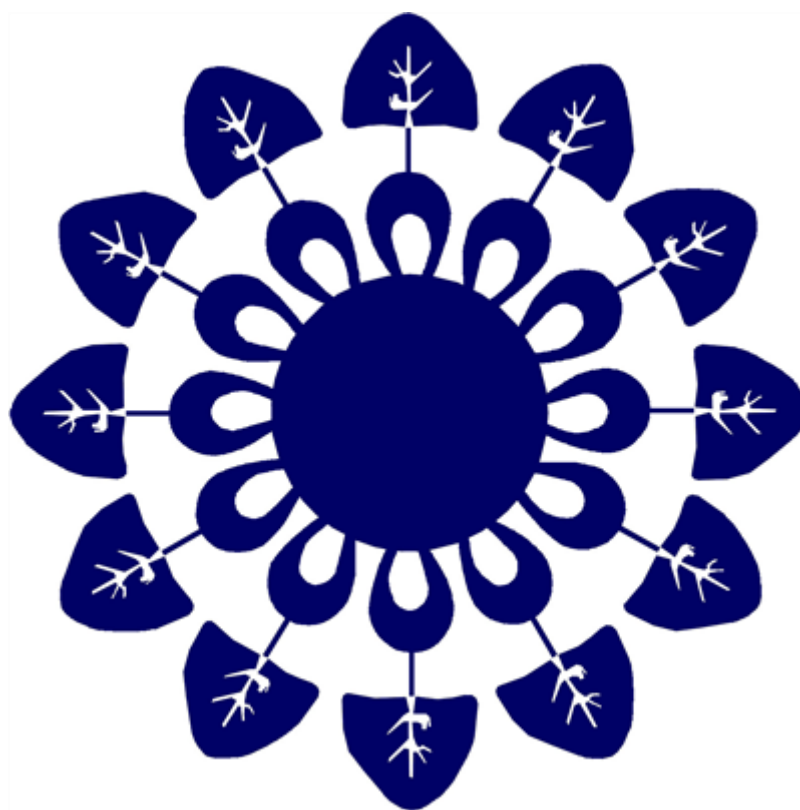


2023 Annual Implementation Plan

for improving student outcomes

Apollo Parkways Primary School (5184)



Submitted for review by Doreen Montgomery (School Principal) on 24 July, 2023 at 01:01 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 24 July, 2023 at 01:02 PM
Endorsed by Ru Thomas (School Council President) on 26 July, 2023 at 01:38 PM

Self-evaluation Summary - 2023

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

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| 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 | |

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

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| 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 | |

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| Enter your reflective comments | <p>At Apollo Parkways PS we aim for high sustained student outcomes. We want to move from Embedding to Excelling in the Teaching and Learning FISO 2.0 continua. We will work together to ensure there is effective classroom practice and within our classrooms by using the PLC Inquiry process. Teams will continue to meet regularly to unpack data and plan to student needs working towards attainment, growth and quality.</p> <p>PLC Leaders will participate in Leading by Learning in 2023. This will give them grounding to lead the curriculum across their cohort. Staff will participate in a whole school numeracy professional learning day lead by school leadership. Team</p> |
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| | leaders with their cohort will complete online modules from Be You and The Resilience Project to assist with student social and emotional learning. |
| Considerations for 2023 | <p>Considerations for 2023:</p> <p>The school will prioritise building the capacity of teachers in numeracy and mathematics</p> <p>The school will prioritise student social and emotional wellbeing</p> <p>The school's Learning Specialists will focus on improving the teaching of spelling, reading and writing across the whole school</p> <p>Unpack the behaviour matrix with our students - led by the Team Leaders and Assistant Principal</p> |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| Target 1.1 | Support for the 2023 Priorities |
| Key Improvement Strategy 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | To improve student outcomes in literacy |
| Target 2.1 | By 2026 the percentage of students in the Year 5 matched cohort remaining in the top 2 bands from Year 3 in NAPLAN reading, will increase from 67% in 2021 to 75%. |
| Target 2.2 | By 2026 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN Reading based upon a four--year rolling average from 32.75% in 2021 (4-year average) to 38%. |
| Target 2.3 | By 2026 the percentage of Year F–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above expected level in reading will increase from a 2022 percentage of 50% to 60%. |

