

2023 Annual Implementation Plan

for improving student outcomes

Eltham Primary School (0209)



Submitted for review by Lorraine Kennedy (School Principal) on 19 January, 2023 at 04:09 PM
Awaiting endorsement by Senior Education Improvement Leader
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	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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
	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
	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	Grade 3 NAPLAN data has shown significant growth, with top 2 bands above similar schools in writing and mathematics. Grade 5 NAPLAN data has improved in writing, however continues to be below similar schools across the curriculum. Parent and staff survey data are generally better than similar schools. ATOSS data remains significantly below similar schools, with the exception of the non experience of bullying which is well above similar schools. There are established systems and processes which staff utilise to improve student learning outcomes. Implementation of agreed practices is not yet consistent across the school.
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Considerations for 2023	<p>Next steps:</p> <p>Develop and implement a consistent documented approach to conferring across the school.</p> <p>Continue to develop teacher understanding and skill to design quality Tasks.</p> <p>Continue to implement the instructional model, quality task design, student goal setting tool, anchor charts, classroom resources and 'what to do when stuck' strategies to maintain student independence to enable small groups and conferences.</p> <p>Continue to embed the flipped lesson model, specifically the explicit instruction at the end of the lesson.</p> <p>Develop a whole school approach to build teacher maths content knowledge across the school.</p> <p>Embed consistent documentation of small group instruction in planning documents</p> <p>Prepare for school review, scheduled for Term 2 2023</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<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>
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	Maximise learning growth for every student in literacy and numeracy
Target 2.1	<p>By 2023 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN:</p> <ul style="list-style-type: none"> ● Reading from 16% (2018) to 28% ● Writing from 20% (2018) to 29% ● Numeracy from 14% (2018) to 25%.
Target 2.2	<p>By 2023 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level:</p> <ul style="list-style-type: none"> ● Reading and viewing from 57% to 65% ● Speaking and listening from 12% to 25% ● Writing from 32% to 45% ● Number and algebra from 37% to 50%.

Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capability to track and use evidence of student learning to inform differentiation of the curriculum
Key Improvement Strategy 2.b Building practice excellence	Embed a collaborative culture and inquiry cycle to build practice excellence
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop teacher knowledge and skills to embed high impact literacy and numeracy teaching and learning strategies
Goal 3	Empower students to take ownership of and responsibility for their learning
Target 3.1	<p>By 2023 improve the percentage of positive responses to the following factors on the Attitudes to School Survey for Years 4-6:</p> <ul style="list-style-type: none"> ● Stimulated learning from 66% (2018) to 82% ● Student voice and agency from 55% (2018) to 80% ● Differentiated learning challenge from 72% (2018) to 86% ● Self-regulation and goal setting from 76% to 86%.
Target 3.2	<p>By 2023 improve the percentage of positive responses for the following factors on the School Staff Survey Climate module:</p> <ul style="list-style-type: none"> ● Teacher collaboration from 48% (2018) to 80% ● Academic emphasis from 53% (2018) to 75% ● Collective efficacy from 77% (2018) to 85%.
Target 3.3	By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor school pride and confidence from 56% (2018) to 85%.

Key Improvement Strategy 3.a Empowering students and building school pride	Develop a common understanding and language of student voice, agency and leadership to enable ownership of and responsibility for student learning
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Embed a strong culture of student voice, agency and leadership in learning through an inquiry cycle
Goal 4	Strengthen student connectedness and sense of community
Target 4.1	<p>By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors:</p> <ul style="list-style-type: none"> ● Teacher concern from 60% (2018) to 75% ● Sense of connectedness from 53% (2018) to 75% ● High expectations for success from 87% to 94% ● Managing bullying from 57% (2018) to 75% ● Resilience from 71% (2018) to 80%
Target 4.2	By 2023 improve the percentage of positive responses on the School Staff Survey – School Climate module for the factor, trust in students and parents from 62% (2018) to 75%.
Target 4.3	By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor, School pride and confidence from 56% (2018) to 85%.
Key Improvement Strategy 4.a	Embed a whole-school approach to building social and emotional learning

