

# 2023 Annual Implementation Plan

## for improving student outcomes

Belvedere Park Primary School (4902)



Submitted for review by Benjamin Moncrieff (School Principal) on 30 January, 2023 at 12:28 PM  
Endorsed by Michael Devine (Senior Education Improvement Leader) on 07 February, 2023 at 02:57 PM  
Endorsed by Laura Morris (School Council President) on 20 February, 2023 at 01:33 PM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<p><b>Enter your reflective comments</b></p>	<p>Key Directions for 2023</p> <ul style="list-style-type: none"> <li>- Continual explicit connection FISO, SSP, AIP, PDP, ATSS and staff survey.</li> <li>- Consistency across all areas of curriculum, assessment and student wellbeing strategies.</li> <li>- Use Instructional Model to embed consistency of teacher practice.</li> <li>- Increase of frequency of classroom observations connected to our instructional model, HITS and strategic plan providing feedback to improve instruction.</li> <li>- Continue to develop the digital learning skills of both students and staff.</li> <li>- Build consistency and understanding of using informative data to differentiate teaching and learning.</li> <li>- Little Learners Love Literacy (LLLL) approach for Foundation and Year 1 students.</li> </ul>
<p><b>Considerations for 2023</b></p>	<ul style="list-style-type: none"> <li>- HITS</li> <li>- Consistency in using data to inform practice and review the use of formative assessment to inform practice.</li> <li>- Learning Walks will focus on improving teacher practice.</li> <li>- Continue to build targeted strategies to lift attendance based on individual student needs and 2022 data.</li> <li>- Peer observation and feedback timetable developed.</li> <li>- LLLL</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

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

<b>Goal 2</b>	To increase student performance in literacy and numeracy.
<b>Target 2.1</b>	To increase the percentage of Year 5 students with at or above NAPLAN Benchmark growth in: <ul style="list-style-type: none"> <li>• Reading from 90% (2021) to 94% (2025)</li> <li>• Numeracy from 70% (2021) to 90% (2025)</li> <li>• Writing from 80% (2021) to 90% (2025)</li> </ul>
<b>Target 2.2</b>	To increase teacher judgement for students at or above expected level in: <ul style="list-style-type: none"> <li>• Reading and Viewing from 82% (2021) to 90% (2025)</li> <li>• Writing from 77% (2021) to 85% (2025)</li> <li>• Number and Algebra from 82% (2021) to 90% (2025)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed the consistent use of the instructional model.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Embed a whole school approach to numeracy teaching.
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Embed a whole school approach in the use of data to inform planning and assessment.

<b>Goal 3</b>	To improve student engagement and wellbeing.
<b>Target 3.1</b>	To increase positive responses on the AtoSS in factors: <ul style="list-style-type: none"> <li>• School connectedness from 94% (2021) to 96% (2025)</li> <li>• Student voice and agency from 86% (2021) to 95% (2025)</li> <li>• Motivation and interest from 91% (2021) to 95% (2025)</li> </ul>
<b>Target 3.2</b>	To increase positive responses to the AtoSS question 'At school I help decide things like class activities or rules' from 77% (2021) to 90% (2025)
<b>Target 3.3</b>	To reduce the percentage of students with >20 days unknown absence from 5.6% (2019) to 0% (2025)
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop and embed school community knowledge around student voice and agency.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Enhance student voice and agency within the school environment
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Develop student capacity to set goals and monitor their own learning
<b>Key Improvement Strategy 3.d</b> Evidence-based high-impact teaching strategies	Build teacher and student capability to give and receive feedback to improve student learning growth

<b>Goal 4</b>	To maximise the learning growth of all students.
<b>Target 4.1</b>	To increase the percentage of students in the top 2 NAPLAN bands: <ul style="list-style-type: none"> <li>• Numeracy Year 3 from 31% (2021) to 41% (2025)</li> <li>• Writing at Year 3 from 40% (2021) to 55% (2025)</li> <li>• Reading at Year 3 from 56% (2021) to 60% (2025)</li> </ul>
<b>Target 4.2</b>	To increase the percentage of students in the top 2 NAPLAN bands: <ul style="list-style-type: none"> <li>• Numeracy Year 5 from 25% (2021) to 33% (2025)</li> <li>• Writing at Year 5 from 15% (2021) to 20% (2025)</li> <li>• Reading at Year 5 from 33% (2021) to 43% (2025)</li> </ul>
<b>Target 4.3</b>	To decrease the percentage of students in the bottom 2 NAPLAN bands: <ul style="list-style-type: none"> <li>• Numeracy Year 5 from 19% (2021) to 10% (2025)</li> <li>• Writing at Year 5 from 15% (2021) to 10% (2025)</li> </ul>
<b>Target 4.4</b>	To decrease the percentage of students in the bottom 2 NAPLAN bands: <ul style="list-style-type: none"> <li>• Numeracy Year 3 from 15% (2021) to 10% (2025)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Evaluating impact on learning	Embed a whole school approach to use data and assessment literacy and utilise this data to directly support and extend students.
<b>Key Improvement Strategy 4.b</b> Curriculum planning and assessment	Review planning documents to include differentiation.
<b>Key Improvement Strategy 4.c</b>	Expand the use of IEPs to support student learning.