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| <p>Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Build teachers understanding of literacy continuums of learning</p> |
| <p>Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p> | <p>Embed a consistent evidence-based approach to reading across the school F-6</p> |
| <p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Build consistent feedback procedures in classrooms.</p> |
| <p>Goal 3</p> | <p>To improve student outcomes in numeracy</p> |
| <p>Target 3.1</p> | <p>By 2026 increase the percentage of students in Year 3 in the top 2 bands in NAPLAN numeracy based upon a four--year rolling average from 52.5% in 2022 to 58%.</p> |
| <p>Target 3.2</p> | <p>By 2026 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, based upon a four--year rolling average from 41.25% in 2021 to 47%.</p> |

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| Target 3.3 | By 2026 the percentage of Year F–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above expected level in numeracy will increase from a 2022 percentage, based upon a four—year rolling average, of 41.75% in 2022 to 47%. |
| Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build teachers understanding of numeracy continuums of learning against the Victorian Curriculum |
| Key Improvement Strategy 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Extend the capability of classroom teachers to use assessment tools to regularly inform learning and generate accurate judgements |
| Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop a deeper understanding of the Apollo Parkways instructional model and consistent implementation across the school. |
| Goal 4 | Enhance student emotional and social well-being. |
| Target 4.1 | <p>3.1 By 2026 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures.</p> <ul style="list-style-type: none"> * Emotional awareness and self-regulation domain, will increase from 66% in 2022 to 71% * Learner characteristics and disposition domain, sense of confidence factor will increase from 74% in 2022 to 86%. * School safety domain, managing bullying factor will increase to from 78% in 2022 to 86% |

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| Target 4.2 | 3.2 By 2026, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be above the VC Personal and Social Capability expected achievement standards will increase from 1% per cent in 2022 to 20% per cent |
| Target 4.3 | 3.3 By 2026 a school developed data collection instrument will show development of well – being factors including emotional awareness, self-regulation and resilience being met by children will show positive improvement. (Baseline to be determined 2023) |
| Key Improvement Strategy 4.a 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 | Build the capabilities of team leaders to enhance well-being practices and strategies. |
| Key Improvement Strategy 4.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop a cohesive whole school approach to the implementation and assessment of personal and social capabilities. |
| Key Improvement Strategy 4.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Build skills to enable students to self-regulate their emotions and relate to others effectively. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
|--|---------------------------------------|--|--|
| <p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | Yes | Support for the 2023 Priorities | <p>NUMERACY By 2023, the percentage of students achieving in the two top NAPLAN bands for numeracy: Year 3 will increase from 49% to 54% Year 5 will increase from 54% to 59%</p> <p>WELLBEING By 2023, the percentage of student wellbeing measure in the domains of: Sense of Confidence will increase from 74% to 78% Emotional Awareness & Regulation will increase from 66% to 71% Student Voice & Agency will increase from 70% to 75%</p> |
| To improve student outcomes in literacy | No | By 2026 the percentage of students in the Year 5 matched cohort remaining in the top 2 bands from Year 3 in NAPLAN reading, will increase from 67% in 2021 to 75%. | |
| | | By 2026 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN Reading based upon a four--year rolling average from 32.75% in 2021 (4-year average) to 38%. | |

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| | | By 2026 the percentage of Year F–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above expected level in reading will increase from a 2022 percentage of 50% to 60%. | |
| To improve student outcomes in numeracy | No | By 2026 increase the percentage of students in Year 3 in the top 2 bands in NAPLAN numeracy based upon a four--year rolling average from 52.5% in 2022 to 58%. | |
| | | By 2026 increase the percentage of students in Year 5 making high benchmark learning growth in NAPLAN numeracy, based upon a four--year rolling average from 41.25% in 2021 to 47%. | |
| | | By 2026 the percentage of Year F–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above expected level in numeracy will increase from a 2022 percentage, based upon a four—year rolling average, of 41.75% in 2022 to 47%. | |
| Enhance student emotional and social well-being. | No | 3.1 By 2026 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures. * Emotional awareness and self-regulation domain, will increase from 66% in 2022 to 71% * Learner characteristics and disposition domain, sense of confidence factor will increase from 74% in 2022 to 86%. * School safety domain, managing bullying factor will increase to from 78% in 2022 to 86% | |
| | | 3.2 By 2026, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F- 10 to be above the VC Personal and Social Capability expected achievement standards will increase from 1% per cent in 2022 to 20%. | |

