2022 Annual Implementation Plan

for improving student outcomes

Wattle View Primary School (5012)

Submitted for review by Elaine Wilson (School Principal) on 31 December, 2021 at 06:49 AM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 18 February, 2022 at 05:52 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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	Given that we have new staff starting in 2022 we need to ensure that they are abreast of all the teaching and learning initiatives before stepping our reflection up to embedding. There are still improvements we want to see in this area, such as positive take up of peer observations and response to feedback. The assessment schedule is used by all classroom teachers and the specialist team will determine their own areas of assessment and strategies to gain the data. The Leadership team is now in it's third year of working together and is cohesive and committed to school improvement. The Teacher Specialists are proactive and have stepped into acting roles throughout the course of this year (Tracy as

	Acting Principal and Andrew, Paul and Sandy as Acting A.P.) working outside their usual sphere of influence. All members of the leadership team have a good understanding of strategies that drive school improvement. Visitors to the school often comment on the positive vibe and the level of engagement from the students. Whilst there were students who engaged less and less as lockdown 1 went to lockdown 6, the staff were very proactive in reaching out to the students and monitoring their well being. The year 5/6 being able to go to Camp was a boon for engagement, we look forward to providing the same well being opportunity for year 3/4 students as well. During the past 2 years the level of communication to parents and students has been elevated due to the remote learning component of 2020/2021.
Considerations for 2022	-The literacy and numeracy teacher specialists to organise and promote shared teaching experiences and feedback sessions. - PLC implementation to begin in Term 1 with evidence in documentation. - Digital Technology will be a specialist area. - Art will initially be taken by classroom teachers. -5 new staff to start in February.
Documents that support this plan	2022 Literacy - Assessment Schedule.docx (0.08 MB) 2022 Mathematics - Assessment Schedule.docx (0.08 MB) EVEN YEAR RESPECTFUL RELATIONSHIPS scope and sequence.docx (0.02 MB) Explicit Teaching Model v2 (1).pdf (0.72 MB) Inquiry overview 2022.docx (0.01 MB)

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve literacy outcomes and learning growth of all students.
Target 2.1	*NAPLAN* *By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN reading (from 24.3 per cent in 2017) to be 35 per cent or above.* *By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN writing (from 0 per cent in 2017) to be 20 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN reading assessed as medium and high growth increase from 57.1 per cent in 2017 to be 75 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN writing assessed as medium and high growth increase from 62.9 per cent in 2017 to be 75 per cent or above.*

Target 2.2	PAT Reading *To set benchmark data and growth goals in 2018 using PAT Reading (to be finalised).*
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed whole school reading and writing instructional models to ensure consistent literacy practice in every classroom
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build the capacity of all staff to use evidence–based targeted teaching and high impact teaching strategies to maximise literacy outcomes for every student
Key Improvement Strategy 2.c Building practice excellence	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
Goal 3	To improve numeracy outcomes and learning growth of all students.
Target 3.1	NAPLAN *By 2020 the percentage of Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 31 per cent in 2017 to 40 per cent or above.* *By 2020 the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will increase from 13.5 per cent in 2017 to 25 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN numeracy assessed as medium and high growth increase from 45.8 per cent in 2017 to be 75 per cent or above.*

Target 3.2	PAT Mathematics *To set benchmark data and growth goals in 2018 using PAT Mathematics (to be finalised*)
Key Improvement Strategy 3.a Curriculum planning and assessment	Embed a whole school approach to numeracy curriculum planning and instruction
Key Improvement Strategy 3.b Building practice excellence	Build the capacity of all staff to use evidence–based targeted teaching and high impact teaching strategies to maximise numeracy outcomes for every student
Key Improvement Strategy 3.c Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
Goal 4	To create a collaborative, high expectations learning community to improve student achievement, engagement and wellbeing outcomes.
Target 4.1	*Student Attitudes* *Variables in the AToSS to reflect the following percentage of positive Year 4–6 student responses:* *Student voice and agency—75 per cent or above*
Target 4.2	*Parent Opinion* *Variables in the POS to reflect the following percent endorsement:*

	Student agency and voice–75 per cent or above School pride and confidence—75 per cent or above*High expectations for success—75 per cent or above* *Teacher communication—75 per cent or above*
Target 4.3	***Staff Opinion*** *Variables in the SSS to reflect the following positive endorsement:* <u>*School climate*</u> *Collective efficacy—80 per cent or above* *Academic emphasis—75 per cent or above* *Staff trust in colleagues—75 per cent or above* <u>*School leadership*</u> *Instructional leadership—78 per cent or above*
Key Improvement Strategy 4.a Empowering students and building school pride	Build student voice and agency in their own learning so that • learning is visible • they consistently establish meaningful learning goals • they develop reflective practices and self assess.