Health and wellbeing	
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Build high expectations for learning and teaching in partnership with parents/carers
Key Improvement Strategy 4.c Empowering students and building school pride	Develop quality relationships that enhance engagement, self-confidence and learning growth

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</p> <p>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>By 2023 increase the percentage of year 5 students achieving high relative learning growth on NAPLAN numeracy from 20% in 2021 to 25% in 2023</p> <p>By 2023 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level in Number and Algebra from 30% in 2021 to 35% in 2023</p> <p>By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for:</p> <ul style="list-style-type: none"> - Resilience from 6% in 2022 to 11% in 2023 - Teacher concern from 54% in 2022 to 64% in 2023 - Student agency and voice from 57% in 2022 to 65% in 2023 <p>By 2023 improve the percentage of positive responses on the staff opinion survey for Academic Emphasis from 64% in 2022 to 70% in 2023</p>

Maximise learning growth for every student in literacy and numeracy	No	<p>By 2023 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN:</p> <ul style="list-style-type: none"> ● Reading from 16% (2018) to 28% ● Writing from 20% (2018) to 29% ● Numeracy from 14% (2018) to 25%. 	
		<p>By 2023 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level:</p> <ul style="list-style-type: none"> ● Reading and viewing from 57% to 65% ● Speaking and listening from 12% to 25% ● Writing from 32% to 45% ● Number and algebra from 37% to 50%. 	
Empower students to take ownership of and responsibility for their learning	No	<p>By 2023 improve the percentage of positive responses to the following factors on the Attitudes to School Survey for Years 4-6:</p> <ul style="list-style-type: none"> ● Stimulated learning from 66% (2018) to 82% ● Student voice and agency from 55% (2018) to 80% ● Differentiated learning challenge from 72% (2018) to 86% ● Self-regulation and goal setting from 76% to 86%. 	
		<p>By 2023 improve the percentage of positive responses for the following factors on the School Staff Survey Climate module:</p> <ul style="list-style-type: none"> ● Teacher collaboration from 48% (2018) to 80% ● Academic emphasis from 53% (2018) to 75% 	

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		By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor school pride and confidence from 56% (2018) to 85%.	
Strengthen student connectedness and sense of community	No	By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors: <ul style="list-style-type: none"> ● Teacher concern from 60% (2018) to 75% ● Sense of connectedness from 53% (2018) to 75% ● High expectations for success from 87% to 94% ● Managing bullying from 57% (2018) to 75% ● Resilience from 71% (2018) to 80% 	
		By 2023 improve the percentage of positive responses on the School Staff Survey – School Climate module for the factor, trust in students and parents from 62% (2018) to 75%.	
		By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor, School pride and confidence from 56% (2018) to 85%.	

Goal 1	<p>2023 Priorities Goal</p> <p>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>	
12 Month Target 1.1	<p>By 2023 increase the percentage of year 5 students achieving high relative learning growth on NAPLAN numeracy from 20% in 2021 to 25% in 2023</p> <p>By 2023 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level in Number and Algebra from 30% in 2021 to 35% in 2023</p> <p>By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for:</p> <ul style="list-style-type: none"> - Resilience from 6% in 2022 to 11% in 2023 - Teacher concern from 54% in 2022 to 64% in 2023 - Student agency and voice from 57% in 2022 to 65% in 2023 <p>By 2023 improve the percentage of positive responses on the staff opinion survey for Academic Emphasis from 64% in 2022 to 70% in 2023</p>	
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.
12 Month Target 1.1	By 2023 increase the percentage of year 5 students achieving high relative learning growth on NAPLAN numeracy from 20% in 2021 to 25% in 2023 By 2023 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level in Number and Algebra from 30% in 2021 to 35% in 2023 By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for: - Resilience from 6% in 2022 to 11% in 2023 - Teacher concern from 54% in 2022 to 64% in 2023 - Student agency and voice from 57% in 2022 to 65% in 2023 By 2023 improve the percentage of positive responses on the staff opinion survey for Academic Emphasis from 64% in 2022 to 70% in 2023
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	Build staff capability to analyse student data especially in numeracy. Build staff capability to plan for differentiation based on student data especially in numeracy. Build staff capability to teach at students' point of need especially in numeracy.
Outcomes	Teachers are regularly conferring in numeracy. Teachers implement flipped lesson model and quality tasks in numeracy as a result of PLC inquiry cycles. Teachers are using data in PLC to identify students with similar needs for small group instruction in numeracy. Teachers continue to access professional learning in PLCs to build mathematical content knowledge, specifically Van de Walle and Jo Boaler. Teachers have embedded practices established in 2022 PLCs (goal setting, worked examples, explicit teaching, feedback and differentiation) Students will know what their next steps are to progress their learning Students are supported to learn at point of need

