2023 Annual Implementation Plan

for improving student outcomes

Cranbourne West Primary School (5189)

Submitted for review by Karen Wynen (School Principal) on 03 February, 2023 at 09:27 AM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 16 February, 2023 at 11:01 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

Cranbourne West Primary School (5189)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving	NAPLAN results (more positive in literacy/ less so in numeracy), ATOSS, lesson observations (Learning specialists, area leaders), Current work on Numeracy, Wellbeing and PLCs, particularly working towards improvement of explicit teaching in numeracy.
	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	Data used to inform planning and in data discussions during PLCs and data meetings. Our Data Governance and assessment schedule drives this. Next steps are to build capacity of Data Managers, both in having data discussions and the PLC structure as most of them are new to the role next year. Also build capacity of the data manager to build capacity in the data team.

	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving	NAPLAN results (more positive in literacy/ less so in numeracy), ATOSS, lesson observations (Learning specialists, area leaders), Current work on Numeracy, Wellbeing and PLCs
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving	Student attitude to school survey. SRC minutes, morning community circles, Community sports, lunchtime clubs, Melbourne Victory working with our school this year.
	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		Wellbeing framework linking all of our supports in the school. PSWB matrix, Self mastery check list, CASEA support, close work with the SSOs, Active schools funding, P&F, volunteer program.
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	Evolving	

Enter your reflective comments	Cranbourne West Primary School is moving towards embedding of a safe and orderly learning environment. We are in the process of adapting and refining a number of our programs, including our Numeracy instructional model and our wellbeing framework to provide the direct link between learning and wellbeing. We began our PLC journey this year and were focusing on developing a common understanding of the process. Our focus in 2023 will be for staff to understand that a focus of the PLC process is to improve teacher practice, with a focus on the HIT explicit teaching. Outcomes for students are improving, especially in the area of growth. We are working towards a developing a deeper understanding, and better use, of data in PLCs to drive student learning and wellbeing improvement. We need to work on strengthening the strategies we use to share our wellbeing and curriculum strategies with families. Our inclusion program is strong and supports students and families of PSD and Koorie students through regular SSGs using ILPs. Our next step is to strengthen staff understanding and confidence when teaching aboriginal perspectives. We have developed strengths in active partnerships with community organisations to improve the experiences of our students (including Wolfdene, Ardoc and Active schools) The wellbeing officer has supported partnerships with families to support student behaviour and wellbeing. The next step is to develop the understanding that the teacher should be the first point of call for parents and to support teachers to take on more responsibility to communicate with parents when required.
Considerations for 2023	We would love further support from the PLC coaches (Amelia in particular) to strengthen our PLC practices and supporting the staff to move towards seeing PLCs as a way of improving teacher practice. We are interested in working with the Network Numeracy group and Wellbeing group, to share and learn about best practice.
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 literacy and numeracy achievement and learning growth for every student, particularly in writing
Target 2.1	By 2022, increase the percentage of students making medium and high relative growth in NAPLAN • Reading to 75 or above (from 70.6 in 2018) • Writing to 75 or above (from 67.4 in 2018)
Target 2.2	Drafting note: You may wish to consider trimming some of these targets as they contain very, very large subtargets. We usually suggest just picking the most critical areas to focus on as this facilitates a 'deep but narrow' focus and from a practical perspective means you do not have to break down 15 subtargets in your AIP. By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for • Reading to 25 or above (from 20.7 in 2018) • Writing to 20 or above (from 12.1 in 2018)

	• Numeracy to 25 or above (from 13.6 in 2018) By 2022, increase the percentage of Year 3 students in the top 2 NAPLAN bands for • Reading to 40 or above (from 35.5 in 2018) • Writing to 40 or above (from 37.2 in 2018) • Numeracy to 35 or above (from 24.4 in 2018)
Target 2.3	By 2022, decrease the percentage of Year 5 students in the bottom 2 NAPLAN bands for • Reading to 10 or below (from 20.6 in 2018) • Writing to 15 or below (from 25.9 in 2018) • Numeracy to 5 or below (from 11.9 in 2018) By 2022, decrease the percentage of Year 3 students in the bottom 2 NAPLAN bands for • Reading to 10 or below (from 11.4 in 2018) • Writing to 10 or below (from 16.7 in 2018) • Numeracy to 10 or below (from 15.4 in 2018)
Target 2.4	By 2022, Teacher Judgement using norm–based/standards based assessment will accurately show 85 per cent or above of students will demonstrate 12 months or more learning growth every year in Reading, Writing and Numeracy.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to plan differentiated curriculum and to teach to each student's point of learning

Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Embed the school's writing, numeracy and reading instructional models, integrating the use of High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 2.c Building practice excellence	Build teacher and team practice excellence through professional learning, improved induction processes, mentoring, coaching, peer observation (both within the school and in other settings as required) and feedback
Goal 3	To improve intellectual engagement, student voice and learner agency
Target 3.1	By 2022, the overall per cent positive score on the AToSS for Years 4–6 will be: • Learning confidence—90 or above (from 79 in 2018) • Self–regulation and goal setting—90 or above (from 85 in 2018) • Student voice and agency—90 or above (from 68 in 2018) • Stimulated learning—90 or above (from 83 in 2018)
Target 3.2	By 2022, the per cent endorsement scores on the SSS category will be: • Collective efficacy—75 or above (from 60.6 in 2018) • Academic emphasis—75 or above (from 62.1 in 2018) • Use student feedback to improve practice—75 or above (from 59.3 in 2018)
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop, document and implement a whole school learner agency strategy to empower students to be more engaged in learning so that learning is more 'visible' and that they are better able to monitor their own learning, set learning goals and self–regulate

Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build teacher knowledge and practice excellence in the use of learner centred teaching that enables the consistent use of learner agency and metacognitive strategies in all classrooms
Goal 4	To improve the resilience and the social and emotional wellbeing of every student
Target 4.1	By 2022, the overall per cent positive score on the AToSS for Years 4–6 will be: • Classroom behaviour—90 or above (from 71 in 2018) • Resilience—90 or above (from 80 in 2018) • School connectedness (Sense of belonging)—90 or above (from 80 in 2018) • Respect for diversity—50 or above (from 20.9 in 2018)
Target 4.2	By 2022, the per cent positive responses from parents on the POS will be: • Teacher communication—85 or above (from 65 in 2018) • General satisfaction—90 or above (from 81 in 2018) • School improvement—90 or above (from 79 in 2018) • Student motivation and support—85 or above (from 71 in 2018)
Target 4.3	• Reduce Prep–Year 6 absence days per full–time equivalent from 14.76 days in 2018 to 12 days or lower by 2022. • Reduce unexplained absence to 0 by 2022.
Key Improvement Strategy 4.a	Develop, document and implement an explicit whole school respectful relationships model based on positive expectations and behaviour of all stakeholders and which assists in the development of growth mindsets and an ability to self–regulate

Setting expectations and promoting inclusion	
Key Improvement Strategy 4.b Parents and carers as partners	Continue to build community engagement and enhance the learning partnerships between home and school through the strategic use of the Parent and Community Liaison Leader and strengthened communication processes to support improved student outcomes
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Review and strengthen the school's attendance policies and processes

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	By 2023, increase the percentage of Year 5 students in the top 2 NAPLAN bands for Numeracy to 20 or above (from 13.6 in 2018) By 2023, increase the percentage of Year 3 students in the top 2 NAPLAN bands for Numeracy to 25 or above (from 24.4 in 2018) By 2023, decrease the percentage of Year 5 students in the bottom 2 NAPLAN bands for Numeracy to 15 or below (from 11.9 in 2018) By 2023, decrease the percentage of Year 3 students in the bottom 2 NAPLAN bands for Numeracy to 15 or below (from 15.4 in 2018) By 2023, the overall per cent positive score on the AToSS for Years 4–6 will be: Classroom behaviour—90 or above (from 71 in 2018) Resilience—90 or above (from 80 in 2018)

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To improve literacy and numeracy achievement and learning growth for every student, particularly in writing	No	By 2022, increase the percentage of students making medium and high relative growth in NAPLAN • Reading to 75 or above (from 70.6 in 2018) • Writing to 75 or above (from 67.4 in 2018)	
		Drafting note: You may wish to consider trimming some of these targets as they contain very, very large subtargets. We usually suggest just picking the most critical areas to focus on as this facilitates a 'deep but narrow' focus and from a practical perspective means you do not have to break down 15 subtargets in your AIP. By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for • Reading to 25 or above (from 20.7 in 2018) • Writing to 20 or above (from 12.1 in 2018) • Numeracy to 25 or above (from 13.6 in 2018) By 2022, increase the percentage of Year 3 students in the top 2 NAPLAN bands for	