Key Improvement Strategy 4.b Building leadership teams	Strengthen instructional leadership and build authentic professional learning teams to • develop higher levels of collective efficacy and shared responsibility • embed more consistent practice • establish a culture where staff believe peer feedback improves practice and that professional learning is enhanced through peer observation.
Key Improvement Strategy 4.c Building communities	Strengthen engagement with parents and the broader school community.

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.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	By 2022 the percentage of Year 3 students assessed in the top two bands of NAPLAN Numeracy will be 40% or above. By 2022 the percentage of Year 5 students assessed in the top two bands of NAPLAN Numeracy will increase to 25% or above. There will be no matched cohort data in 2022, due to NAPLAN not running in 2020. (this is also reflected below in our goals for NAPLAN and PAT. By 2022 the PAT Maths results will increase from: Level 1 - 95.64 to 96 Level 2 - 103.9 to 104.5 Level 3 - 111.6 to 112.5 Level 4 - 119.9 to 121 Level 5 - 120.7 to 121.5 Level 6 - 125.8 to 126.5 In 2022, the percentage of students in Year 3 in the top two bands of READING

| | | | to be 38% or above.

In 2022, increase the percentage of students in Year 5 in the top two bands of READING (from 18% in 2021) to be 25% or above.

In 2022, the % of students in Year 3 in the top two bands of WRITING to be 42% or above.

In 2022, increase the percentage of students in Year 5 in the top two bands of WRITING (from 21% in 2021) to be 25% or above.

There will be no matched cohort data in 2022 due to NAPLAN not running in 2020.

In 2022, increase the average PAT Reading scaled score in each level from:
Level 1 - 81.34 to 82
Level 2 - 100.9 to 101
Level 3 - 106.9 to 108
Level 4 - 118.2 to 119
Level 5 - 119.4 to 120
Level 6 - 124.1 to 125

Student Voice and Agency to be at 75% or above in the Year 4-6 cohort. - Actual Result: 57%

POP.
School Pride and Confidence to be at 75% or above,
High Expectations for Success to be at |

| | | | 75% or above
Teacher Communication to be at 75% or above

(These are taken from our 2021 targets and goals as we are in our last year of the current SRP and understand the importance of the above components of the AToSS)

Variables in the AToSS to reflect the following percentage of positive Year 4–6 student responses:

Student voice and agency—75 per cent or above

Variables in the POS to reflect the following percent endorsement:

Student agency and voice–75 per cent or above

School pride and confidence—75 per cent or aboveHigh expectations for success—75 per cent or above

Teacher communication—75 per cent or above

Variables in the SSS to reflect the following positive endorsement: |

			School climate Collective efficacy—80 per cent or above Academic emphasis—75 per cent or above Staff trust in colleagues—75 per cent or above School leadership Instructional leadership—78 per cent or above
To improve literacy outcomes and learning growth of all students.	No	*NAPLAN* *By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN reading (from 24.3 per cent in 2017) to be 35 per cent or above.* *By 2020 increase the percentage of students in Year 5 in the top two bands of NAPLAN writing (from 0 per cent in 2017) to be 20 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN reading assessed as medium and high growth increase from 57.1 per cent in 2017 to be 75 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN writing assessed as medium and high growth increase from 62.9 per cent in 2017 to be 75 per cent or above.*	

		PAT Reading *To set benchmark data and growth goals in 2018 using PAT Reading (to be finalised).*	
To improve numeracy outcomes and learning growth of all students.	No	NAPLAN *By 2020 the percentage of Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from 31 per cent in 2017 to 40 per cent or above.* *By 2020 the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will increase from 13.5 per cent in 2017 to 25 per cent or above.* *By 2020 the percentage of students across Years 3–5 (matched cohort) in NAPLAN numeracy assessed as medium and high growth increase from 45.8 per cent in 2017 to be 75 per cent or above.*	
		PAT Mathematics *To set benchmark data and growth goals in 2018 using PAT Mathematics (to be finalised)*	
	No	***Student Attitudes***	

