

2023 Annual Implementation Plan

for improving student outcomes

Malvern Valley Primary School (4669)



Submitted for review by Tracy Skiba (School Principal) on 16 November, 2022 at 01:51 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 11 January, 2023 at 03:22 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

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

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>As the school moves towards the 2023 school review there are successes and challenges to address. Staffing changes have occurred considerably over the past 12 months. This change has drawn attention to the need for a consistent approach and review of our current curriculum and wellbeing models.</p> <p>New leadership has provided the opportunity for middle leaders to undertake portfolios to drive school improvement. This has included leaders who have undertaken the leadership of cross-level PLCs in English, Mathematics and, Wellbeing.</p> <p>Building the capacity of staff to understand the curriculum, HITS, and next steps in learning will assist students to engage with an authentic agency in their learning and goal setting.</p>
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	<p>As wellbeing processes have become more clear and defined, more students have been identified with needs that need to be addressed through support services, IEPs and a change in our approach to teaching and learning neuro-diverse students. The tracking and reporting of students on the EAL Continuum is another area to shine the light on in 2023. Professional learning around visible learning, targeted assessments/ transitions and clearer communication for families who speak another language at home will be at the forefront in our 2023 planning.</p>
Considerations for 2023	<ol style="list-style-type: none"> 1. Build staff capacity to unpack and triangulate assessment data. 2. Build staff capacity to undertake positive behaviour management. 3. Embed student learning goals and co-created learning intentions/success criteria 4. Ensure that students are tracked and supported against DIP and IEPs.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student outcomes in Literacy and Numeracy for all students
Target 2.1	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater.
Target 2.2	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Writing, from 18% to 30% or greater.
Target 2.3	To increase the percentage of students in the top two NAPLAN bands in Year 5 for writing from 13% to 35% or greater.
Target 2.4	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Reading, from 24% to 35% or greater.

Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Building staff capability in literacy and numeracy practices
Key Improvement Strategy 2.b Evaluating impact on learning	Use of data to differentiate teaching and track and monitor student progress
Goal 3	To increase student agency and voice
Target 3.1	To increase positive responses to 'Student Agency and Voice' on the AtoSS from 56% (2019) to 75% or greater (2023).
Target 3.2	To increase positive responses to 'Stimulated Learning' on the AtoSS from 68% (2019) to 80% or greater (2023).
Key Improvement Strategy 3.a Empowering students and building school pride	Develop school-wide understanding of student agency and voice
Key Improvement Strategy 3.b Empowering students and building school pride	Embed structures and processes to enable greater student agency and voice
Goal 4	To embed a positive psychology approach to enhance student wellbeing
Target 4.1	To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023).

Target 4.2	To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).
Key Improvement Strategy 4.a Health and wellbeing	Continue to develop understanding of positive psychology approach across the school community
Key Improvement Strategy 4.b Curriculum planning and assessment	Embed positive psychology approach into the curriculum
Key Improvement Strategy 4.c Health and wellbeing	Improve student learning by improving staff wellbeing

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater. To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023). To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).</p>
To improve student outcomes in Literacy and Numeracy for all students	Yes	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater.	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater.
		In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Writing, from 18% to 30% or greater.	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Writing, from 18% to 30% or greater.
		To increase the percentage of students in the top two NAPLAN bands in Year 5 for writing from 13% to 35% or greater.	To increase the percentage of students in the top two NAPLAN bands in Year 5 for writing from 13% to 35% or greater.
		In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Reading, from 24% to 35% or greater.	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Reading, from 24% to 35% or greater.

To increase student agency and voice	Yes	To increase positive responses to 'Student Agency and Voice' on the AtoSS from 56% (2019) to 75% or greater (2023).	To increase positive responses to 'Student Agency and Voice' on the AtoSS from 56% (2019) to 75% or greater (2023).
		To increase positive responses to 'Stimulated Learning' on the AtoSS from 68% (2019) to 80% or greater (2023).	To increase positive responses to 'Stimulated Learning' on the AtoSS from 68% (2019) to 80% or greater (2023).
To embed a positive psychology approach to enhance student wellbeing	Yes	To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023).	To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023).
		To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).	To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater. To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023). To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 1.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.	
Goal 2	To improve student outcomes in Literacy and Numeracy for all students	
12 Month Target 2.1	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater.	
12 Month Target 2.2	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Writing, from 18% to 30% or greater.	
12 Month Target 2.3	To increase the percentage of students in the top two NAPLAN bands in Year 5 for writing from 13% to 35% or greater.	
12 Month Target 2.4	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Reading, from 24% to 35% or greater.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Evidence-based high-impact teaching strategies	Building staff capability in literacy and numeracy practices	Yes
KIS 2.b Evaluating impact on learning	Use of data to differentiate teaching and track and monitor student progress	Yes