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		By 2022, Teacher Judgement using norm–based/standards based assessment will accurately show 85 per cent or above of students will demonstrate 12 months or more learning growth every year in Reading, Writing and Numeracy.	
To improve intellectual engagement, student voice and learner agency	No	By 2022, the overall per cent positive score on the AToSS for Years 4–6 will be: • Learning confidence—90 or above (from 79 in 2018)	

		• Self–regulation and goal setting—90 or above (from 85 in 2018) • Student voice and agency—90 or above (from 68 in 2018) • Stimulated learning—90 or above (from 83 in 2018)	
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	Collective efficacy—75 or above (from 60.6 in 2018) Academic emphasis—75 or above (from 62.1 in 2018)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

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.
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KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Refine and embed our Numeracy instructional model. Refine and embed PLC structures to support teacher collaboration and strengthen teacher practice. Commit to the Casey South Network 'Driving Improvement in Numeracy' initiative.

Outcomes	- Teachers will be able to identify when and how to use explicit teaching within our Numeracy instructional model - A matrix (rubric) for explicit teaching will be established to support teacher understanding - Teachers will identify and support students in need of targeted Numeracy support or intervention - PLCs will meet to engage in reflective practice, evaluate and plan curriculum and improve explicit teaching, with a specific focus on Numeracy - PLC teams will engage in discussions, observations and reflections about the effectiveness of their explicit teaching in Numeracy - Teachers will research best practice in explicit teaching and will trial and implement new practices as a part of the PLC cycle
Success Indicators	- Observations by Numeracy learning specialist, Area leaders and APs against the Explicit Maturity Matrix will show improvement in staff skills - Teachers self reflection against the Explicit Maturity Matrix at the beginning, mid and end of the year - Differentiated curriculum documents and evidence of student learning at different levels - Planning will identify students being targeted in each class and their learning intentions - Assessment data pre, mid and post for a unit of work is documented - Assessment data and student surveys from intervention groups - Improvement of PLC maturity using the PLC maturity matrix - PLC survey at start and end of the year showing understanding and attitude towards PLCs driving improved teacher practice Late Data - NAPLAN results in the top and bottom two bands in Numeracy - Semester 2 teacher judgements - End of year General All in Essential Assessment - End of year growth data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Numeracy Learning specialist will use evidence from observations to identify and support identified teachers to improve their practice in explicit teaching	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional Learning on strategies to support the effective implementation of the Numeracy instructional model, with a focus on explicit teaching and differentiated learning. This will include the engagement of outside agencies to provide professional learning in numeracy	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Prioritise time for the Numeracy Learning Specialist to mentor and coach identified teachers	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$51,663.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Numeracy Learning Specialist to attend planning sessions to work with teams to support them in producing high quality Numeracy planners	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide access for staff to the Teachers 2 Leaders platform as a knowledge bank to support curriculum understanding	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Program Leaders group to work with the Numeracy Learning Specialist to support the refining of the Numeracy instructional model	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Create a PLC action plan in consultation with Area Leaders, Data team and PLC coaches to continue building capacity of staff to engage in PLCs	☑ Assistant Principal ☑ Data Leader ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to build capacity of PLC leaders to lead PLC's. This will occur in scheduled fortnightly meetings.	☑ Assistant Principal ☑ Data Leader ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
PDs to build understanding of the PLC process with the staff.	☑ Assistant Principal ☑ Data Leader ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Release staff, as required, to attend Casey South Network Numeracy PD's and meetings.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				

Actions	Build staff capacity to understand trauma and to use trauma informed practices within their classroom Implement the Resilience, Rights and Respectful Relationships curriculum Commit to the Casey South Network Wellbeing initiative.
Outcomes	- Teachers will incorporate trauma informed practices in classes and in planning units of work - Teachers will implement and model consistent routines - Teachers and leaders will establish agreed monitoring processes (in light of learnings from the Berry Street Education Model-BSEM) and leaders will ensure these are visible for staff to use - Teachers will implement a range of trauma informed interventions in their classrooms to support student wellbeing - Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers - Teachers will implement the RRRR curriculum and incorporate in work across the curriculum - Lead RRRR staff will have access to professional learning to build their capacity to support others in their teams - Wellbeing team to make links between wellbeing and learning and develop understanding amongst the staff
Success Indicators	- Observations of changes in classroom practices in response to the Trauma Informed learnings - Internal and external professional learning attendance and shared readings for staff to be documented - Data on Sentral showing a comparison of incidents from 2022 to 2023 for identified students - Resources for wellbeing programs will be documented and made available to all staff on shared platforms - RRRR will be documented in planning - Each child will have their own Zones of Regulation map - Staff can articulate how wellbeing and learning are linked

