% (2025).</li> </ul>	<p>Increase the percentage of positive responses for the following factors:*Understand how to analyse data from 77% (2022) to 80% (2023)*Guaranteed and viable curriculum from 72% (2022) to 75% (2023)*Instructional leadership from 69% (2022) to 74% (2023)*Use high impact teaching strategies from 86% (2022) to 88% (2023)*Professional learning through peer observation from 73% (2022) to 76% (2023).</p>
Improve student engagement in learning.	No	<p>Student opinion – AToSS Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 63% (2019) to 27% (2025)</li> <li>• Stimulated learning from 74% (2019) to 85% (2025)</li> <li>• Self-regulation and goal setting from 84% (2019) to 90% (2025).</li> </ul>	
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		<p>Student attendance:</p> <p>Decrease the percentage of students with an average of greater than 20 days absent from 20% (2019) to less than 12 percent (2025).</p>	
Improve student wellbeing.	No	<p>Student opinion – AToSS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>Teacher concern from 64% (2019) to 75% (2025)</li> <li>Effective classroom behaviour from 71% (2019) to 82% (2025)</li> <li>Sense of connectedness from 78% (2019) to 88% (2025)</li> <li>Managing bullying from 81% (2019) to 88% (2025)</li> </ul>	
		<p>Parent opinion – POS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>Not experiencing bullying from 69% (2019) to 75% (2025)</li> <li>Managing bullying from 92% (2019) to 95% (2025)</li> <li>Parent participation and involvement from 80% (2019) to 90% (2025).</li> </ul>	
		<p>School staff opinion – SSS:</p> <p>Increase the percentage of positive responses for the factor Parent and community involvement from 67% (2019) to 80% (2025).</p>	

<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>	<p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands in:  *Numeracy from 49% (2022) to 52% (2023)</p> <p>By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands in:  *Numeracy from 35% (2022) to 38% (2023)</p> <p>By 2023, increase the percentage of students achieving above the expected growth (Teacher Judgment) in:  * Number and Algebra from % (2022) to %</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.	
<b>Goal 2</b>	<b>Improve student learning achievement in literacy and numeracy.</b>	
<b>12 Month Target 2.1</b>	<p>By 2023, increase the percentage of Year 5 students achieving above benchmark growth in:</p> <p>* Reading and Viewing from 45% (2021) to 50% (2023)</p> <p>* Writing from 36% (2021) to 40% (2023)</p> <p>* Numeracy from 35% (2021) to 40% (2023)</p>	

<b>12 Month Target 2.2</b>	<p>By 2023, increase the percentage of Year 3 students in the top two bands in:</p> <ul style="list-style-type: none"> <li>* Reading and Viewing from 70% (2022) to 74% (2023)</li> <li>* Writing from 67% (2022) to 72% (2023)</li> </ul> <p>By 2023, increase the percentage of Year 5 students in the top two bands in:</p> <ul style="list-style-type: none"> <li>* Reading and Viewing from 63% (2022) to 65% (2023)</li> <li>* Writing from 38% (2022) to 40% (2023)</li> </ul>
<b>12 Month Target 2.3</b>	<p>By 2023, increase the percentage of students achieving above the expected growth (Teacher Judgment) in:</p> <ul style="list-style-type: none"> <li>* Reading and Viewing from 23% (2022) to 28% (2023)</li> <li>* Writing from 24% (2022) to 26% (2023)</li> <li>* Number and Algebra from 21% (2022) to 24% (2023)</li> </ul>
<b>12 Month Target 2.4</b>	<p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>*Understand how to analyse data from 77% (2022) to 80% (2023)</li> <li>*Guaranteed and viable curriculum from 72% (2022) to 75% (2023)</li> <li>*Instructional leadership from 69% (2022) to 74% (2023)</li> <li>*Use high impact teaching strategies from 86% (2022) to 88% (2023)</li> <li>*Professional learning through peer observation from 73% (2022) to 76% (2023).</li> </ul>
<b>Key Improvement Strategies</b>	
	Is this KIS selected for focus this year?
<b>KIS 2.a</b> Instructional and shared leadership	Embed instructional leadership across the school.
<b>KIS 2.b</b> Curriculum planning and assessment	Develop and embed a guaranteed and viable curriculum for literacy and numeracy.
<b>KIS 2.c</b> Curriculum planning and assessment	Build a whole school approach to assessment practices and the use of data to inform differentiated teaching and learning.