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| | | 3.3 By 2026 a school developed data collection instrument will show development of well – being factors including emotional awareness, self-regulation and resilience being met by children will show positive improvement. (Baseline to be determined 2023) | |
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| 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 | <p>NUMERACY By 2023, the percentage of students achieving in the two top NAPLAN bands for numeracy: Year 3 will increase from 49% to 54% Year 5 will increase from 54% to 59%</p> <p>WELLBEING By 2023, the percentage of student wellbeing measure in the domains of: Sense of Confidence will increase from 74% to 78% Emotional Awareness & Regulation will increase from 66% to 71% Student Voice & Agency will increase from 70% to 75%</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

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| 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 | NUMERACY By 2023, the percentage of students achieving in the two top NAPLAN bands for numeracy: Year 3 will increase from 49% to 54% Year 5 will increase from 54% to 59% WELLBEING By 2023, the percentage of student wellbeing measure in the domains of: Sense of Confidence will increase from 74% to 78% Emotional Awareness & Regulation will increase from 66% to 71% Student Voice & Agency will increase from 70% to 75% |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Build on PLC structures and processes to support teacher collaboration and reflection with a focus on strengthening teaching practice in numeracy. Build staff capacity and confidence in the use and understanding of the mathematics learning progressions and the proficiencies. |
| Outcomes | Teachers will develop confidence to accurately identify learning needs of their students in numeracy. Teachers will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons during PLC Inquiry cycle in numeracy. Teachers will plan for differentiation based on student learning data. Students will give feedback to teachers regarding their learning. Students will clearly understand Learning Intentions and Success Criteria in numeracy. Leaders (Principal Class, PLC & Learning Specialists) will support teaching staff to build numeracy assessment and differentiation practices through clear processes. Leaders (Principal Class, PLC & Learning Specialists) will build teacher capacity in numeracy through professional learning. |

| Success Indicators | <p>EARLY INDICATORS Weekly planners will show differentiation (based on mathematics progressions), learning intentions and success criteria, and the use of the proficiencies. Teachers will have a clear understanding in the weekly planning structure of - Fluency, Launch, Explore and Summarise. Teacher observations and formative assessments will show student learning growth. Minutes of the PLC meetings reflect collaborative processes.</p> <p>LATE INDICATORS Data collected clearly indicating student progress. Victorian curriculum teacher judgements will show increased learning growth in number and algebra. The percentage of students in the top 2 NAPLAN bands for numeracy will increase. Improvement in School Staff Survey in the factor of Academic Emphasis and Professional Learning. Improvement in Attitudes to School Survey factor of Stimulated Learning and Student Voice and Agency.</p> | | | |
|---|---|--|----------------------------------|---|
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Whole school Curriculum Day with a focus on numeracy. Review planning expectations and processes for numeracy. | <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Organise learning walks to observe practice and collect feedback from students on numeracy learning. | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$3,755.00 |

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|---|--|--|----------------------------------|--|
| | | | to: Term 4 | <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| PLC leaders and Assistant Principal to attend Leading by Learning at the Victorian Academy for Teaching and Leadership. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$10,126.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule PLC inquiry cycle in week 3 with a focus on number. | <input checked="" type="checkbox"/> All Staff | <input checked="" 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 |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Staff to audit the resources in mathematics and purchase items required for each cohort. | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$13,788.80 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Strengthen student voice in the promotion of wellbeing and positive mental health across the school. Establish and document a whole school approach to physical, social, and emotional wellbeing. Build teacher capacity to support student wellbeing and mental health. | | | |
| Outcomes | Teachers will plan for and implement social and emotional learning within their curriculum areas with a focus on Respectful Relationships. Teachers will be able to recognise, respond to and refer students' mental health needs. Teachers will chronicle welfare concerns on the Compass platform. Students will be able to explain what positive mental health means and where they can seek support at school. Student leaders will be confident in promoting wellbeing and positive mental health to other students. | | | |

