2024 Annual Implementation Plan

for improving student outcomes

Pembroke Primary School (4937)

Submitted for review by Christopher Kent (School Principal) on 07 December, 2023 at 03:15 PM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 17 January, 2024 at 03:00 PM
Endorsed by Tanya Richardson (School Council President) on 14 February, 2024 at 11:13 AM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	

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	

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

Support and resources	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	

Future planning	Next year we will continue to work on goals 1b and 1c 1b. Build a consistent, whole school approach to the teaching of Mathematics 1c. Embed high impact, evidence-based practices in the teaching of literacy. Whilst much was achieved in these areas, practice is not yet consistent in Mathematics, with staff adapting to new pedagogy at different rates. In literacy we have recently completed our writing scope and sequence and this will be embedded in practice next year.

Documents that support this plan	

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.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Maximise the learning growth for all students	Yes	By 2026, increase the percentage of Year 5 students making above benchmark growth in NAPLAN: • reading from 33% in 2021 to 35% • writing from 22% in 2021 to 25% • numeracy from 22% in 2021 to 25%	Naplan growth unable to be measured until 2025.
		By 2026, the percentage of Year 5 students in the top two NAPLAN Bands in • numeracy from 9% in 2021 to 25% • writing from 9% in 2021 to 25%	By the end of 2024, increase the percentage of Year 5 students in the Naplan Exceeding Proficiency Level- improve the proportion of students in the exceeding proficiency level of Naplan Numeracy from 17% (2023 baseline)- improve the proportion of students in the exceeding proficiency level of Naplan Writing from 0% (2023 baseline)
		By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in: • Numeracy: Number & Algebra from 63% (2021) to 85%	By the end of 2024 increase the percentage of students working at or above level against the Victorian Curriculum in:- Numeracy: Number &

		• Speaking & listening from 79% (2021) to 85% • Writing from 65% (2021) to 85%	Algebra to 75%- Speaking & Listening to 82%-Writing to 75%
		By 2026, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey stimulated learning from 73% in 2021 to 85%	By 2024, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey stimulated learning to 81%
		By 2026 increase the percentage of positive endorsement to the School Staff Survey factors of: • Academic emphasis from 70 % in 2021 to 85% in 2026 • Use student feedback to inform teaching practice from 80 % in 2021 to 85% in 2026 • Understand how to analyse data from 80% in 2021 to 85% in 2026	By 2024 increase the percentage of positive endorsement to the School Staff Survey factors of:-Academic emphasis to 75% in 2021 to -Use student feedback to inform teaching practice to 85%-Understand how to analyse data to 82%
To improve student wellbeing and engagement	Yes	By 2026, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey factors: • School Connectedness from 67% in 2021 to 85% • Student voice and agency from 64% in 2021 to 85% • Sense of confidence from 63% in 2021 to 85%	By 2024, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey factors:School Connectedness to 83%Student voice and agency to 77%Sense of confidence to 78%
		By 2026, increase the percentage of positive endorsement to the School Staff Survey factor of Collective efficacy from 78% in 2021 to 85%	By 2024, increase the percentage of positive endorsement to the School Staff Survey factor of Collective efficacy to 96%

Goal 2	Maximise the learning growth for all students
12-month target 2.1-month target	Naplan growth unable to be measured until 2025.

12-month target 2.2-month target	By the end of 2024, increase the percentage of Year 5 students in the Naplan Exceeding Proficiency Level - improve the proportion of students in the exceeding proficiency level of Naplan Numeracy from 17% (2023 baseline) - improve the proportion of students in the exceeding proficiency level of Naplan Writing from 0% (2023 baseline)	
12-month target 2.3-month target	By the end of 2024 increase the percentage of students working at or above level against the Victorian Curriculum in: - Numeracy: Number & Algebra to 75% - Speaking & Listening to 82% -Writing to 75%	
12-month target 2.4-month target	By 2024, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey stimulated learning to 81%	
12-month target 2.5-month target	By 2024 increase the percentage of positive endorsement to the School Staff Survey factors of: -Academic emphasis to 75% in 2021 to -Use student feedback to inform teaching practice to 85% -Understand how to analyse data to 82%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop the capacity of middle leaders to lead improvement through the PLC initiative	No
KIS 2.b Teaching and learning	Build a consistent, whole school approach to the teaching of Mathematics	Yes
KIS 2.c Teaching and learning	Embed high impact, evidence-based practices in the teaching of literacy	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. | Pembroke Primary School has identified KIS 2.b Teaching and Learning- Build a consistent, whole school approach to the teaching of Mathematics and KIS 2.c Teaching and Learning - Embed high impact, evidence based practices in the teaching of literacy as our maximise the learning growth for all students goal, improvement priority areas for 2024.