<p>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.</p>	<p>There has been some significant growth and progress in both numeracy and literacy in 2022 in addition to areas for growth. The school has incorporated a whole school PLC Focus for both Numeracy and Literacy to ensure our successes continue and staff remain to have a growth mindset for our 2023 journey.</p> <p>Pleasingly 44.4% of our Grade 3 students achieved the top two bands for numeracy as well as 42% of our Grade 5 students. In addition, 70% of our Grade 3 students and 40% of our Grade 5 students performed in the top two bands. In Writing 66% of our Grade 3 students achieved the top two bands whilst only 28% of Grade 5's achieved a top two band score.</p> <p>Although the school has a large proportion of students tracking above level, PAT and NAPLAN assessments have indicated that several students still require support. In 2023 these students will continue to be supported in targeted teaching groups specific to their needs and outside of the classroom with the tutor learning program. The utilisation of data walls and data spreadsheets will continue to be used to help triangulate data and identify specific needs for growth. Staff will be supported to use these tools to identify student needs.</p> <p>2022 has seen the introduction of data walls, both physically and digitally. Teams have used these data walls to track students throughout the year in areas of reading, writing and mathematics. This data literacy has led to the more tailored term, and unit planning targeting whole-year level goals, small group goals and individual goals. With the data walls being a program in its infancy, staff will continue to build their capacity using these and other formative assessment tools to track student growth. In early 2023 the school's assessment schedule will be reviewed and refined to ensure students are being assessed and programs are targeting students' Zone of Proximal Development.</p> <p>It was identified this year that there are inconsistencies in the implementation of the Maths Instructional Model across the school. This has led to a Mathematics Action Team who has begun the process of refining our Instructional Model, utilising evidence-based strategies. In 2023, the team will continue this work, aligning all the school's planning documents and delivering professional learning to staff.</p> <p>2023 will also see the continuation of the implementation of the Writer's Workshop model. Using the OzLit professional learning from 2022, and continuing into 2023, staff will be supported to improve the teaching of writing at MVPS, ensuring teachers are meeting the needs of the students and allowing for more student voice.</p>
<p>Goal 3</p>	<p>To increase student agency and voice</p>
<p>12 Month Target 3.1</p>	<p>To increase positive responses to 'Student Agency and Voice' on the AtoSS from 56% (2019) to 75% or greater (2023).</p>
<p>12 Month Target 3.2</p>	<p>To increase positive responses to 'Stimulated Learning' on the AtoSS from 68% (2019) to 80% or greater (2023).</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	Develop school-wide understanding of student agency and voice	Yes
KIS 3.b Empowering students and building school pride	Embed structures and processes to enable greater student agency and voice	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.	<p>There have been some great gains in increasing opportunities for authentic student voice and agency throughout the school. Increasing positive responses to 'Stimulated Learning' on the AtoSS from 68% (2019) to 80% or greater (2023) was a target for the SSP. Data in 2022 currently sits at 84% overall with high data trends for year 6 (91%) and dipping in year 5 with 77% overall. This will be an area that we will continue to monitor with the 2023 year 6 cohort.</p> <p>Moving into a Review year we will continue to shine the light on embedding authentic student agency and voice as the 2022 year 4 girls and year 5 boys have indicated that our positive SSP response target of 'Student Agency and Voice' on the AtoSS from 56% (2019) to 75% or greater (2023) has an overall 2022 data score of 58%.</p> <p>2022- Year 4- 48% Year 5- 52% Year 6- 74%</p> <p>Further to this the 2022 AToSS grade 5 boys in voice and agency was very low (37%), especially in regard to agency over class activities and the value of their voice in classroom discussions. When students were re-surveyed via Google Forms the positive response was now 47%. 2022 AToSS surveys for year 4 girls indicated that they had a lack of choice in what they learn (33%) and with encouragement to share their ideas sitting at 63%. When resurveyed via Google Forms the results were 39% and 82% respectively.</p> <p>Feedback from the 2022 Parent Opinion Survey (open to all families for the first time) indicated that parents unidentified that students had choice over their learning at 68% with neutral responses sitting at 30%.</p> <p>This data and the student forums that followed the survey indicate that some areas need to be addressed to improve Student Voice and Agency. Clarity of language around agency and consultation need to be clearer. Opportunities for feedback to teachers and leadership need to be offered on a regular basis and professional learning around the DET's Amplify initiative and Inquiry based learning need to be reviewed as part of our staff induction and to build capacity.</p> <p>More work will also be directed to communicating to families about our instructional approach and inquiry based learning to build the connection between home and school.</p>	