Success Indicators	<p>Early indicators Consistent documentation of small group instruction in numeracy planning documents. A flipped lesson model evident in numeracy planning documents. A consistent documented approach to conferring across the school in numeracy. Teacher's understanding and skill to design quality tasks is evident in numeracy planning documents. Student feedback on differentiation and conferring</p> <p>Later indicators NAPLAN results (learning growth) Teacher judgement targets</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
First PLC cycle to focus on EPS numeracy instructional model	<input type="checkbox"/> All Staff <input type="checkbox"/> PLC Leaders	<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
Developing a whole school consistent documented approach to conferring in numeracy at EPS	<input type="checkbox"/> All Staff <input type="checkbox"/> Leadership Team <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.60 <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
Review and update IEPs for selected students	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed peer observations with a focus on differentiation in the classroom	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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

<p>Plan for and schedule opportunities for modelling and coaching of the instructional model with emphasis on differentiation in numeracy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assistant Principal <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<p>\$3,183.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Audit staff proficiency with numeracy task design for example through a self-reflection and discussion of evidence in SIT and/or a staff survey</p>	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Students to attend PLC meetings at the end of inquiry cycles to give feedback on interventions and strategies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PLC Leaders 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen implementation of a consistent whole-school approach to supporting mental health and wellbeing, with a focus on Tier 1 practices. Deepen staff understanding of SWPBS framework (SEL, Respectful Relationships, Personal & Social Capabilities)			
Outcomes	Teachers consistently implement Tier 1 strategies to support student engagement and wellbeing Teachers understand the link between engaging curriculum and student wellbeing Teachers are confident to identify and support students with mental health concerns in the classroom Teachers have a deep understanding of the referral pathway internally (within school) and externally (to community services) for students identified as requiring further assessment and intervention Students feel supported and engaged in their classes At-risk students will be supported in a timely manner			
Success Indicators	Early indicators Teacher work programs show lessons following SWPBS Scope & Sequence Term 3 Student Mental Health & Relationships Survey and AToSS data shows improved teacher/student relationships in the 5/6 area (culture of change) and an increase in students' resilience. EPS Wellbeing referrals are consistent in content and frequency across the school. Students demonstrate engagement in wellbeing programs Late indicators AtoSS data improvement			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Introduce Scope and Sequence for SEL/Respectful Relationships/Anti-Bullying/Cyber Safety via whole-staff professional learning	<input type="checkbox"/> Student Wellbeing Co-ordinator	<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
Revisit and simplify Teacher Toolkit (Prevent/Teach/Reinforce document) via whole-school professional learning	<input type="checkbox"/> All Staff <input type="checkbox"/> Leadership Team <input type="checkbox"/> Student Wellbeing Co-ordinator	<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
Implement a strategic coaching model with a focus on teachers embedding Tier 1 strategies and practices (SWPBS framework, Teacher Toolkit, Social & Emotional Learning, Personal & Social Capabilities)	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,736.95

			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
Students complete Mental Health & Relationships Survey (Term 1 & Term 3)	<input type="checkbox"/> School Improvement Team <input type="checkbox"/> Student(s) <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole-school professional learning on implementation of Smiling Mind Education Program	<input type="checkbox"/> All Staff <input type="checkbox"/> School Improvement Team <input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <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
Core group of staff to commence Dogs Connect training modules	<input type="checkbox"/> School Improvement Team <input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> SWPBS Leader/Team <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$7,700.00 <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
Spaces and Play program implemented with 5/6 cohort (in collaboration with HealthAbility)	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Respectful Relationships Implementation Team <input type="checkbox"/> SWPBS Leader/Team <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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