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Identify and schedule appropriate professional learning for key teachers implementing trauma informed practices - Berry Street Education Model	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$24,356.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Update the staff//teaching and learning meeting schedule to include a regular time for the Wellbeing Team to speak with staff and for staff to ask questions.	☑ Assistant Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide time for the Wellbeing Team to meet (5 staff for 1 hour per fortnight)	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4		$8,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Provide RRRR professional learning to lead staff in areas. (money from RRRR grant money)	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide time in the meeting schedule for lead RRRR staff to share their learnings with their teams.	☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Release staff, as required, to attend Casey South Network Wellbeing meetings and PD	☑ Assistant Principal ☑ Teacher(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items

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	$1,108,675.00	-$1,108,675.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$87,917.00	-$87,917.00
Total	$0.00	$1,196,592.00	-$1,196,592.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise professional Learning on strategies to support the effective implementation of the Numeracy instructional model, with a focus on explicit teaching and differentiated learning. This will include the engagement of outside agencies to provide professional learning in numeracy	$6,000.00
Prioritise time for the Numeracy Learning Specialist to mentor and coach identified teachers	$51,663.00
Provide access for staff to the Teachers 2 Leaders platform as a knowledge bank to support curriculum understanding	$5,000.00
Identify and schedule appropriate professional learning for key teachers implementing trauma informed practices - Berry Street Education Model	$24,356.00
Provide time for the Wellbeing Team to meet (5 staff for 1 hour per fortnight)	$8,000.00
Totals	$95,019.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Schedule and organise professional Learning on strategies to support the effective implementation of the Numeracy instructional model, with a focus on explicit teaching and differentiated learning. This will include the engagement of outside agencies to provide professional learning in numeracy	from: Term 1 to: Term 4	$6,000.00	☑ Professional development (excluding CRT costs and new FTE)
Prioritise time for the Numeracy Learning Specialist to mentor and coach identified teachers	from: Term 1 to: Term 4	$51,663.00	☑ School-based staffing
Provide access for staff to the Teachers 2 Leaders platform as a knowledge bank to support curriculum understanding	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources
Identify and schedule appropriate professional learning for key teachers implementing trauma informed practices - Berry Street Education Model	from: Term 1 to: Term 4	$15,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Provide time for the Wellbeing Team to meet (5 staff for 1 hour per fortnight)	from: Term 1 to: Term 4	$8,000.00	☑ School-based staffing

Totals		$85,663.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Identify and schedule appropriate professional learning for key teachers implementing trauma informed practices - Berry Street Education Model	from: Term 1 to: Term 4	$9,356.00	☑ Berry Street Education Model (BSEM) **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar)
Totals		$9,356.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Leadership and Staff Conferences focused on Students trauma, staff and student wellbeing and wellbeing practices and systems	$67,000.00
Additional employment of School Chaplin [partial]	$20,000.00

Engagement of outside agency Psychologists	$6,000.00
Numeracy Learning Specialist observations to identify and support teachers to improve - release costs	$51,663.00
Numeracy resourcing - purchases [consumables etc] and management [employment]	$55,000.00
Release of Program Leaders to work with Numeracy Specialist and to work within their specialist area to increase staff capacity.	$99,950.00
Access for staff to the Teachers 2 Leaders platform	$5,000.00
Classroom based numeracy support EFT 3.64. Delivery of additional intervention programs with a focus on Numeracy	$239,812.00
Employment of school based Community Liaison Officer - Psychologist and social worker	$114,921.00
Continuing promotion of well-being and mental health information in appropriate community languages. Refugee and EAL student support in learning and wellbeing. Employment of Multi Cultural ES Community Liaison Officer.	$70,017.00
Additional Professional Development including staff replacement - Focus on Numeracy - Focus on Wellbeing	$80,000.00
Student Welfare [funding shortfall] - wellbeing - engagement	$34,529.00
Teaching and Learning resourcing [program budgets] - supporting all areas of the curriculum with a continued focus on Numeracy and Well being	$80,000.00
Teaching and Learning Coach component of Assistant Principals Total EFT 2.00 - estimated coaching EFT 0.5	$152,670.00
Student Focus Groups to continue development of student voice including student wellbeing	$25,000.00