<b>KIS 2.d</b> Building practice excellence	Build a whole school approach to the implementation of evidence-based pedagogical practices.	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.	Our self-evaluation against the FISO Continua noted that we have significant work to do in the area of student assessment and data literacy. This finding was consistent with our School Staff Survey results reflecting lack of teacher confidence in using data, feedback given by staff around moderation of student work samples, and our Panorama NAPLAN comparison to Teacher Judgement data. Selection of this KIS builds on our previous focus around developing and documenting a guaranteed and viable curriculum and assessment framework.	



## 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>	By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands in: *Numeracy from 49% (2022) to 52% (2023)  By 2023, increase the percentage of Year 5 students in the top two NAPLAN bands in: *Numeracy from 35% (2022) to 38% (2023)  By 2023, increase the percentage of students achieving above the expected growth (Teacher Judgment) in: * Number and Algebra from % (2022) to %
<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>	Engage Margarita Breed, Mathematics Consultant to: <ul style="list-style-type: none"> <li>- provide professional learning to increase staff understanding of the Big Ideas in Number</li> <li>- support staff to identify and implement the sequence of learning in Counting and Place Value</li> <li>- identify and resource learning experiences to promote understanding of key mathematical concepts</li> <li>- build knowledge of staff to plan high quality and engaging teaching and learning experiences to extend all learners</li> </ul> Promote, support and plan for collaboration in PLCs to embed mathematical learning in both term and weekly planners.
<b>Outcomes</b>	Leaders will: <ul style="list-style-type: none"> <li>- implement clear processes and expectations around all professional learning and ensure the required resources are purchased and are accessible in classrooms</li> <li>- provide targeted and focused professional learning to build staff capacity in assessment and differentiation</li> <li>- lead the building of staff capacity to increase consistent assessment and differentiation practices</li> <li>- support teaching staff to build capacity of the Victorian Curriculum and develop a GVC in Number and Algebra</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>- structure purposeful tasks that engage and maintain active participation and that challenge students to share connections,</li> </ul>

	<p>reasoning and problem solving strategies</p> <ul style="list-style-type: none"> <li>- engage in the use of purposeful resources and manipulatives when engaging in place value learning with Margarita Breed, then embed this learning in their teaching and learning practice</li> <li>- plan for differentiation and identify students requiring extension or support in Numeracy through the use of PAT-M, teacher judgement data (data wall) and open ended tasks</li> <li>- provide targeted support to students through Numeracy goals in IEPs</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- share their thinking</li> <li>- set Numeracy goals in collaboration with the teacher or tutor to achieve the next step within the Big Idea</li> <li>- take risks to build understanding of mathematical ideas</li> <li>- demonstrate an increased use and understanding of Numeracy specific vocabulary</li> <li>- use/model appropriate resources to build knowledge and demonstrate understanding of the Big Ideas in Number</li> </ul>			
<b>Success Indicators</b>	<p>Data sources, evidence and artefacts collected to measure the success of the outcomes:</p> <ul style="list-style-type: none"> <li>- A range of formative assessments, including common assessment tasks and tasks being planned and recorded collaboratively in PLCs</li> <li>- weekly work programs will include adjustments and differentiation based on the data</li> <li>- PAT Maths, Assessment for Common Misunderstandings Tools, MOI data is being used to plan learning experiences based on student need</li> <li>- Student IEPs will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed</li> <li>- Victorian Curriculum teacher judgement will show increased learning growth in Number and Algebra</li> <li>- The percentage of students in the top two NAPLAN bands for Numeracy in Grade 3 and Grade 5 will increase</li> <li>- School Staff Survey (SSS) factors of instructional leadership, professional learning through peer observation and understanding how to analyse data will have an increase in positive responses</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs, including reviewing and updating IEPs to include Numeracy goals for selected students	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Disability Inclusion Coordinator</li> <li>✓ School Improvement Team</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLP Priority</li> </ul>	from: Term 1 to: Term 4	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li>✓ Equity funding will be used</li> </ul>