Curriculum planning and assessment	
------------------------------------	--

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the percentage of Year 5 students with at or above NAPLAN Benchmark growth in: Reading from 90% (2021) to 94% (2025) - (92% 2023) Numeracy from 70% (2021) to 90% (2025) - (80% 2023) Writing from 80% (2021) to 90% (2025) - (84% 2023)</p> <p>To increase teacher judgement for students at or above the expected level in: Reading and Viewing from 82% (2021) to 90% (2025) - (84% 2023) Writing from 77% (2021) to 85% (2025) - (80% 2023) Number and Algebra from 82% (2021) to 90% (2025) - (85% 2023)</p> <p>To increase positive responses on the AtoSS in factors: School connectedness from 94% (2021) to 96% (2025) - (95% 2023) Student voice and agency from 86% (2021) to 95% (2025) - (90% 2023) Motivation and interest from 91% (2021) to 95% (2025) - (93% 2023)</p> <p>To increase the percentage of students in the top 2 NAPLAN bands: Numeracy Year 3 from 31% (2021) to 41% (2025) - (35% 2023) Writing at Year 3 from 40% (2021) to 55% (2025) - (45% 2023) Reading at Year 3 from 56% (2021) to 60% (2025) - (58% 2023)</p> <p>To increase the percentage of students in the top 2 NAPLAN bands: Numeracy Year 5 from 25% (2021) to 33% (2025) - (33% 2023) Writing at Year 5 from 15% (2021) to 20% (2025) - (38% 2023) Reading at Year 5 from 33% (2021) to 43% (2025) - (49% 2023)</p> <p>To decrease the percentage of students in the bottom 2 NAPLAN bands: Numeracy Year 3 from 15% (2021) to 10% (2025) - (12% 2023) Numeracy Year 5 from 19% (2021) to 10% (2025) - (12% 2023) Writing at Year 5 from 15% (2021) to 10% (2025) - (5% 2023)</p> <p>To reduce the percentage of students with &gt;20 days of unknown absence from 5.6% (2019) to 0% (2025)</p>

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>          In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>To increase the percentage of Year 5 students with at or above NAPLAN Benchmark growth in:          Reading from 90% (2021) to 94% (2025) - (92% 2023)          Numeracy from 70% (2021) to 90% (2025) - (80% 2023)          Writing from 80% (2021) to 90% (2025) - (84% 2023)</p> <p>To increase teacher judgement for students at or above the expected level in:          Reading and Viewing from 82% (2021) to 90% (2025) - (84% 2023)          Writing from 77% (2021) to 85% (2025) - (80% 2023)          Number and Algebra from 82% (2021) to 90% (2025) - (85% 2023)</p> <p>To increase positive responses on the AtoSS in factors:          School connectedness from 94% (2021) to 96% (2025) - (95% 2023)          Student voice and agency from 86% (2021) to 95% (2025) - (90% 2023)          Motivation and interest from 91% (2021) to 95% (2025) - (93% 2023)</p> <p>To increase the percentage of students in the top 2 NAPLAN bands:          Numeracy Year 3 from 31% (2021) to 41% (2025) - (35% 2023)          Writing at Year 3 from 40% (2021) to 55% (2025) - (45% 2023)          Reading at Year 3 from 56% (2021) to 60% (2025) - (58% 2023)</p> <p>To increase the percentage of students in the top 2 NAPLAN bands:          Numeracy Year 5 from 25% (2021) to 33% (2025) - (33% 2023)          Writing at Year 5 from 15% (2021) to 20% (2025) - (38% 2023)          Reading at Year 5 from 33% (2021) to 43% (2025) - (49% 2023)</p> <p>To decrease the percentage of students in the bottom 2 NAPLAN bands:          Numeracy Year 3 from 15% (2021) to 10% (2025) - (12% 2023)          Numeracy Year 5 from 19% (2021) to 10% (2025) - (12% 2023)          Writing at Year 5 from 15% (2021) to 10% (2025) - (5% 2023)</p> <p>To reduce the percentage of students with &gt;20 days of unknown absence from 5.6% (2019) to 0% (2025)</p>