In our 2023 self evaluation we identified that whilst we had made a lot of progress in these areas and achieved a lot, practice is not yet consistent in Mathematics, with staff adapting to new pedagogy at different rates.
In literacy we completed our writing scope and sequence and this will be embedded in practice next year.

1b. Build a consistent, whole-school approach to the teaching of Mathematics

Whilst much was achieved in 2023 at Pembroke Primary School in relation to this goal, we identified that practice was not yet consistent across the school as teachers adapt to change at their own pace and therefore we identified that this will again be a priority in 2024.
Our staff self identified at the end of 2023 that practice was not yet consistent as we work towards the adoption of our new pedagogical model- Launch, Explore, Discuss. We also implemented number talks at the beginning of lessons however this needs to be further embedded.
We have begun the familiarisation stage of the Victorian Curriculum Mathematics 2.0 in 2023 with our Numeracy leader Georgia Girschik having attended PD on the new curriculum and led an introductory session with the staff. In 2024 we will start implementation, so that we are prepared for full implementation in 2025. As a staff led by Georgia in 2023, we developed a new scope and sequence, which allows for rich, in-depth units, which cover multiple content descriptions. This allows for students to explore topics more deeply, yet also cover key content descriptors in multiple units over the year. In 2024 this will need to be modified to come into line with the new Mathematics 2.0 curriculum.

Our Numeracy leader, Georgia Girschik, will continue to lead a series of PD sessions, attend team planning and observe/coach our teachers. Staff will also participate in a curriculum day, PLC cycle and peer observations as a part of the Small Schools Alliance.

Our work in Maths in 2023 contributed to the positive growth acheived in Stimulated Learning, Student Voice and Agency and Sense of Confidence in the Attitudes to School Survey, these areas will continue to be worked on and further growth is anticipated towards our School Strategic Plan goals.

1c. Embed high-impact, evidence-based practices in the teaching of literacy

During 2023 Pembroke Primary School developed a new writing scope and sequence that documents the Pembroke writing way, incorporating the best of our previous learning from Misty Adoniou, the traits and genres. This document, whilst being complete, is not yet embedded in practice and this will be our focus to bring to life in 2024. |

	Our Literacy leader, Belinda Woods, will continue to lead a series of PD sessions, assist team planning and coach our teachers. Staff will also participate in a curriculum day, PLC cycle and peer observations as a part of the Small Schools Alliance. In 2023 Pembroke Primary School had 0% of students in the Exceeding proficiency level for Year 5 writing and we aim to improve on this in 2024.
Goal 3	**To improve student wellbeing and engagement**
12-month target 3.1-month target	By 2024, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey factors: School Connectedness to 83% Student voice and agency to 77% Sense of confidence to 78%
12-month target 3.2-month target	By 2024, increase the percentage of positive endorsement to the School Staff Survey factor of Collective efficacy to 96%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Implement School Wide Positive Behaviour Support with high levels of fidelity.	No
KIS 3.b Engagement	Support students to develop the ability and will to positively influence their own learning and wellbeing outcomes.	Yes
KIS 3.c Assessment	Strengthen learning partnerships through the provision of quality feedback mechanisms with students and their families.	No

| 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. | Pembroke Primary School has identified KIS 3.b Engagement- Support students to develop the ability and will to positively influence their own learning and wellbeing outcomes as our improve student wellbeing and engagement goal, improvement priority area for 2024.