Goal 4	To embed a positive psychology approach to enhance student wellbeing	
12 Month Target 4.1	To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023).	
12 Month Target 4.2	To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Health and wellbeing	Continue to develop understanding of positive psychology approach across the school community	Yes
KIS 4.b Curriculum planning and assessment	Embed positive psychology approach into the curriculum	Yes
KIS 4.c Health and wellbeing	Improve student learning by improving staff wellbeing	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.	<p>There have been some great gains in increasing opportunities for a positive psychology approach to enhance student wellbeing throughout the school. Increasing positive responses to 'Teacher concern' on the AtoSS from 66% (2019) to 80% or greater (2023) was a target for the SSP. Data in 2022 currently sits at 68% overall with high data trends for year 6 (81%) and dipping in year 5 with 58% overall. This will be an area that we will continue to monitor with the 2023 year 6 cohort.</p> <p>Teacher Concern- Year 4 Girls- 61% Year 4 Boy- 69%</p> <p>Year 5 Girls- 91%</p>	

Year 5 Boys- 47%

Moving into a Review year we will continue to shine the light on embedding positive psychology approach to enhance student wellbeing as the 2022 year 4 girls and year 5 boys have indicated that our positive SSP response target of 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023) has an overall 2022 data score of 71%.

Managing Bullying-

Year 4 Girls- 53%

Year 4 Boy- 74%

MVPS survey on Year 4 Girls for the 'why'- 30.4% NO- If someone is being bullied the school staff help them

Year 5 Girls- 91%

Year 5 Boys- 72%%

We looked further into our AtoSS to make links to embedded a positive psychology approach to enhance student wellbeing and to be able to achieve this we needed to dig deeper and Effective Classroom Behaviour should also be included, as it will allow us to build teachers capacity.

Effective Classroom Behaviour-

Year 4 Girls- 59%

Year 4 Boys- 80%

MVPS survey on Year 4 Girls for the 'why'- want to be part of creating the rules and expectations

Year 5 Girls-70%

Year 5 Boys- 63%

This data and the student forums that followed the survey indicate that some areas need to be addressed to improve a positive psychology approach to enhance student wellbeing. Clarity of language and procedures around positive psychology approach including behaviour management, need to be clearer. As we have had a large turnover of staff, new staff have bought in new wellbeing understandings. Opportunities for feedback from teachers on the Positive Education model which is currently being used. A consistent approach in behaviour management and teachers having a growth mindset on all students needs, need to reviewed as part of our staff induction and to build capacity.

More work will also be directed to communicating to families about our wellbeing approach to build the connection between home and school.

	-Staff survey (waiting 2022 data)
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Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater. To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023). To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	NUMERACY 1.a Whole school consistent numeracy planner Maths Focus Group to develop a MVPS Maths Instructional Model involving both Explicit Teaching and Problem Solving Whole school Professional Learning regarding whole school approach Whole school Digital Data Spreadsheet to be used from Term 1 Using Data walls and Spreadsheets to triangulate and understand where cohort sits in Numeracy Scale Scores (PAT and Mock NAPLAN) Tutoring Initiative to identify, track and support students Teams to conduct school wide peer observations of the numeracy model
Outcomes	Staff and students understand the maths instructional model Students will report higher levels of confidence with numeracy skills Teachers will report higher levels of confidence when teaching numeracy