To create a collaborative, high expectations learning community to improve student achievement, engagement and wellbeing outcomes.		*Variables in the AToSS to reflect the following percentage of positive Year 4–6 student responses:* *Student voice and agency—75 per cent or above*	
		Parent Opinion *Variables in the POS to reflect the following percent endorsement:* *Student agency and voice–75 per cent or above* School pride and confidence—75 per cent or above*High expectations for success—75 per cent or above* Teacher communication—75 per cent or above	
		Staff Opinion *Variables in the SSS to reflect the following positive endorsement:* <u>*School climate*</u> *Collective efficacy—80 per cent or above* Academic emphasis—75 per cent or above Staff trust in colleagues—75 per cent or above	

	School leadership *Instructional leadership—78 per cent or above*	

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	By 2022 the percentage of Year 3 students assessed in the top two bands of NAPLAN Numeracy will be 40% or above. By 2022 the percentage of Year 5 students assessed in the top two bands of NAPLAN Numeracy will increase to 25% or above. There will be no matched cohort data in 2022, due to NAPLAN not running in 2020. (this is also reflected below in our goals for NAPLAN and PAT. By 2022 the PAT Maths results will increase from: Level 1 - 95.64 to 96 Level 2 - 103.9 to 104.5 Level 3 - 111.6 to 112.5 Level 4 - 119.9 to 121 Level 5 - 120.7 to 121.5 Level 6 - 125.8 to 126.5 In 2022, the percentage of students in Year 3 in the top two bands of READING to be 38% or above. In 2022, increase the percentage of students in Year 5 in the top two bands of READING (from 18% in 2021) to be 25% or

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 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 2022.

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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Variables in the POS to reflect the following percent endorsement:

Student agency and voice–75 per cent or above

School pride and confidence—75 per cent or aboveHigh expectations for success—75 per cent or above

Teacher communication—75 per cent or above

Variables in the SSS to reflect the following positive endorsement:

School climate

Collective efficacy—80 per cent or above

	Academic emphasis—75 per cent or above Staff trust in colleagues—75 per cent or above School leadership Instructional leadership—78 per cent or above
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	The Numeracy Learning Specialist will have a day a week dedicated to the improvement of Numeracy. Up till now all the Teacher Specialists have only had 6 months of their role uninterrupted. The following actions will not necessarily be weekly but will be determined by need) Teacher specialist to visit classrooms. Teacher specialist to attend planning meetings. Following the PLC training undertaken by the Leadership Team and another staff member, NFTF will reflect a PLC hour. Learning Specialist to work with DSSI.
Outcomes	Students will - know what their next steps are in regards to monitoring their learning through the use of Essential Assessments and Point of Need websites. - actively engage in their own learning and strive to improve their own performance .Teachers will - become more knowledgeable about how to use data to inform teaching. - become more knowledgeable about how to use data to improve student learning outcomes - be better able to conduct peer observations. - be able to articulate the PLC process Leaders will

	- Privilege time for the Learning Specialist to have a day out of the classroom. -Timetable collective NFTF time for each team - 2 hours where possible. -Outline expectations of NFTF.
Success Indicators	Students Will -Be able to articulate their learning goals and what strategies they will use to meet them. -Anecdotal evidence through learning walks/peer observations and observations from the DSSI team. Teachers Will -Continue to use consistent curriculum documentation e.g. communal planners, IEP's. -Participate in peer coaching and observations to improve practice. Teachers in collaboration with Learning Specialists/Leadership and DSSI -Provide documentation showing differentiated groups of students on weekly planners. -Meeting minutes will show evidence of the PLC cycle and conversations. - Provide minutes evidencing the conversations, the work that the students do will be evidence of the implementation. Leaders Will - Promote PLC (All the leadership team are trained. Some staff new to the school are trained and one of our 'graduate' teachers is also trained) - Provide meeting minutes that reflect coaching and peer observation outcomes. - Create timetables that allow time for the organisation of peer observations and for coaching conversations. - Ensure the teacher specialist time release provides opportunities for staff members to plan,implement and reflect on the progress of staff .

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The Learning Specialist to have a day a week, out of the classroom dedicated to Numeracy Improvement.	☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ 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
The Numeracy Learning Specialist to work with DSSI colleagues.	☑ Leadership Team ☑ 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
A teacher will be employed to run the Tutor program 4 x mornings a week.	☑ 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
An integration aide will be employed to provide language intervention for selected students from F-6	☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$47,651.86 ☐ 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
The Literacy Specialist will have a day out of the classroom as part of their Teacher specialist role.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ 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
Literacy Teacher Specialist to work with DSSI	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1	$0.00

					to: Term 4	☐ 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
Timetables will reflect that there is privileged time for Data discussions with teams across the school (Sandy) and Observations (Paul and Andrew)		☑ 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

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Wattleview will continue to provide a range of strategies that support student health and well being. The following actions will be implemented:- - All staff will be inducted into the updated 'Wattleview Way' on the 28/1/22 -The chaplaincy program has been endorsed by the School Council again for 2022 with Wattleview paying for the program (no external funding allocated)

	-JSC to be expanded to include not only students that have interviewed for specific roles but also for students who have used their initiative to suggest alternate leadership roles. -Participation in whole school events. -Respectful Relationships will be evident across the school. -Breakfast Club to operate three times a week - 8:15am - 8:45am
Outcomes	Students will: -Continue to feel connected to the school -Actively participate in their own learning. -Work with the Leadership team. through their involvement on JSC -Extend their 'voice' by having representation across the school not just in 5/6 -Continue to generate their own lunchtime clubs supported by the Principal Class. -Be able to articulate Respectful Relationships. Teachers will: -Document Respectful Relationships in their planning documentation. -Display evidence that that knowledge of RR is evolving/embedding. -Be able to articulate Respectful relationships and how they are applying it in their classroom practice. Leadership will: Liaise with SSS to determine services that may be able to assist students with greater need e.g. Disability program. Work with the Chaplain to allocate time to work with students and in some cases families. Guide the Student Leadership Team through the activities that they will undertake during the year. Provide Respectful Relationships training to parents Support Breakfast Club by attending on a regular basis -
Success Indicators	Students Will: - Regulate their behaviour when faced with conflict situations. -Discuss their understanding of Respectful Relationships. -Provide feedback on the Chaplaincy program through child friendly student surveys. -AToSS survey to provide data on how students mental health wellbeing is tracking -Daily Breakfast Club attendance role

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

The updated Wattleview Way to be introduced on 28/1/22	☑ All Staff	☐ 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
Respectful Relationships to move from evolving to embedding	☑ All Staff	☐ 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
The school will employ a chaplain two days per week to provide wellbeing support.	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$23,000.00 ☑ 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
Breakfast Club - Educational Support Staff to oversee the running of Breakfast Club	☑ Education Support ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ 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	$60,028.00	$0.00	$60,028.00
Disability Inclusion Tier 2 Funding	$137,856.00	$47,651.86	$90,204.14
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$197,884.00**	**$47,651.86**	**$150,232.14**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
The Learning Specialist to have a day a week, out of the classroom dedicated to Numeracy Improvement.	$10,000.00
An integration aide will be employed to provide language intervention for selected students from F-6	$47,651.86
The Literacy Specialist will have a day out of the classroom as part of their Teacher specialist role.	$10,000.00
The school will employ a chaplain two days per week to provide wellbeing support.	$23,000.00
Breakfast Club - Educational Support Staff to oversee the running of Breakfast Club	$1,000.00
Totals	**$91,651.86**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
The Learning Specialist to have a day a week, out of the classroom dedicated to Numeracy Improvement.	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing
The Literacy Specialist will have a day out of the classroom as part of their Teacher specialist role.	from: Term 1 to: Term 4		
The school will employ a chaplain two days per week to provide wellbeing support.	from: Term 1 to: Term 4		
Breakfast Club - Educational Support Staff to oversee the running of Breakfast Club	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
An integration aide will be employed to provide language intervention for selected students from F-6	from: Term 1 to: Term 4	$47,651.86	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Totals		$47,651.86	

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
The Learning Specialist to have a day a week, out of the classroom dedicated to Numeracy Improvement.	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Timetabled Planning Day	☑ Learning Specialist	☑ On-site