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</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 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p><b>12 Month Target 1.1</b></p>	<p>To increase the percentage of Year 5 students with at or above NAPLAN Benchmark growth in: Reading from 90% (2021) to 94% (2025) - (92% 2023) Numeracy from 70% (2021) to 90% (2025) - (80% 2023) Writing from 80% (2021) to 90% (2025) - (84% 2023)</p> <p>To increase teacher judgement for students at or above the expected level in: Reading and Viewing from 82% (2021) to 90% (2025) - (84% 2023) Writing from 77% (2021) to 85% (2025) - (80% 2023) Number and Algebra from 82% (2021) to 90% (2025) - (85% 2023)</p> <p>To increase positive responses on the AtoSS in factors: School connectedness from 94% (2021) to 96% (2025) - (95% 2023) Student voice and agency from 86% (2021) to 95% (2025) - (90% 2023) Motivation and interest from 91% (2021) to 95% (2025) - (93% 2023)</p> <p>To increase the percentage of students in the top 2 NAPLAN bands: Numeracy Year 3 from 31% (2021) to 41% (2025) - (35% 2023) Writing at Year 3 from 40% (2021) to 55% (2025) - (45% 2023) Reading at Year 3 from 56% (2021) to 60% (2025) - (58% 2023)</p> <p>To increase the percentage of students in the top 2 NAPLAN bands: Numeracy Year 5 from 25% (2021) to 33% (2025) - (33% 2023) Writing at Year 5 from 15% (2021) to 20% (2025) - (38% 2023) Reading at Year 5 from 33% (2021) to 43% (2025) - (49% 2023)</p> <p>To decrease the percentage of students in the bottom 2 NAPLAN bands: Numeracy Year 3 from 15% (2021) to 10% (2025) - (12% 2023) Numeracy Year 5 from 19% (2021) to 10% (2025) - (12% 2023) Writing at Year 5 from 15% (2021) to 10% (2025) - (5% 2023)</p> <p>To reduce the percentage of students with &gt;20 days of unknown absence from 5.6% (2019) to 0% (2025)</p>

<b>KIS 1</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>	<ol style="list-style-type: none"> <li>1. Establish PLC structures to support teacher collaboration and strengthen teaching practice.</li> <li>2. Use PLCs for staff to collaboratively plan units of work with a focus on differentiation.</li> <li>3. Implement Little Learners Love Literacy (LLLL) into Foundation and Year 1.</li> </ol>			
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Teachers will confidently and accurately identify student learning needs of all of their students.</li> <li>2. Students will know what their next steps are to progress their learning.</li> </ol>			
<b>Success Indicators</b>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>- Student feedback on differentiation, the instructional model, and use of common strategies.</li> <li>- Teachers' formative assessment data and summative judgements (Teacher Judgements - Semester 1) against the curriculum show improvement.</li> <li>- SPA data clearly indicating student progress.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Students, staff and parent perception survey results.</li> <li>- NAPLAN results.</li> <li>- PAT Reading and PAT Maths growth results.</li> <li>- Summative judgements (Teacher Judgements - Semester 2)</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>
Review the professional learning calendar and update to prioritise collaboration time in PLCs.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes and protocols for regular moderation of student work within teaching teams.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
Document plans for coaching/mentoring/observation.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Develop a shared PDP goal focusing on assessment and differentiation.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>



<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	1. Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health. 2. Conduct regular check-ins with students through regular circle time activities.			
<b>Outcomes</b>	1. Teachers will implement and model consistent routines. 2. Students will feel supported and engaged in their classroom and contribute to a strong classroom culture.			
<b>Success Indicators</b>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>- Students engagement in circle time activities.</li> <li>- Teacher reports of student wellbeing concerns.</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>- Students, staff and parent perception survey results.</li> <li>- Improved Attendance data.</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>
Continue lunchtime clubs that promote healthy habits and positive relationships.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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

Continue to implement classroom interventions through mindfulness and relaxation.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <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
Regularly analyse data gathered from student focus groups on student wellbeing and student voice and agency and regularly share with staff and students.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Regular engagements with SEIL and other regional staff and supports RAP for wellbeing.	<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
Establish a school-wide wellbeing improvement plan for implementation and SIT monitoring	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$225,000.00	-\$225,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$180,000.00	-\$180,000.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$0.00</b>	<b>\$405,000.00</b>	<b>-\$405,000.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish processes and protocols for regular moderation of student work within teaching teams.	\$5,000.00
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year.	\$5,000.00
Continue lunchtime clubs that promote healthy habits and positive relationships.	\$1,000.00
Continue to implement classroom interventions through mindfulness and relaxation.	\$1,000.00
<b>Totals</b>	<b>\$12,000.00</b>

## Activities and Milestones - Equity Funding

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

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish processes and protocols for regular moderation of student work within teaching teams.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources •
Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Continue lunchtime clubs that promote healthy habits and positive relationships.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning •
Continue to implement classroom interventions through mindfulness and relaxation.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
<b>Totals</b>		\$12,000.00	

## 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
Staffing	\$225,000.00
<b>Totals</b>	\$225,000.00

## Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing	from: Term 1 to: Term 4	\$225,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$225,000.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing	from: Term 1 to: Term 4	\$168,000.00	<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>		\$168,000.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Review the professional learning calendar and update to prioritise collaboration time in PLCs.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Establish a school-wide wellbeing improvement plan for implementation and SIT monitoring	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site