	Students in need of targeted academic support or intervention will be identified and supported Year level PLCs will meet to engage in reflective practice			
Success Indicators	<p>In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater.</p> <p>To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023). (12-month target 4.2)</p> <p>To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
LS and Mathematics Action team to review Maths approach and PL staff using data meetings.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
PL for staff on explicit teaching of numeracy and problem solving model.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			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
Staff short PLs on data walls and using assessments effectively.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<p>Staff will adopt a consistent understanding of a positive psychology approach and how to implement this through language, classroom practice and in whole school programs. Build staff capacity using DET Behaviour Support PL to create whole school consistent approach Planners will show evidence of adjustments to support the new DIP Implement Compass Chronicles for tracking and monitoring wellbeing incidents</p> <p>(please see Goal 4)</p>			
Outcomes	<p>Staff will adopt a consistent understanding of a positive psychology approach and how to implement this through language, classroom practice and in whole school programs. Build staff capacity using DET Behaviour Support PL to create whole school consistent approach Planners will show evidence of adjustments to support the new DIP Implement Compass Chronicles for tracking and monitoring wellbeing incidents</p> <p>(please see Goal 4)</p>			
Success Indicators	<p>To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023). 2022 68% overall Year 4- 64% Year 5- 58% Year 6- 81%</p> <p>To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023). 2022 71% overall Year 4- 61% Year 5-79% Year 6-77%</p> <p>(please see Goal 4)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Move to Compass and train staff in effective Chronicle training for staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Utilise the Respectful Relationships team to implement professional learning for all staff and build community understanding regarding the approach.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Train key members of staff to implement the Child Link Child Sharing Information Scheme to support effective transitions and appropriate support for vulnerable students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Team Leader(s)		to: Term 2	<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
Induct all staff at the beginning of the year with a review and audit of current positive behaviour management supports and building effective calm classrooms.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Goal 2	To improve student outcomes in Literacy and Numeracy for all students			

12 Month Target 2.1	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater.
12 Month Target 2.2	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Writing, from 18% to 30% or greater.
12 Month Target 2.3	To increase the percentage of students in the top two NAPLAN bands in Year 5 for writing from 13% to 35% or greater.
12 Month Target 2.4	In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Reading, from 24% to 35% or greater.
KIS 2.a Evidence-based high-impact teaching strategies	Building staff capability in literacy and numeracy practices
Actions	<ul style="list-style-type: none"> - Maths Focus Group to develop an MVPS Maths Instructional Model involving both Explicit Teaching and Problem Solving - Whole school Professional Learning regarding whole school approach, instructional model and planning documents. - Embedding the Writer's Workshop model, using the Oz Lit Writing Professional Development - Staff led Professional Development for PAT, DAL, Essential Assessment, Maths Online and Literacy Online - Teams to conduct school wide peer observations
Outcomes	<ul style="list-style-type: none"> - Staff have thorough understanding of the Maths Instructional Model and begin to implement - TLI program will continue in 2023, with approximately 25 students to be the focus in both Literacy and Numeracy targeted programs - Staff will be a thorough understanding of the Writers Workshop Model (Ozlit PD) and continue to implement this program in their planners and lessons - Peer observations will improve staff consistency and understanding of the instructional model in both Literacy and Numeracy.
Success Indicators	<p>In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Writing, from 18% to 30% or greater.</p> <p>30% (2019-2021)</p> <p>To increase the percentage of students in the top two NAPLAN bands in Year 5 for writing from 13% to 35% or greater.</p>

	<p>28% (2022) In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Reading, from 24% to 35% or greater. 42% achieved (2019-2021)</p> <p>In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater.</p> <p>In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater. 27% (2019-2021 data set)</p> <p>2022: Year 3 NAPLAN Numeracy- 44.4% achieved top two bands Year 5 NAPLAN Numeracy- 42% achieved top two bands</p> <p>Early Indicators: - Feedback on the Instructional Model - Classroom observations and learning walks demonstrating use of strategies from professional learning</p> <p>Later Indicators: - NAPLAN results e.g. Numeracy top 2 bands - Other summative data sources e.g PAT</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff PL- Understanding the Curriculum Framework- VTLM	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2

	<input checked="" type="checkbox"/> Principal			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 School Maths Framework and Planning Document- share with staff in PL	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders	<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
OzLit teacher Embedding Writing Traits into Writer's Workshop	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,500.00 <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
Staff PL- EAL learners	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,245.00 <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
KIS 2.b Evaluating impact on learning	Use of data to differentiate teaching and track and monitor student progress			
Actions	<ul style="list-style-type: none"> - Professional learning, delivered by school staff and DET data coaches to support use of data walls and data spreadsheets to triangulate and understand where cohort sits in Literacy and Numeracy - Tutoring Learning Initiative to identify, track and support students - Conduct regular whole school writing moderation, both within teaching teams and across teams. 			