<p>Teachers follow Scope and Sequence for SEL/Respectful Relationships/Anti-Bullying/Cyber Safety to plan SWPBS lessons</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>SWPBS team follow Respectful Relationships Action Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SWPBS Leader/Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implement a sustainable school improvement model by identifying and coaching middle leaders in tier 1 interventions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Leadership Team <input type="checkbox"/> Student Wellbeing Co-ordinator 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <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
Mental Health & Wellbeing Leader builds coaching capabilities	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Mental Health & Wellbeing Leader collects teacher data on Tier 1 practices in Term 1 & Term 3 via Google Survey	<input type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Establish a team of teachers to participate in an inquiry cycle with a focus on increasing student resilience	<input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Review Systematic Response to Student Concerns document	<input type="checkbox"/> All Staff <input 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
F-2 teachers implement strategies from The Song Room to increase students in the Early Years sense of wellbeing .	<input type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$13,600.00

	<input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Teacher(s)		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
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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	\$11,183.60	-\$11,183.60
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$39,036.95	-\$39,036.95
Total	\$0.00	\$50,220.55	-\$50,220.55

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Developing a whole school consistent documented approach to conferring in numeracy at EPS	\$3,000.60
Embed peer observations with a focus on differentiation in the classroom	\$3,000.00
Plan for and schedule opportunities for modelling and coaching of the instructional model with emphasis on differentiation in numeracy	\$3,183.00
Implement a strategic coaching model with a focus on teachers embedding Tier 1 strategies and practices (SWPBS framework, Teacher Toolkit, Social & Emotional Learning, Personal & Social Capabilities)	\$10,736.95
Whole-school professional learning on implementation of Smiling Mind Education Program	\$5,000.00
Core group of staff to commence Dogs Connect training modules	\$7,700.00
Spaces and Play program implemented with 5/6 cohort (in collaboration with HealthAbility)	\$2,000.00

Mental Health & Wellbeing Leader builds coaching capabilities	\$1,000.00
Establish a team of teachers to participate in an inquiry cycle with a focus on increasing student resilience	\$1,000.00
F-2 teachers implement strategies from The Song Room to increase students in the Early Years sense of wellbeing .	\$13,600.00
Totals	\$50,220.55

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Developing a whole school consistent documented approach to conferring in numeracy at EPS	from: Term 2 to: Term 3	\$3,000.60	<input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT
Embed peer observations with a focus on differentiation in the classroom	from: Term 1 to: Term 3	\$3,000.00	<input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT
Plan for and schedule opportunities for modelling and coaching of the instructional model with emphasis on differentiation in numeracy	from: Term 1 to: Term 3	\$3,183.00	<input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT
Spaces and Play program implemented with 5/6 cohort (in collaboration with HealthAbility)	from: Term 1 to: Term 3	\$2,000.00	<input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> CRT
Totals		\$11,183.60	

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
Implement a strategic coaching model with a focus on teachers embedding Tier 1 strategies and practices (SWPBS framework, Teacher Toolkit, Social & Emotional Learning, Personal & Social Capabilities)	from: Term 1 to: Term 3	\$10,736.95	<input type="checkbox"/> Employ staff to support Tier 1 activities
Whole-school professional learning on implementation of Smiling Mind Education Program	from: Term 1 to: Term 1	\$5,000.00	<input type="checkbox"/> Smiling Mind Primary Schools Program
Core group of staff to commence Dogs Connect training modules	from: Term 1 to: Term 1	\$7,700.00	<input type="checkbox"/> Dogs Connect Program
Mental Health & Wellbeing Leader builds coaching capabilities	from: Term 1 to: Term 2	\$1,000.00	<input type="checkbox"/> Employ staff to support Tier 1 activities
Establish a team of teachers to participate in an inquiry cycle with a	from: Term 1	\$1,000.00	<input type="checkbox"/> Employ staff to support Tier 1 activities

focus on increasing student resilience	to: Term 3		
F-2 teachers implement strategies from The Song Room to increase students in the Early Years sense of wellbeing .	from: Term 1 to: Term 3	\$13,600.00	<input type="checkbox"/> Social and Emotional Learning through the Arts (The Song Room)
Totals		\$39,036.95	