During 2023 Pembroke Primary School made very good progress in increasing the percentage of Year 4-6 students positive endorsement in the Attitudes to school survey factors of: School Connectedness, Student Voice and Agency and Sense of Confidence. However, these factors started at a relatively low base and therefore more progress is required.

In 2023 the SWPBS program supported students to develop the skills to positively influence their wellbeing and this was very successful. However more work needs to occur to make staff more familiar with the High Impact Wellbeing Strategies and how to implement these.
In Term 4 2023 we ran a Pembroke Primary School PLC cycles around the topic of Student Agency. This has supported students to positively influence their own learning and wellbeing outcomes and worked on developing these skills and making them explicit. This requires more work and we will use our Start Up program to begin work on this next year and imbed it in our teachers practice. |

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the learning growth for all students
12-month target 2.1 target	Naplan growth unable to be measured until 2025.
12-month target 2.2 target	By the end of 2024, increase the percentage of Year 5 students in the Naplan Exceeding Proficiency Level - improve the proportion of students in the exceeding proficiency level of Naplan Numeracy from 17% (2023 baseline) - improve the proportion of students in the exceeding proficiency level of Naplan Writing from 0% (2023 baseline)
12-month target 2.3 target	By the end of 2024 increase the percentage of students working at or above level against the Victorian Curriculum in: - Numeracy: Number & Algebra to 75% - Speaking & Listening to 82% -Writing to 75%
12-month target 2.4 target	By 2024, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey stimulated learning to 81%
12-month target 2.5 target	By 2024 increase the percentage of positive endorsement to the School Staff Survey factors of: -Academic emphasis to 75% in 2021 to -Use student feedback to inform teaching practice to 85% -Understand how to analyse data to 82%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a consistent, whole school approach to the teaching of Mathematics
Actions	Implementation of the Victorian Curriculum Mathematics 2.0. New scope and sequence used as a basis for planning and bought into line with Victorian Curriculum Mathematics 2.0. Planning support, peer observations and learning walks will be used to enable consistent teaching of mathematics. Deliver PD around new curriculum and Department resources to build staff capacity. Engage

	with SSA Maths curriculum Day, numeracy leaders group, PLC cycle and peer observations.
Outcomes	Principal will: - participate in the Small School Alliance (SSA) Community of Practice - support continued leadership development of the Numeracy Leader. - enable cycles of inquiry and the timely, systematic analysis of whole school data Regional Leaders will: - support from EILS around data and new curriculum day- SSA Maths Curriculum Day. Curriculum Leaders will: - utilise school data to identify and facilitate staff professional development needs - participation in learning walks, lesson observations and provide feedback (termly) - facilitate PLC numeracy cycles within the SSA - will support teaching staff to understand assessment and differentiation practices through clear processes and professional learning - further develop whole school curriculum documentation for Numeracy aligning Victorian Curriculum with whole school teaching practices - build staff capacity to access and build and use quality resources. - build parent understanding of what maths is and looks like at Pembroke Primary School. Teachers will: - incorporate the proficiencies in all maths lessons. - Use the curated quality resources provided by the Numeracy leader - books, online, departmental. - engage in an SSA PLC cycle of inquiry- Numeracy based, Term 2. - engage in learning walks, lesson observations and provide feedback - documented differentiated practices in teacher planning, enabling and extending prompts. Teachers will use consistent planning templates. - provide targeted academic support to students in Numeracy through achievable goals and TLI where appropriate. Students will: - be able to take ownership of and reflect on their learning - develop and appropriately use their maths tookit and be accountable for their learning. - know what the next steps are to progress their learning in Numeracy and co-construct learning goals - actively contribute to 3-way conferences, reflecting on their progress and achievements - have opportunities to access numeracy academic support or intervention (TLI, VHAP, etc) - display an increased curiosity in their numeracy learning – Learner Disposition AToSS

Success Indicators	Early indicators: - Curriculum documents will reflect the whole school math plan with adjustments made to meet the needs of all students. - Essential Assessment benchmark assessment scores / Rich assessment tasks - Open ended assessment task numeracy moderation with SSA - marked against Victorian Curriculum - Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Late indicators: - in Numeracy teacher judgements will show increased learning growth in maths - By the end of 2024, increase the percentage of Year 5 students in the Naplan Exceeding Proficiency Levely level of Naplan Num from 17% (2023 baseline) - By the end of 2024 increase the percentage of students working at or above level against the Victorian Curriculum in: Number & Algebra to 75%