	<ul style="list-style-type: none"> - Review the school's assessment schedule
Outcomes	<ul style="list-style-type: none"> - Staff will have an improved understanding in the use and of the various assessments and moderations at MVPS and how this can lead to more targeted units, lessons and small group work. - Teachers will confidently use data spreadsheets and data walls to triangulate data and target needs of students - 25 students tracked against TLI will demonstrate 12 months+ growth against Literacy/and or Numeracy target.
Success Indicators	<p>In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Writing, from 18% to 30% or greater.</p> <p>30% (2019-2021) To increase the percentage of students in the top two NAPLAN bands in Year 5 for writing from 13% to 35% or greater.</p> <p>28% (2022) In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Reading, from 24% to 35% or greater.</p> <p>42% achieved (2019-2021)</p> <p>In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater.</p> <p>In NAPLAN, to increase the 'above benchmark' figure for Benchmark Growth Numeracy, from 33% to 38% or greater. 27% (2019-2021 data set)</p> <p>2022: Year 3 NAPLAN Numeracy- 44.4% achieved top two bands Year 5 NAPLAN Numeracy- 42% achieved top two bands</p> <p>Early Indicators: Data used to identify students for tailored supports Data Spreadsheet updated each term to show whole school and whole cohort growth</p> <p>Later Indicators: NAPLAN results e.g. Numeracy top 2 bands Other summative data sources e.g PAT</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Engage DET data coach to support triangulation of data.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Staff PL on triangulating data using data walls and data spreadsheet.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Identify students for TLI initiative.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To increase student agency and voice			
12 Month Target 3.1	To increase positive responses to 'Student Agency and Voice' on the AtoSS from 56% (2019) to 75% or greater (2023).			
12 Month Target 3.2	To increase positive responses to 'Stimulated Learning' on the AtoSS from 68% (2019) to 80% or greater (2023).			
KIS 3.a Empowering students and building school pride	Develop school-wide understanding of student agency and voice			
Actions	KIS 3.A: Develop school-wide understanding of student agency and voice Whole staff PL to develop a whole school understanding and language about what student agency and voice looks like in classrooms and in whole school programs.			

	<p>2. Staff understanding of student agency and student voice will be measured and tracked by using the FISO improvement cycle and surveys.</p> <p>3. Year Level/ Cohort PLCs will focus their inquiries on investigating Visible Learning/ Thinking Routines and the Gradual Release of Responsibility model to engage students in their learning. This will be reflected in termly inquiry planners.</p> <p>4. Expand the Academy program to give F-2 students the opportunity to pursue areas of interest (as highlighted in the Parent survey around student voice and agency).</p>
<p>Outcomes</p>	<p>KIS 3.A: Develop school-wide understanding of student agency and voice Staff will adopt a consistent understanding of Student Voice and Agency and how to implement this through language, classroom practice and in whole school programs. Surveys to measure the adoption of consistent approaches to Student Voice and Agency will show positive data trends by the end of 2023. Inquiry Planners will show evidence of Visible Learning/ Thinking Routines and the GRR model based on the PLC inquiry work. Students will have the opportunity to lead their own learning through the Design Thinking Process</p>
<p>Success Indicators</p>	<p>Student feedback from regular Google surveys will indicate that Student Voice and Agency will trend upwards to meet our 75% target and Stimulated Learning will remain at 84% or higher to ensure that the 80% SSP target is met for the Review.</p> <p>To increase positive responses to 'Student Agency and Voice' on the AtoSS from 56% (2019) to 75% or greater (2023). 2022 Student Voice and Agency overall: 58% year 4- 48% year 5- 52% year 6- 74%</p>

	<p>To increase positive responses to 'Stimulated Learning' on the AtoSS from 68% (2019) to 80% or greater (2023). 2022 84% overall (meet this data target for the 2023 school review). Year 4- 83% Year 5- 77 % Year 6- 91%</p> <p>Other data sources will be snapshot Google and Pivot surveys and meeting minutes from student, staff and parent forums.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning- gradual release of responsibility model especially in inquiry in order to give students the opportunity to drive their learning.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Data Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <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
Staff PL- co-creating learning intentions and success criteria	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$500.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.b Empowering students and building school pride	Embed structures and processes to enable greater student agency and voice			
Actions	<p>KIS 3.B: Embed structures and processes to enable greater student agency and voice.</p> <p>Student Voice Teams-</p> <p>Teachers to work alongside students to unpack and define student voice and agency and what that looks like, feels like and sounds like at MVPS. These teams will work together to:</p> <ul style="list-style-type: none"> -refine terms such as fairness (as identified in ATOSS) -ensure the voices of particular student cohorts are heard through support from a student representative group -empower a student action team to undertake a short-term community-based project on behalf of the school -convene a diverse student representative team that participates in various aspects of school review. <p>Review school's assessment policy and processes to allow for:</p> <ul style="list-style-type: none"> -one-to-one feedback with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input. -three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress. -opportunities for students to give feedback to peers and teachers in the form of surveys and lesson reflections. -opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences. 			