				<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
Margarita Breed Professional Learning workshops focused on Big Ideas in Number (SIT, staff, students, community) including purchasing quality manipulatives	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <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
Peer observations with a focus on differentiation in Numeracy lessons  Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders  <input checked="" type="checkbox"/> School Improvement Team	<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
Review the assessment schedule and embed time for development and moderation of Numeracy common assessment tasks	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop working party group of teachers to develop Number and Algebra Guaranteed and Viable Curriculum (GVC)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<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
Tutors employed and a collective responsibility of the Tutor Learning program promoted with a focus on Numeracy	<input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$98,674.89

			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
<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>	<p>Establish a whole school coordinated plan to transition all students currently on the Program for Students with a Disability (PSD) to Disability Inclusion Profiles over the next three years.</p> <p>Review the process used by staff to promote consistency in the way NCCD data is identified, collated and used in terms of adjustments being made, to support improved teaching and learning outcomes</p> <p>Develop high quality Individual Education Plans for students identified with additional needs that reflect Level 2 of the quality rubric framework. Value Specialist expertise through establishing and documenting formal processes and guidelines for staff to work with specialists, including SSS, NDIS providers, Allied Health professionals and the school psychologist to identify the needs and the adjustments required for individual students. This includes our work with an Inclusion Outreach Coach (IOC)</p>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- review, refine and strengthen our whole school approach towards the implementation of Disability Inclusion</li> <li>- review school policies to ensure they use inclusive language and enable and encourage the inclusion of all students and families in the school community</li> <li>- model inclusive practice excellence across the school</li> <li>- lead professional learning and support all staff to record and document adjustments that are being made including evidence such as, Individual Education Plans (IEPs) and weekly work programs</li> <li>- support Education Support to explore the important role they play in supporting students by making targeted adjustments based on</li> </ul>			

	<p>student needs</p> <ul style="list-style-type: none"><li>- develop processes for consistent collection and interpretation of NCCD data to inform day to day pedagogical choices of teachers</li></ul> <p>Teachers will:</p> <ul style="list-style-type: none"><li>- engage in targeted professional learning to increase their knowledge of Disability Inclusion</li><li>- plan for and embed and document inclusive practices in their classrooms, for example, through adjustments in weekly planners</li><li>- build their knowledge of the levels of adjustments required for identified students and develop a high quality IEP, collaboratively with parents/carers in an Student Support Group meeting</li><li>- consistently and regularly update IEPs</li><li>- share adjustments made for students with other staff, to establish positive transitions during the day, across the week and into the following year</li></ul> <p>Students will:</p> <ul style="list-style-type: none"><li>- share their strengths, interests and learning goals</li><li>- demonstrate increased engagement in their learning and the playground</li></ul>				
<b>Success Indicators</b>	<p>Data sources, evidence and artefacts collected to measure the success of the outcomes:</p> <ul style="list-style-type: none"><li>- All teachers and ES staff will have engaged in professional learning and are developing high quality IEP's for all students requiring reasonable adjustments</li><li>- Data on reasonable adjustments across the school is accessible and being used to inform whole school practice and professional development decision making</li><li>- Curriculum documentation shows plans for differentiation across all subject areas</li><li>- School-wide Teacher Collective Efficacy (School Staff Survey) data has increased positive responses</li><li>- Parent Community Engagement (POS) data has a greater number of positive responses</li><li>- Attitude To School Survey factors of School-wide Emotional awareness and regulation, psychological distress, resilience, Subjective Physical Health and Respect for Diversity (AToSS) data are improving</li><li>- School-wide student attendance data is improving</li></ul>				
<b>Activities and Milestones</b>		<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop and deliver disability inclusion professional learning to staff, including Individual Education Plans, NCCD data and categories for adjustment (supplementary, substantial or extensive adjustments) for all teaching and educational support staff.		<div><input checked="" type="checkbox"/> All Staff</div> <div><input checked="" type="checkbox"/> Disability Inclusion Coordinator</div>	<div><input checked="" type="checkbox"/> PLP Priority</div>	from: Term 1 to: Term 4	\$25,000.00

	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Employ an Occupational Therapist to implement an occupational therapy program and support staff with guidance to make necessary adjustments for a range of student needs.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a data management plan that clarifies what data the school collects (learning and wellbeing) and clearly document how this data will be used to make decisions.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Research and design a suitable outdoor sensory play space for the school.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Psychologist employed two days a week work collaboratively with staff and student with identified Tier 2 and 3 students. The School Psychologist will also provide specialist supporting information to support the Disability Inclusion Profile process	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



Disability Inclusion leader to support staff to identify and prepare key information to prepare and complete the Disability Inclusion Profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles over the next 3 calendar years.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Two School Improvement Team members to engage in Inclusive Classrooms Training this year	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Access the I CAN network to support the implementation of student clubs.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
School Improvement Team to work with Inclusion Outreach Coach (IOC).	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Employ an ES staff member to support Tier 2 students	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	Improve student learning achievement in literacy and numeracy.			
<b>12 Month Target 2.1</b>	By 2023, increase the percentage of Year 5 students achieving above benchmark growth in: * Reading and Viewing from 45% (2021) to 50% (2023) * Writing from 36% (2021) to 40% (2023) * Numeracy from 35% (2021) to 40% (2023)			
<b>12 Month Target 2.2</b>	By 2023, increase the percentage of Year 3 students in the top two bands in: * Reading and Viewing from 70% (2022) to 74% (2023) * Writing from 67% (2022) to 72% (2023)  By 2023, increase the percentage of Year 5 students in the top two bands in: * Reading and Viewing from 63% (2022) to 65% (2023) * Writing from 38% (2022) to 40% (2023)			

<b>12 Month Target 2.3</b>	<p>By 2023, increase the percentage of students achieving above the expected growth (Teacher Judgment) in:</p> <ul style="list-style-type: none"> <li>* Reading and Viewing from 23% (2022) to 28% (2023)</li> <li>* Writing from 24% (2022) to 26% (2023)</li> <li>* Number and Algebra from 21% (2022) to 24% (2023)</li> </ul>
<b>12 Month Target 2.4</b>	<p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> <li>*Understand how to analyse data from 77% (2022) to 80% (2023)</li> <li>*Guaranteed and viable curriculum from 72% (2022) to 75% (2023)</li> <li>*Instructional leadership from 69% (2022) to 74% (2023)</li> <li>*Use high impact teaching strategies from 86% (2022) to 88% (2023)</li> <li>*Professional learning through peer observation from 73% (2022) to 76% (2023).</li> </ul>
<b>KIS 2.d</b> Building practice excellence	Build a whole school approach to the implementation of evidence-based pedagogical practices.
<b>Actions</b>	Establish a working party to develop a narrative based on current research around the effective planning, teaching and learning of spelling and vocabulary at Avondale Primary School
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- plan professional learning opportunities for working party staff to:</li> <li>- embed the current research in the instructional practice for teaching spelling and vocabulary provided through the Local Literacy Leaders PL with the Teaching Academy</li> <li>- maximise student voice and agency</li> <li>- formative assessment in writing including links to conferring and revision</li> </ul> <p>and develop a whole school action plan for 2024</p> <p>Teachers will foster motivation and engagement through:</p> <ul style="list-style-type: none"> <li>- establishing authentic purposes and audience through the use of their vocabulary</li> <li>- planning for explicit opportunities for students to explore and make choices in the vocabulary use</li> <li>- using rich diverse mentor texts to explicitly teach vocabulary</li> <li>- the use of formative assessment to identify where each student is as a writer and the strategies needed to move forward</li> <li>- explicitly teaching students how to engage in rich and focused discussion around vocabulary</li> </ul> <p>Students will build their capacity as writers through:</p> <ul style="list-style-type: none"> <li>- seeing themselves as writers utilising a range of vocabulary</li> <li>- increasing their vocabulary and self-efficacy in investigating new vocabulary</li> <li>- articulating learning goals and identify the strategies to achieve their learning goals</li> </ul>

	- giving and receiving feedback around their use of vocabulary and writing			
<b>Success Indicators</b>	<p>Data sources, evidence and artefacts collected to measure the success of the outcomes:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation will show plans for differentiation in Writing</li> <li>- Formative and summative assessment rubrics will show student learning growth</li> <li>- Student work samples regularly analysed to inform future planning</li> <li>- Victorian Curriculum teacher judgements will show increased learning growth in Writing</li> <li>- An increase in the percentage of positive responses in the SSS for the instructional leadership and collective efficacy and an increase in the percentage of positive responses in the AtoSS for stimulated learning</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Professional Learning building high quality Instructional practices through:</p> <ul style="list-style-type: none"> <li>- Quality research/readings</li> <li>- Modelling/observations</li> <li>- sharing of current practice</li> <li>- collaborative planning</li> <li>- building resources</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Analysis of student data at individual and class levels (writer's notebooks, student engagement, interviews, surveys) and the impact of new approaches</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<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
Provide working party with time to trial current research in classrooms, share learning and create an action plan for 2024	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$58,248.40	\$54,623.00	\$3,625.40
Disability Inclusion Tier 2 Funding	\$171,302.74	\$158,477.00	\$12,825.74
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$229,551.14</b>	<b>\$213,100.00</b>	<b>\$16,451.14</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs, including reviewing and updating IEPs to include Numeracy goals for selected students	\$10,000.00
Margarita Breed Professional Learning workshops focused on Big Ideas in Number (SIT, staff, students, community) including purchasing quality manipulatives	\$60,000.00
Develop and deliver disability inclusion professional learning to staff, including Individual Education Plans, NCCD data and categories for adjustment (supplementary, substantial or extensive adjustments) for all teaching and educational support staff.	\$25,000.00
Employ an Occupational Therapist to implement an occupational therapy program and support staff with	\$30,000.00

guidance to make necessary adjustments for a range of student needs.	
Create a data management plan that clarifies what data the school collects (learning and wellbeing) and clearly document how this data will be used to make decisions.	\$4,000.00
Research and design a suitable outdoor sensory play space for the school.	\$20,000.00
School Psychologist employed two days a week work collaboratively with staff and student with identified Tier 2 and 3 students. The School Psychologist will also provide specialist supporting information to support the Disability Inclusion Profile process	\$40,000.00
Disability Inclusion leader to support staff to identify and prepare key information to prepare and complete the Disability Inclusion Profile	\$30,000.00
Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles over the next 3 calendar years.	\$2,000.00
Two School Improvement Team members to engage in Inclusive Classrooms Training this year	\$4,000.00
Access the I CAN network to support the implementation of student clubs.	\$30,000.00
Employ an ES staff member to support Tier 2 students	\$20,000.00
<b>Totals</b>	<b>\$275,000.00</b>

## Activities and Milestones - Equity Funding



Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs, including reviewing and updating IEPs to include Numeracy goals for selected students	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Margarita Breed Professional Learning workshops focused on Big Ideas in Number (SIT, staff, students, community) including purchasing quality manipulatives	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
School Psychologist employed two days a week work collaboratively with staff and student with identified Tier 2 and 3 students. The School Psychologist will also provide specialist supporting information to support the Disability Inclusion Profile process	from: Term 1 to: Term 4	\$29,623.00	<input checked="" type="checkbox"/> Support services
<b>Totals</b>		\$54,623.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop and deliver disability inclusion professional learning to staff, including Individual Education Plans, NCCD data and categories for adjustment (supplementary, substantial or extensive adjustments) for all teaching and	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources

educational support staff.			<ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> CRT</li> <li>•</li> </ul>
Employ an Occupational Therapist to implement an occupational therapy program and support staff with guidance to make necessary adjustments for a range of student needs.	from: Term 2 to: Term 4	\$20,000.00	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff</li> <li>•</li> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li>•</li> <li><input checked="" type="checkbox"/> CRT</li> <li>•</li> </ul>
Create a data management plan that clarifies what data the school collects (learning and wellbeing) and clearly document how this data will be used to make decisions.	from: Term 1 to: Term 4	\$1,000.00	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff</li> <li>•</li> </ul>
Research and design a suitable outdoor sensory play space for the school.	from: Term 1 to: Term 4	\$20,000.00	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning</li> <li>•</li> <li><input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive)</li> <li>•</li> <li><input checked="" type="checkbox"/> Other</li> <li>•</li> </ul>

School Psychologist employed two days a week work collaboratively with staff and student with identified Tier 2 and 3 students. The School Psychologist will also provide specialist supporting information to support the Disability Inclusion Profile process	from: Term 1 to: Term 4	\$11,477.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Disability Inclusion leader to support staff to identify and prepare key information to prepare and complete the Disability Inclusion Profile	from: Term 2 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>
Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles over the next 3 calendar years.	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Two School Improvement Team members to engage in Inclusive Classrooms Training this year	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>
Access the I CAN network to support the implementation of student clubs.	from: Term 2 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>•</li> </ul>
Employ an ES staff member to support Tier 2 students	from: Term 2 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>

<b>Totals</b>		\$158,477.00	
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### Activities and Milestones - Schools Mental Health Fund and Menu

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

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$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
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs, including reviewing and updating IEPs to include Numeracy goals for selected students	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Disability Inclusion Coordinator</li> <li>✓ School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Design of formative assessments</li> <li>✓ Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ External consultants Margarita Breed</li> <li>✓ Departmental resources IEPS</li> <li>✓ Practice Principles for Excellence in Teaching and Learning</li> <li>✓ Pedagogical Model</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Margarita Breed Professional Learning workshops focused on Big Ideas in Number (SIT, staff, students, community) including purchasing quality manipulatives	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learning Specialist</li> <li>✓ External consultants Margarita Breed</li> <li>✓ Departmental resources INSIGHT platform Numeracy Toolkit PAT Maths</li> <li>✓ Practice Principles for Excellence in Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager	
<p>Peer observations with a focus on differentiation in Numeracy lessons</p> <p>Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <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"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop working party group of teachers to develop Number and Algebra Guaranteed and Viable Curriculum (GVC)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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"/> Academy program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources VCAA - sequence of learning <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Tutors employed and a collective responsibility of the Tutor Learning program promoted with a focus on Numeracy	<input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Develop and deliver disability inclusion professional learning to staff, including Individual Education Plans, NCCD data and categories for adjustment (supplementary, substantial or extensive adjustments) for all teaching and educational support staff.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Disability Inclusion Leader and Inclusion Connect	<input checked="" type="checkbox"/> On-site
Employ an Occupational Therapist to implement an occupational therapy program and support staff with guidance to make necessary adjustments for a range of student needs.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Shara Clark - Disability Inclusion Leader <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Research and design a suitable outdoor sensory play space for the school.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources OHS VSBA	<input checked="" type="checkbox"/> On-site



School Psychologist employed two days a week work collaboratively with staff and student with identified Tier 2 and 3 students. The School Psychologist will also provide specialist supporting information to support the Disability Inclusion Profile process	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Disability Inclusion leader to support staff to identify and prepare key information to prepare and complete the Disability Inclusion Profile	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Disability Inclusion leader and Inclusion Connect	<input checked="" type="checkbox"/> On-site
Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles over the next 3 calendar years.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<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"/> Departmental resources SSS team Disability Inclusion	<input checked="" type="checkbox"/> On-site
Two School Improvement Team members to engage in	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site WebEx

Inclusive Classrooms Training this year		to: Term 4				
Access the I CAN network to support the implementation of student clubs.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants I Can Network	<input checked="" type="checkbox"/> On-site
School Improvement Team to work with Inclusion Outreach Coach (IOC).	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Inclusion Outreach Coach	<input checked="" type="checkbox"/> On-site
Employ an ES staff member to support Tier 2 students	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning building high quality Instructional practices through:	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>- Quality research/readings</li> <li>- Modelling/observations</li> <li>- sharing of current practice</li> <li>- collaborative planning</li> <li>- building resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Leaders</li> <li>✓ School Improvement Team</li> <li>✓ Teacher(s)</li> </ul>	to: Term 4	<ul style="list-style-type: none"> <li>✓ Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ Network Professional Learning</li> <li>✓ Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	
Analysis of student data at individual and class levels (writer's notebooks, student engagement, interviews, surveys) and the impact of new approaches	<ul style="list-style-type: none"> <li>✓ All Staff</li> <li>✓ Literacy Leader</li> <li>✓ PLC Leaders</li> <li>✓ School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Curriculum development</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>✓ Internal staff</li> <li>✓ Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Provide working party with time to trial current research in classrooms, share learning and create an action plan for 2024	<ul style="list-style-type: none"> <li>✓ Literacy Leader</li> <li>✓ PLC Leaders</li> <li>✓ School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Preparation</li> <li>✓ Design of formative assessments</li> <li>✓ Curriculum development</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>✓ Literacy expertise</li> <li>✓ Academy program/course</li> <li>✓ Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>