Totals	$1,101,562.00	

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Leadership and Staff Conferences focused on Students trauma, staff and student wellbeing and wellbeing practices and systems	from: Term 1 to: Term 2	$67,000.00	☑ Professional development (excluding CRT costs and new FTE)
Additional employment of School Chaplin [partial]	from: Term 1 to: Term 4	$15,000.00	☑ Support services
Engagement of outside agency Psychologists	from: Term 1 to: Term 4	$0.00	☑ Support services
Numeracy Learning Specialist observations to identify and support teachers to improve - release costs	from: Term 1 to: Term 4	$51,663.00	☑ School-based staffing
Numeracy resourcing - purchases [consumables etc] and management [employment]	from: Term 1 to: Term 4	$55,000.00	☑ Teaching and learning programs and resources
Release of Program Leaders to work with Numeracy Specialist and to work within their specialist area to increase staff capacity.	from: Term 1 to: Term 4	$99,950.00	☑ School-based staffing

Access for staff to the Teachers 2 Leaders platform	from: Term 1 to: Term 4	$5,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Classroom based numeracy support EFT 3.64. Delivery of additional intervention programs with a focus on Numeracy	from: Term 1 to: Term 4	$239,812.00	☑ School-based staffing
Employment of school based Community Liaison Officer - Psychologist and social worker	from: Term 1 to: Term 4	$62,371.00	☑ School-based staffing
Continuing promotion of well-being and mental health information in appropriate community languages. Refugee and EAL student support in learning and wellbeing. Employment of Multi Cultural ES Community Liaison Officer.	from: Term 1 to: Term 4	$55,017.00	☑ School-based staffing
Additional Professional Development including staff replacement - Focus on Numeracy - Focus on Wellbeing	from: Term 1 to: Term 4	$80,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Student Welfare [funding shortfall] - wellbeing - engagement	from: Term 1 to: Term 4	$34,529.00	☑ School-based staffing ☑ CRT
Teaching and Learning resourcing [program budgets] - supporting all areas of the curriculum with a continued focus on Numeracy and Well being	from: Term 1 to: Term 4	$80,000.00	☑ Teaching and learning programs and resources

Teaching and Learning Coach component of Assistant Principals Total EFT 2.00 - estimated coaching EFT 0.5	from: Term 1 to: Term 4	$152,670.00	☑ School-based staffing
Student Focus Groups to continue development of student voice including student wellbeing	from: Term 1 to: Term 4	$25,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT
Totals		$1,023,012.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Leadership and Staff Conferences focused on Students trauma, staff and student wellbeing and wellbeing practices and systems	from: Term 1 to: Term 2		
Additional employment of School Chaplin [partial]	from: Term 1 to: Term 4		
Engagement of outside agency Psychologists	from: Term 1 to: Term 4		
Numeracy Learning Specialist observations to identify and support teachers to improve - release costs	from: Term 1 to: Term 4		

Numeracy resourcing - purchases [consumables etc] and management [employment]	from: Term 1 to: Term 4		
Release of Program Leaders to work with Numeracy Specialist and to work within their specialist area to increase staff capacity.	from: Term 1 to: Term 4		
Access for staff to the Teachers 2 Leaders platform	from: Term 1 to: Term 4		
Classroom based numeracy support EFT 3.64. Delivery of additional intervention programs with a focus on Numeracy	from: Term 1 to: Term 4		
Employment of school based Community Liaison Officer - Psychologist and social worker	from: Term 1 to: Term 4		
Continuing promotion of well-being and mental health information in appropriate community languages. Refugee and EAL student support in learning and wellbeing. Employment of Multi Cultural ES Community Liaison Officer.	from: Term 1 to: Term 4		
Additional Professional Development including staff replacement - Focus on Numeracy - Focus on Wellbeing	from: Term 1 to: Term 4		

Student Welfare [funding shortfall] - wellbeing - engagement	from: Term 1 to: Term 4		
Teaching and Learning resourcing [program budgets] - supporting all areas of the curriculum with a continued focus on Numeracy and Well being	from: Term 1 to: Term 4		
Teaching and Learning Coach component of Assistant Principals Total EFT 2.00 - estimated coaching EFT 0.5	from: Term 1 to: Term 4		
Student Focus Groups to continue development of student voice including student wellbeing	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Leadership and Staff Conferences focused on Students trauma, staff and student wellbeing and wellbeing practices and systems	from: Term 1 to: Term 2	$1.00	☑ Berry Street Education Model (BSEM)
Additional employment of School Chaplin [partial]	from: Term 1 to: Term 4	$5,000.00	☑ Employ staff to support Tier 1 activities