Outcomes	<p>KIS 3.B: Embed structures and processes to enable greater student agency and voice. Students will develop a greater understanding of the consultation process and the impact their decision making can have on the school and wider community. All key stakeholders (students, staff, parents and carers) will have a clear understanding of current student achievement in English and Mathematics and where to next in their learning.</p>			
Success Indicators	<p>Student feedback from regular Google surveys will indicate that Student Voice and Agency will trend upwards to meet our 75% target and Stimulated Learning will remain at 84% or higher to ensure that the 80% SSP target is met for the Review.</p> <p>To increase positive responses to 'Student Agency and Voice' on the AtoSS from 56% (2019) to 75% or greater (2023). 2022 Student Voice and Agency overall: 58% year 4- 48% year 5- 52% year 6- 74%</p> <p>To increase positive responses to 'Stimulated Learning' on the AtoSS from 68% (2019) to 80% or greater (2023). 2022 84% overall (meet this data target for the 2023 school review). Year 4- 83% Year 5- 77 % Year 6- 91%</p> <p>Other data sources will be snapshot Google and Pivot surveys and meeting minutes from student, staff and parent forums.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff Induction around expectations and wellbeing, managing classroom behaviour (consistency) and playground behaviour	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Staff to complete in teams the DET Student Voice and Agency PL https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=3ad91449-e14e-4d7f-99d6-d3b2b448f84c&SearchScope=All	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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
Development of Google form check ins for regular review: Student daily check in- google form wellbeing and current school climate Staff check in - google form focused on wellbeing	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing team and leadership team to conduct regular student forums for sharing feedback regarding school climate, learning and wellbeing approaches and where to next.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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
Goal 4	To embed a positive psychology approach to enhance student wellbeing			
12 Month Target 4.1	To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023).			
12 Month Target 4.2	To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023).			

KIS 4.a Health and wellbeing	Continue to develop understanding of positive psychology approach across the school community			
Actions	KIS 4.1 Continue to develop understanding of positive psychology approach across the school community Build the school community understanding of our wellbeing approach			
Outcomes	KIS 4.1 Continue to develop understanding of positive psychology approach across the school community Strengthen the school communities understanding of positive psychology by providing regular resources of our student wellbeing approach.			
Success Indicators	KIS 4.1 Continue to develop understanding of positive psychology approach across the school community Positive and improved results in the snapshot parent surveys of their understanding of our wellbeing approach			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff PL/CRT cover in DIP and adding adjustments / student voice etc. into planners	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,076.30 <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

Staff PL- IEPs and next steps	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Inclusion Team to support staff and students will effective adjustments and strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$87,527.10 <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
KIS 4.b	Embed positive psychology approach into the curriculum			

Curriculum planning and assessment				
Actions	<p>KSI 4.b- Embed positive psychology approach into the curriculum Staff will adopt a consistent understanding of a positive psychology approach and how to implement this through language, classroom practice and in whole school programs. Build staff capacity using DET Behaviour Support PL to create whole school consistent approach Planners will show evidence of adjustments to support the new DIP Implement Compass Chronicles for tracking and monitoring wellbeing incidents</p>			
Outcomes	<p>KSI 4.2- Embed positive psychology approach into the curriculum Staff will adopt a consistent understanding of a positive psychology approach and how to implement this through language, classroom practice and in whole school programs. Build staff capacity using DET Behaviour Support PL to create whole school consistent approach Planners will show evidence of adjustments to support the new DIP Implement Compass Chronicles for tracking and monitoring wellbeing incidents</p>			
Success Indicators	<p>KSI 4.2- Embed positive psychology approach into the curriculum To increase positive response to 'Teacher Concern' on the AtoSS from 66% (2019) to 80% or greater (2023). 2022 68% overall Year 4- 64% Year 5- 58% Year 6- 81%</p> <p>To increase positive response to 'Managing Bullying' on the AtoSS from 60% (2019) to 75% or greater (2023). 2022 71% overall Year 4- 61% Year 5-79% Year 6-77%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
DET Staff PL- positive classroom/ playground behaviour management https://detbehavioursupport.vic.edu.au/	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			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
Use Inclusion Team to support EAL students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,429.60 <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
KIS 4.c Health and wellbeing	Improve student learning by improving staff wellbeing			