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
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Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
First PLC cycle to focus on EPS numeracy instructional model	<input type="checkbox"/> All Staff <input type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Pedagogical Model	<input type="checkbox"/> On-site
Developing a whole school consistent documented approach to conferring in numeracy at EPS	<input type="checkbox"/> All Staff <input type="checkbox"/> Leadership Team <input type="checkbox"/> PLC Leaders	from: Term 2 to: Term 3	<input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Whole School Pupil Free Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input type="checkbox"/> Pedagogical Model <input type="checkbox"/> High Impact Teaching Strategies (HITS) <input type="checkbox"/> Numeracy leader	<input type="checkbox"/> On-site
Embed peer observations with a focus on differentiation in the classroom	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input type="checkbox"/> Peer observation including feedback and reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Departmental resources Peer Observations <input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input type="checkbox"/> High Impact Teaching Strategies (HITS)	<input type="checkbox"/> On-site

Plan for and schedule opportunities for modelling and coaching of the instructional model with emphasis on differentiation in numeracy	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal	from: Term 1 to: Term 3	<input type="checkbox"/> Planning <input type="checkbox"/> Curriculum development <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input type="checkbox"/> Pedagogical Model <input type="checkbox"/> High Impact Teaching Strategies (HITS)	<input type="checkbox"/> On-site
Introduce Scope and Sequence for SEL/Respectful Relationships/Anti-Bullying/Cyber Safety via whole-staff professional learning	<input type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	<input type="checkbox"/> Planning	<input type="checkbox"/> Whole School Pupil Free Day	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Revisit and simplify Teacher Toolkit (Prevent/Teach/Reinforce document) via whole-school professional learning	<input type="checkbox"/> All Staff <input type="checkbox"/> Leadership Team <input type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 1	<input type="checkbox"/> Planning	<input type="checkbox"/> Whole School Pupil Free Day	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Implement a strategic coaching model with a focus on teachers embedding Tier 1 strategies and practices (SWPBS framework, Teacher Toolkit, Social & Emotional Learning, Personal & Social Capabilities)	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 3	<input type="checkbox"/> Curriculum development <input type="checkbox"/> Individualised Reflection <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Whole-school professional learning on implementation of Smiling Mind Education Program	<input type="checkbox"/> All Staff	from: Term 1	<input type="checkbox"/> Planning	<input type="checkbox"/> Whole School Pupil Free Day	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site

	<input type="checkbox"/> School Improvement Team <input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> SWPBS Leader/Team	to: Term 1				
Core group of staff to commence Dogs Connect training modules	<input type="checkbox"/> School Improvement Team <input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> SWPBS Leader/Team <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input type="checkbox"/> Preparation	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Spaces and Play program implemented with 5/6 cohort (in collaboration with HealthAbility)	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Respectful Relationships Implementation Team <input type="checkbox"/> SWPBS Leader/Team <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input type="checkbox"/> Planning <input type="checkbox"/> Individualised Reflection <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> External consultants Health Ability	<input type="checkbox"/> On-site

Implement a sustainable school improvement model by identifying and coaching middle leaders in tier 1 interventions	<input type="checkbox"/> Leadership Team <input type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 3	<input type="checkbox"/> Planning	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
Mental Health & Wellbeing Leader builds coaching capabilities	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 2	<input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Bastow program/course	<input type="checkbox"/> Off-site Bastow Coaching PL
Establish a team of teachers to participate in an inquiry cycle with a focus on increasing student resilience	<input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative Inquiry/Action Research team	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site
F-2 teachers implement strategies from The Song Room to increase students in the Early Years sense of wellbeing .	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Student Wellbeing Co-ordinator <input type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input type="checkbox"/> Curriculum development <input type="checkbox"/> Individualised Reflection	<input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input type="checkbox"/> External consultants The Song Room	<input type="checkbox"/> On-site