Engagement of outside agency Psychologists	from: Term 1 to: Term 4	$6,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students
Numeracy Learning Specialist observations to identify and support teachers to improve - release costs	from: Term 1 to: Term 4	$1.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free)
Numeracy resourcing - purchases [consumables etc] and management [employment]	from: Term 1 to: Term 4	$1.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free)
Release of Program Leaders to work with Numeracy Specialist and to work within their specialist area to increase staff capacity.	from: Term 1 to: Term 4	$1.00	☑ Respectful Relationships (free)
Access for staff to the Teachers 2 Leaders platform	from: Term 1 to: Term 4	$1.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free)
Classroom based numeracy support EFT 3.64. Delivery of additional intervention programs with a focus on Numeracy	from: Term 1 to: Term 4	$1.00	☑ Respectful Relationships (free)
Employment of school based Community Liaison Officer - Psychologist and social worker	from: Term 1 to: Term 4	$52,550.00	☑ Employ staff to support Tier 1 activities
Continuing promotion of well-being and mental health information in appropriate community languages.	from: Term 1	$15,000.00	☑ Employ cohort-specific staff to support Tier 2 initiatives

Refugee and EAL student support in learning and wellbeing. Employment of Multi Cultural ES Community Liaison Officer.	to: Term 4		
Additional Professional Development including staff replacement - Focus on Numeracy - Focus on Wellbeing	from: Term 1 to: Term 4	$1.00	☑ Respectful Relationships (free)
Student Welfare [funding shortfall] - wellbeing - engagement	from: Term 1 to: Term 4	$1.00	☑ Respectful Relationships (free)
Teaching and Learning resourcing [program budgets] - supporting all areas of the curriculum with a continued focus on Numeracy and Well being	from: Term 1 to: Term 4	$1.00	☑ Respectful Relationships (free)
Teaching and Learning Coach component of Assistant Principals Total EFT 2.00 - estimated coaching EFT 0.5	from: Term 1 to: Term 4	$1.00	☑ Respectful Relationships (free)
Student Focus Groups to continue development of student voice including student wellbeing	from: Term 1 to: Term 4	$1.00	☑ Respectful Relationships (free)
Totals		**$78,561.00**	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional Learning on strategies to support the effective implementation of the Numeracy instructional model, with a focus on explicit teaching and differentiated learning. This will include the engagement of outside agencies to provide professional learning in numeracy	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Primary Mathematics and Science specialists	☑ On-site
Prioritise time for the Numeracy Learning Specialist to mentor and coach identified teachers	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Numeracy Learning Specialist to attend planning sessions to work with teams to support them in producing high quality Numeracy planners	☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Provide access for staff to the Teachers 2 Leaders platform as a knowledge bank to support curriculum understanding	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Create a PLC action plan in consultation with Area Leaders, Data team and PLC coaches to continue building capacity of staff to engage in PLCs	☑ Assistant Principal ☑ Data Leader ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Continue to build capacity of PLC leaders to lead PLC's. This will occur in scheduled fortnightly meetings.	☑ Assistant Principal ☑ Data Leader ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
PDs to build understanding of the PLC process with the staff.	☑ Assistant Principal ☑ Data Leader ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site

Release staff, as required, to attend Casey South Network Numeracy PD's and meetings.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Network Professional Learning	☑ Primary Mathematics and Science specialists ☑ Learning Specialist ☑ Maths/Sci Specialist	☑ Off-site Network Schools
Identify and schedule appropriate professional learning for key teachers implementing trauma informed practices - Berry Street Education Model	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day	☑ External consultants Berry Street	☑ Off-site A mixture of onsite Day 1 - 27th Jan (onsite) Day 2 and 3 - 26th and 27th April - Off Site Day 4 - first day of 2024 onsite
Update the staff//teaching and learning meeting schedule to include a regular time for the Wellbeing Team to speak with staff and for staff to ask questions.	☑ Assistant Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Provide time in the meeting schedule for lead RRRR staff to share their learnings with their teams.	☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

			☑ Curriculum development			
Release staff, as required, to attend Casey South Network Wellbeing meetings and PD	☑ Assistant Principal ☑ Teacher(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Network Professional Learning	☑ SEIL	☑ Off-site Network Schools