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| | <p>Leaders (Principal Class and Team Leaders) will support teachers in responding to wellbeing and mental health needs of students. Leaders (Principal Class and Team Leaders) will support a whole school approach to The Resilience Project. Leaders (Principal Class and Team Leaders) will promote team building supporting student social and emotional learning.</p> | | | |
| Success Indicators | <p>EARLY INDICATORS Curriculum and documentation will show plans for social and emotional learning. Student support resources displayed around the school will show how students can seek support. Opportunities for students to promote mental health and wellbeing to other students are in evidence.</p> <p>LATE INDICATORS Attitude to Schools Survey will indicate a positive response in the areas of sense of confidence, emotional awareness and regulation and student voice and agency. Attendance data will improve further.</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Team Leaders will complete the Be You Mental Health in Education Initiative. The team Leaders become part of the action team and will disseminate the information through to cohorts. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Team Leader(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$16,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| <p>ROAR Australia - all students to access. Staff will participate in a professional learning experience to be their capacity in the developing resilience in students.</p> | <p><input checked="" type="checkbox"/> All Staff</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$16,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>Team Building for student social and emotional learning. Professional learning -Resilience First Aide by Maria Ruberto</p> | <p><input checked="" type="checkbox"/> All Staff</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 1</p> | <p>\$15,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
| <p>Establish student focus groups to promote student voice and seek feedback on the promotion of safe play spaces which promote opportunities for social and emotional development. i.e. team building, inclusive activities, creative play</p> | <p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)</p> | <p><input type="checkbox"/> PLP Priority</p> | <p>from: Term 1 to: Term 4</p> | <p>\$15,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

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| | | | | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| In line with our school values, we recognise the National Day of Action and incorporate it in our school's wellbeing curriculum. As with each other years it is a whole school commitment, all students to be a part of the activity day. Incorporate a 'Walk and Talk' lunch time activity with students and teachers each term focusing a school value. | <input checked="" type="checkbox"/> All Staff | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Music Therapy to support students' mental health and wellbeing. | <input checked="" type="checkbox"/> Wellbeing Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$3,155.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which |

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| | | | | 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 | \$28,214.80 | \$28,214.80 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$0.00 | \$0.00 | \$0.00 |
| Schools Mental Health Fund and Menu | \$75,131.76 | \$75,000.00 | \$131.76 |
| Total | \$103,346.56 | \$103,214.80 | \$131.76 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|-------------|
| Whole school Curriculum day with a focus on numeracy. Review planning expectations and processes for numeracy. | \$500.00 |
| Organise learning walks to observe practice and collect feedback from students on numeracy learning. | \$3,755.00 |
| PLC leaders and Assistant Principal to attend Leading by Learning at the Victorian Academy for Teaching and Leadership. | \$10,126.00 |
| Staff to audit the resources in mathematics and purchase items required for each cohort. | \$13,788.80 |
| Team Leaders will complete the Be You Mental Health in Education Initiative. The team Leaders become part of the action team and will disseminate the information through to cohorts. | \$16,000.00 |
| ROAR Australia - all students to access. Staff will participate in a professional learning experience to be their capacity in the developing resilience in students. | \$16,000.00 |