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide opportunities for all staff to engage in Learning Walks / Peer Observations across SSA schools with a Numeracy Focus	☑ Numeracy leader ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☑ Equity funding will be used
PD provided by and sourced by Numeracy Leader (Georgia Girschik)	☑ Leadership team ☑ Numeracy leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Numeracy focused PLC cycle in the SSA, in Term 2. Numeracy leader released to attend fortnightly meetings with SSA Numeracy Leaders.	☑ Leadership team ☑ Numeracy leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☑ Equity funding will be used
Staff will participate in a SSA curriculum day with a focus on Numeracy.	☑ Leadership team	☑ PLP Priority	from: Term 1	$1,000.00

	☑ Principal ☑ Teacher(s)		to: Term 1	☑ Equity funding will be used
Deveop and share a maths online platform to enable teachers to access rich resources.	☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00

KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed high impact, evidence-based practices in the teaching of literacy
Actions	To continue to develop a consistent approach across the school in reading and writing. In writing, we will continue our work with Ozlit PD which focuses on the traits. PD and planning support will also ensure that the newly developed Scope and Sequence is being implemented and beginning to be adapted to the Victorian Curriculum English 2.0. In reading, we will be working towards improving students' comprehension skills and improve vocabulary.
Outcomes	Principal will: - participate in the Small School Alliance (SSA) Community of Practice - support continued leadership development of the Literacy Leader - enable cycles of inquiry and the timely, systematic analysis of whole school data Literacy Leader will: - utilise school data including staff self-assessment to identify and facilitate staff professional development needs - participation in learning walks, lesson observations and provide feedback (termly) - facilitate PLC literacy cycles within the SSA - will support teaching staff to build assessment and differentiation practices through clear processes and professional learning - further develop whole school curriculum documentation for Literacy aligning Victorian Curriculum with whole school teaching practices

| | Teachers will:
- engage in an SSA PLC cycle of inquiry- Literacy based, Term 3.
- engage in learning walks, lesson observations and provide feedback
- documented differentiated practices in teacher planning.
- provide targeted academic support to students in Literacy through achievable goals and TLI where appropriate.

Students will:
- be able to take ownership of and reflect on their learning
- know what the next steps are to progress their learning in Literacy and co-construct learning goals
- actively contribute to 3-way conferences, reflecting on their progress and achievements
- have opportunities to access literacy academic support or intervention (TLI, VHAP, etc)
- participate in regular multi -age shared reading and writing sessions. |
|---|---|
| **Success Indicators** | Early indicators:
- Curriculum documents will reflect adjustments to meet the needs of all students.
- F&P benchmark assessment scores
- Cold write, writing moderation marked against the Victorian curriculum
- Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning

Late indicators:
- teacher judgements will show increased learning growth in Literacy
- By the end of 2024, increase the percentage of Year 5 students in the Naplan Exceeding Proficiency Levely level of Naplan Writing from 0% (2023 baseline)
- By the end of 2024 increase the percentage of students working at or above level against the Victorian Curriculum in: Speaking & Listening to 82% & Writing to 75% |

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide opportunities for all staff to engage in Learning Walks / Peer Observations across SSA schools with a Literacy Focus	☑ Literacy leader ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$3,000.00 ☑ Equity funding will be used

PD provided by and sourced by Literacy Leader (Belinda Woods)	☑ Leadership team ☑ Literacy leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Literacy focused PLC cycle in the SSA, in Term 3. Literacy leader released to attend fortnightly meetings with SSA Literacy Leaders.	☑ Leadership team ☑ Literacy leader ☑ Principal	☑ PLP Priority	from: Term 2 to: Term 3	$3,000.00 ☑ Equity funding will be used
Literacy leader, Belinda Woods, will facilitate and support teachers during weekly planning.	☑ Literacy leader ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Staff will participate in a SSA curriculum day with a focus on Literacy - writing.	☑ Literacy leader ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 3	$1,000.00 ☑ Equity funding will be used

Goal 3	To improve student wellbeing and engagement
12-month target 3.1 target	By 2024, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey factors: School Connectedness to 83% Student voice and agency to 77% Sense of confidence to 78%
12-month target 3.2 target	By 2024, increase the percentage of positive endorsement to the School Staff Survey factor of Collective efficacy to 96%

KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Support students to develop the ability and will to positively influence their own learning and wellbeing outcomes.
Actions	As part of the yearly Start Up Program there will be a focus on student voice and agency. In this unit we will explicitly teach what student voice and agency is and will then review/reteach during the year. We will develop classroom resources - checklist/posters in class to reflect what student voice/agency looks like and refer to these regularly in order to teach students how voice and agency is being incorporated into their lessons and what steps the students can take to be agents in their learning. We will look to engage with an outside agency to PD staff in this area. We will continue to explore and develop familiarity with the Wellbeing toolkit and have a focus on the High-Impact Wellbeing Strategies.
Outcomes	Principal will: - support and monitor professional learning and celebration opportunities as leadership is shared with students through a variety of leadership roles, and students' voice leads to innovations in the school - support and monitor the ongoing development of a leadership culture aligned with academics, self-regulation and goal setting -liaise with high-performing schools in student voice and agency Regional Leaders will: - support the SIT with the continuous development, documentation and revision of whole-school wellbeing approaches -access departmental support around HIWS Middle Leaders will: - support the continuous development, documentation and revision of whole-school wellbeing and agency approaches - support students' mental health through the use of the Mental Health Toolkit - lead a PLC cycle re student voice and agency/HIWS Teachers will: - plan for and implement social and emotional learning within their curriculum areas - participate in a PLC cycle re student voice and agency/HIWS - be able to recognise, respond to and refer students' mental health needs - empower students to have a democratic voice in the running of the community in which they learn - co-design opportunities for students to exercise authentic agency in their own learning

	- participate in learning walks/peer observations Students will: - students will report improved emotional awareness and resilience - students will be able to explain what positive mental health means and where they can seek support at school - hold and carry out a variety of leadership roles, and use their student voice to lead to innovations in the school - have a democratic voice in the running of the community in which they learn - co-design opportunities to exercise authentic agency in their own learning - co-design leadership opportunities - build a sense of school pride and connectedness.
Success Indicators	Early indicators: - curriculum documentation will show plans for student voice and agency lessons. - classroom resources - student support resources displayed around the school will show how students can seek support in mental health, leadership, culture and academics. Late indicators: - By 2024, increase the percentage of Year 4-6 student positive endorsement for the Attitudes to School Survey factors: School Connectedness to 83%, Student voice and agency to 77%, Sense of confidence to 78% - By 2024, increase the percentage of positive endorsement to the School Staff Survey factor of Collective efficacy to 96%

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The school will have a focus on student voice and agency as part of the Start Up program.	☑ Leadership team ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$2,000.00 ☑ Equity funding will be used
Staff PD around the HIWS and student voice and agency and how to implement. Particuly HIW 5 and 6. Engage with the Department and outside experts.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$198,391.32	$198,000.00	$391.32
Disability Inclusion Tier 2 Funding	$80,667.66	$80,000.00	$667.66
Schools Mental Health Fund and Menu	$27,957.50	$23,000.00	$4,957.50
Total	**$307,016.48**	**$301,000.00**	**$6,016.48**

Activities and milestones – Total Budget

Activities and milestones	Budget
Provide opportunities for all staff to engage in Learning Walks / Peer Observations across SSA schools with a Numeracy Focus	$3,000.00
PD provided by and sourced by Numeracy Leader (Georgia Girschik)	$10,000.00
Numeracy focused PLC cycle in the SSA, in Term 2. Numeracy leader released to attend fortnightly meetings with SSA Numeracy Leaders.	$3,000.00
Staff will participate in a SSA curriculum day with a focus on Numeracy.	$1,000.00
Provide opportunities for all staff to engage in Learning Walks / Peer Observations across SSA schools with a Literacy Focus	$3,000.00
PD provided by and sourced by Literacy Leader (Belinda Woods)	$12,000.00

Literacy focused PLC cycle in the SSA, in Term 3. Literacy leader released to attend fortnightly meetings with SSA Literacy Leaders.	$3,000.00
Literacy leader, Belinda Woods, will facilitate and support teachers during weekly planning.	$2,000.00
Staff will participate in a SSA curriculum day with a focus on Literacy - writing.	$1,000.00
The school will have a focus on student voice and agency as part of the Start Up program.	$2,000.00
Staff PD around the HIWS and student voice and agency and how to implement. Particuly HIW 5 and 6. Engage with the Department and outside experts.	$5,000.00
Totals	$45,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Provide opportunities for all staff to engage in Learning Walks / Peer Observations across SSA schools with a Numeracy Focus	from: Term 1 to: Term 2	$3,000.00	☑ CRT
PD provided by and sourced by Numeracy Leader (Georgia Girschik)	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Numeracy focused PLC cycle in the SSA, in Term 2. Numeracy leader released to attend fortnightly meetings with SSA Numeracy Leaders.	from: Term 1 to: Term 2	$3,000.00	☑ School-based staffing ☑ CRT

Staff will participate in a SSA curriculum day with a focus on Numeracy.	from: Term 1 to: Term 1		$1,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Provide opportunities for all staff to engage in Learning Walks / Peer Observations across SSA schools with a Literacy Focus	from: Term 3 to: Term 4		$3,000.00	☑ CRT
PD provided by and sourced by Literacy Leader (Belinda Woods)	from: Term 1 to: Term 4		$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Literacy focused PLC cycle in the SSA, in Term 3. Literacy leader released to attend fortnightly meetings with SSA Literacy Leaders.	from: Term 2 to: Term 3		$3,000.00	☑ School-based staffing ☑ CRT
Literacy leader, Belinda Woods, will facilitate and support teachers during weekly planning.	from: Term 1 to: Term 4		$2,000.00	☑ School-based staffing
Staff will participate in a SSA curriculum day with a focus on Literacy - writing.	from: Term 3 to: Term 3		$1,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
The school will have a focus on student voice and agency as part of the Start Up program.	from: Term 1 to: Term 1		$2,000.00	☑ Teaching and learning programs and resources
Staff PD around the HIWS and student voice and agency and how to implement. Particuly HIW 5 and	from: Term 1		$5,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

6. Engage with the Department and outside experts.	to: Term 4		
Totals		$43,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
PD provided by and sourced by Literacy Leader (Belinda Woods)	from: Term 1 to: Term 4	$2,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning • Literacy aids
Totals		$2,000.00	

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
Learning Excellence Leader Role	$60,000.00
Learning Specialist Role	$127,000.00

Educational Support Staff	$10,000.00
Subsidise school costs to ensure access for all students	$18,000.00
Technology Devices	$20,000.00
Providing safe and secure learning environment for new student.	$18,000.00
Further build student voice, agency and leadership through whole school, agreed teaching practices and approaches, SWPBS and Respectful Relationships	$3,000.00
Totals	$256,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Learning Excellence Leader Role	from: Term 1 to: Term 4		
Learning Specialist Role	from: Term 1 to: Term 4	$127,000.00	☑ School-based staffing
Educational Support Staff	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing
Subsidise school costs to ensure access for all students	from: Term 1 to: Term 4	$18,000.00	☑ Other Subsidise school costs to ensure access for all students, events, activities, excursions, camps

Technology Devices	from: Term 1 to: Term 4		
Providing safe and secure learning environment for new student.	from: Term 1 to: Term 4		
Further build student voice, agency and leadership through whole school, agreed teaching practices and approaches, SWPBS and Respectful Relationships	from: Term 1 to: Term 4		
Totals		$155,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Learning Excellence Leader Role	from: Term 1 to: Term 4	$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Learning Specialist Role	from: Term 1 to: Term 4		
Educational Support Staff	from: Term 1 to: Term 4		

Subsidise school costs to ensure access for all students	from: Term 1 to: Term 4		

Technology Devices	from:
	Term 1
	to:
	Term 4
		$20,000.00	☑ Equipment, adaptive technology, devices, or materials to support learning
			
			   • Other
			       IT devices

Providing safe and secure learning environment for new student.	from:
	Term 1
	to:
	Term 4
		$18,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties
			
			   • Education support staff
			
			☑ Minor building or internal environmental modifications under $5,000 (GST inclusive)
			
			   • Other
			       Safety Fencing

Further build student voice, agency and leadership through whole school, agreed teaching practices and approaches, SWPBS and Respectful Relationships	from: Term 1 to: Term 4		
Totals		$78,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	**When**	**Funding allocated ($)**	**Category**

Learning Excellence Leader Role	from: Term 1 to: Term 4	$20,000.00	☑ Employ staff to support Tier 1 activities
Learning Specialist Role	from: Term 1 to: Term 4		
Educational Support Staff	from: Term 1 to: Term 4		
Subsidise school costs to ensure access for all students	from: Term 1 to: Term 4		
Technology Devices	from: Term 1 to: Term 4		
Providing safe and secure learning environment for new student.	from: Term 1 to: Term 4		
Further build student voice, agency and leadership through whole school, agreed teaching practices and approaches, SWPBS and Respectful Relationships	from: Term 1 to: Term 4	$3,000.00	☑ Respectful Relationships (free) **This activity will use Mental Health Menu staffing** o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Totals		$23,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide opportunities for all staff to engage in Learning Walks / Peer Observations across SSA schools with a Numeracy Focus	☑ Numeracy leader ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Internal staff ☑ Numeracy leader	☑ Off-site Both onsite and offsite.
PD provided by and sourced by Numeracy Leader (Georgia Girschik)	☑ Leadership team ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Numeracy leader	☑ On-site
Numeracy focused PLC cycle in the SSA, in Term 2. Numeracy leader released to attend fortnightly meetings with SSA Numeracy Leaders.	☑ Leadership team ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Primary Mathematics and Science specialists ☑ Numeracy leader	☑ Off-site Meeting rotate around SSA schools and also online.
Staff will participate in a SSA curriculum day with a focus on Numeracy.	☑ Leadership team ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Curriculum development ☑ Individualised reflection ☑ Demonstration lessons	☑ Whole school pupil free day	☑ Departmental resources EILs	☑ On-site

Deveop and share a maths online platform to enable teachers to access rich resources.	☑ Numeracy leader	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Numeracy leader	☑ On-site
Provide opportunities for all staff to engage in Learning Walks / Peer Observations across SSA schools with a Literacy Focus	☑ Literacy leader ☑ Principal ☑ Teacher(s)	from: Term 3 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Internal staff ☑ Literacy leaders	☑ Off-site Both onsite and offsite.
PD provided by and sourced by Literacy Leader (Belinda Woods)	☑ Leadership team ☑ Literacy leader ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Literacy leaders	☑ On-site
Literacy focused PLC cycle in the SSA, in Term 3. Literacy leader released to attend fortnightly meetings with SSA Literacy Leaders.	☑ Leadership team ☑ Literacy leader ☑ Principal	from: Term 2 to: Term 3	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Literacy leaders	☑ Off-site Meeting rotate around SSA schools and also online.
Literacy leader, Belinda Woods, will facilitate and	☑ Literacy leader	from: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Literacy leaders	☑ On-site

support teachers during weekly planning.	☑ Principal ☑ Teacher(s)	to: Term 4				
Staff will participate in a SSA curriculum day with a focus on Literacy - writing.	☑ Literacy leader ☑ Principal ☑ Teacher(s)	from: Term 3 to: Term 3	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Whole school pupil free day	☑ Literacy leaders	☑ On-site
The school will have a focus on student voice and agency as part of the Start Up program.	☑ Leadership team ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Academy program/course	☑ On-site
Staff PD around the HIWS and student voice and agency and how to implement. Particuly HIW 5 and 6. Engage with the Department and outside experts.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ External consultants TBD ☑ Departmental resources TBD	☑ On-site