Actions	<p>KSI 4.3- Improve student learning by improving staff wellbeing Surveys to measure the adoption of consistent approaches to Student Wellbeing and Staff Wellbeing will show positive data trends by the end of 2023. Surveys to check in on student and staff wellbeing and provide assistance where required</p> <p>-Staff survey (waiting 2022 data)</p>			
Outcomes	<p>KSI 4.3- Improve student learning by improving staff wellbeing Surveys to measure the adoption of consistent approaches to Student Wellbeing and Staff Wellbeing will show positive data trends by the end of 2023. Surveys to check in on student and staff wellbeing and provide assistance where required</p> <p>-Staff survey (waiting 2022 data)</p>			
Success Indicators	<p>KSI 4.3- Improve student learning by improving staff wellbeing Surveys to measure the adoption of consistent approaches to Student Wellbeing and Staff Wellbeing will show positive data trends by the end of 2023. Surveys to check in on student and staff wellbeing and provide assistance where required</p> <p>-Staff survey (waiting 2022 data)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Change to Compass platform and train staff in using Chronicles wellbeing.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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</p>

				Menu items will be used which may include DET funded or free items
Support positive staff climate with end of term PLC celebrations.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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	\$10,675.00	\$10,675.00	\$0.00
Disability Inclusion Tier 2 Funding	\$97,603.40	\$94,603.40	\$3,000.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$108,278.40	\$105,278.40	\$3,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Utilise the Respectful Relationships team to implement professional learning for all staff and build community understanding regarding the approach.	\$2,000.00
Staff PL- EAL learners	\$5,245.00
Staff PL/CRT cover in DIP and adding adjustments / student voice etc. into planners	\$5,076.30
Inclusion Team to support staff and students will effective adjustments and strategies	\$87,527.10
Use Inclusion Team to support EAL students	\$5,429.60
Totals	\$105,278.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staff PL- EAL learners	from: Term 1 to: Term 2	\$5,245.40	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Use Inclusion Team to support EAL students	from: Term 2 to: Term 4	\$5,429.60	<input checked="" type="checkbox"/> School-based staffing
Totals		\$10,675.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Utilise the Respectful Relationships team to implement professional learning for all staff and build community understanding regarding the approach.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT •
Staff PL/CRT cover in DIP and adding adjustments / student voice etc. into planners	from: Term 1 to: Term 4	\$5,076.30	<input checked="" type="checkbox"/> Professional learning for school-based staff • <input checked="" type="checkbox"/> CRT •
Inclusion Team to support staff and students will effective adjustments and strategies	from: Term 1 to: Term 4	\$87,527.10	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •

Totals		\$94,603.40	
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Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff PL- Understanding the Curriculum Framework- VTLM	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site
Review the School Maths Framework and Planning Document- share with staff in PL	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders 	from: Term 2 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Academy program/course 	<input checked="" type="checkbox"/> On-site

OzLit teacher Embedding Writing Traits into Writer's Workshop	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Engage DET data coach to support triangulation of data.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources Data Coach	<input checked="" type="checkbox"/> On-site
Staff PL on triangulating data using data walls and data spreadsheet.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Identify students for TLI initiative.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> 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"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Team Leader(s)					
Professional Learning- gradual release of responsibility model especially in inquiry in order to give students the opportunity to drive their learning.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Data Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SV and A docs and DET Vic Curr planning docs	<input checked="" type="checkbox"/> On-site
Staff to complete in teams the DET Student Voice and Agency PL https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=3ad91449-e14e-4d7f-99d6-d3b2b448f84c&SearchScope=All	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Staff PL/CRT cover in DIP and adding adjustments / student voice etc. into planners	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLC Leaders	to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Student voice, including input and feedback	Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning		
DET Staff PL- positive classroom/ playground behaviour management https://detbehavioursupport.vic.edu.au/	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <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"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Change to Compass platform and train staff in using Chronicles wellbeing.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Compass platform Support	<input checked="" type="checkbox"/> On-site