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| Team Building for student social and emotional learning. Professional learning -Resilience First Aide by Maria Ruberto | \$15,000.00 |
| Establish student focus groups to promote student voice and seek feedback on the promotion of safe play spaces which promote opportunities for social and emotional development. i.e. team building, inclusive activities, creative play | \$15,000.00 |
| In line with our school values we recognise the National Day of Action and incorporate it in our school's wellbeing curriculum. As with each other years it is a whole school commitment, all students to be apart of the activity day. Incorporate a 'Walk and Talk' lunch time activity with students and teachers each term focussing a school value. | \$10,000.00 |
| Music Therapy to support students mental health and wellbeing. | \$3,155.00 |
| Totals | \$103,324.80 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Whole school Curriculum day with a focus on numeracy. Review planning expectations and processes for numeracy. | from: Term 2 to: Term 2 | \$500.00 | <input checked="" type="checkbox"/> School-based staffing |
| Organise learning walks to observe practice and collect feedback from students on numeracy learning. | from: Term 1 to: Term 4 | \$3,800.00 | <input checked="" type="checkbox"/> CRT |

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| PLC leaders and Assistant Principal to attend Leading by Learning at the Victorian Academy for Teaching and Leadership. | from: Term 1 to: Term 1 | \$10,126.00 | <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other Victorian Academy for Teaching and Leadership course fee. |
| Staff to audit the resources in mathematics and purchase items required for each cohort. | from: Term 1 to: Term 2 | \$13,788.80 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Totals | | \$28,214.80 | |

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 |
|---|----------------------------------|------------------------|--|
| Team Leaders will complete the Be You Mental Health in Education Initiative. The team Leaders become part of the action team and will disseminate the information through to cohorts. | from: Term 1 to: Term 4 | \$16,000.00 | <input checked="" type="checkbox"/> Be You Initiative for Educators (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member |
| ROAR Australia - all students to access. Staff will participate in a professional learning experience to | from: Term 1 | \$16,000.00 | <input checked="" type="checkbox"/> The Resilience Project This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider |

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| be their capacity in the developing resilience in students. | to: Term 4 | | |
| Team Building for student social and emotional learning. Professional learning -Resilience First Aide by Maria Ruberto | from: Term 1 to: Term 1 | \$15,000.00 | <input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) |
| Establish student focus groups to promote student voice and seek feedback on the promotion of safe play spaces which promote opportunities for social and emotional development. i.e. team building, inclusive activities, creative play | from: Term 1 to: Term 4 | \$15,000.00 | <input checked="" type="checkbox"/> Be You Initiative for Educators (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member |
| In line with our school values we recognise the National Day of Action and incorporate it in our school's wellbeing curriculum. As with each other years it is a whole school commitment, all students to be apart of the activity day. Incorporate a 'Walk and Talk' lunch time activity with students and teachers each term focussing a school value. | from: Term 2 to: Term 3 | \$10,000.00 | <input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) |
| Music Therapy to support students mental health and wellbeing. | from: Term 1 to: Term 4 | \$3,000.00 | <input checked="" type="checkbox"/> Social and Emotional Learning through the Arts (The Song Room) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider |
| Totals | | \$75,000.00 | |

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 |
|---|--|----------------------------|---|---|---|--|
| Whole school Curriculum day with a focus on numeracy. Review planning expectations and processes for numeracy. | <input checked="" type="checkbox"/> Leadership Team | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Organise learning walks to observe practice and collect feedback from students on numeracy learning. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> Academy program/course | <input checked="" type="checkbox"/> Off-site Victorian Academy of teaching and Leadership |
| PLC leaders and Assistant Principal to attend Leading by Learning at the Victorian Academy for Teaching and Leadership. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> Academy program/course | <input checked="" type="checkbox"/> Off-site Teaching Academy |
| Schedule PLC inquiry cycle in week 3 with a focus on number. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> PLC Initiative | <input checked="" type="checkbox"/> On-site |
| Team Leaders will complete the Be You Mental Health in Education Initiative. The team Leaders become part of the action team and will | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Team Leader(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> External consultants Be You consultants | <input checked="" type="checkbox"/> Off-site Modules via Be You |

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|--|---|----------------------------------|--|---|--|---|
| disseminate the information through to cohorts. | | | | | | |
| ROAR Australia - all students to access. Staff will participate in a professional learning experience to be their capacity in the developing resilience in students. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants ROAR Australia | <input checked="" type="checkbox"/> Off-site Modules via ROAR Australia |
| Team Building for student social and emotional learning. Professional learning - Resilience First Aide by Maria Ruberto | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |