**2022 Annual Implementation Plan**

Submitted for review by Karina Darling (School Principal) on 16 December, 2021 at 12:04 PM  
Endorsed by Alan Davis (Senior Education Improvement Leader) on 14 February, 2022 at 02:39 PM  
Endorsed by Rebekah Wybar (School Council President) on 08 March, 2022 at 03:20 PM

**for improving student outcomes**

Oberon Primary School (4735)



**Self-evaluation Summary - 2022**

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|  | 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 |

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

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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** | 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 |

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| **Support** | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |
| 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** | Based on this self evaulation as a school we were able celebrate everything we have recently achieved and define areas of focus for 2022.  At Oberon, following large amounts of remote learning it will be important to have an increased focus on student learning and wellbeing.  We look forward to reconnecting with our wider community in a variety of ways and further building our partnerships with families. |
| **Considerations for 2022** | - Leading Mathematics - Numeracy Instructional Model - Continued professional learning around 6+1 Traits and Writers Notebook - Refining PLC meetings with a higher focus around student data and the use of the PLC inquiry cycle - Disibility Inclusion professional learning and implementation - Student Voice and Agency - Attendance (late arrivals and early departures) |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | <b>2022 Priorities Goal</b><br/> 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 | Improve the learning growth and attainment of every student. |
| Target 2.1 | NAPLAN increase the percent of students in the top two bands in Year 5:   * Reading from 48 per cent in 2019 to 50 per cent by 2024 * Writing from 9 per cent in 2019 to 20 per cent by 2024 * Numeracy from 48 per cent in 2019 to 50 per cent by 2024 |
| Target 2.2 | NAPLAN increase the percent of student meeting and above benchmark growth in Year 5:   * Writing from 55 per cent in 2019 to 65 per cent by 2024 * Numeracy from 59 per cent in 2019 to 65 per cent by 2024. |
| Target 2.3 | Teacher judgment increase the percent of students making at and above the expected level from P to 6:   * Reading from 90 per cent in 2020 to at or above 92 per cent by 2024 * Writing from 84 per cent in 2020 to at or above 88 per cent by 2024 * Number and Algebra from 95 per cent in 2020 to at or above 92 per cent by 2024. |
| Target 2.4 | Students Attitudes to School survey measures:   * Self-regulation and goal setting from 94 per cent in 2019 to be at or above 95 per cent by 2024 * Student voice and agency from 91 per cent in 2019 to be at or above 95 per cent by 2024. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop the capacity of all staff to use evidence-informed practice to improve student learning. |
| Key Improvement Strategy 2.b Instructional and shared leadership | Further develop instructional leadership across the school. |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Strengthen student voice and learner agency to enhance the partnership between students, teachers and families. |
| Goal 3 | Strengthen students’ sense of engagement and wellbeing. |
| Target 3.1 | Attendance:   * Reduce the average number of days per student from 14 between 2017 and 2019 to 12 by 2024 * Reduce the per cent of students with absence days more than 20 from 27 per cent in 2019 to 22 per cent by 2024. |
| Target 3.2 | Students Attitudes to School survey measures:   * Sense of connectedness from 93 per cent in 2019 to be at or above 95 per cent by 2024. * Resilience from 94 per cent in 2019 to be at or above 95 per cent by 2024 * Motivation and interest from 95 per cent in 2019 to be at or above 96 per cent by 2024 |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Embed the processes and protocols to promote attendance, including appropriate interventions. |
| Key Improvement Strategy 3.b Health and wellbeing | Strengthen the personal and social capabilities of each student. |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <b>2022 Priorities Goal</b><br/> 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 | NAPLAN top 2 bands Year 3 In 2022, the percentage of Year 3 students achieving in the top 2 bands for writing will increase from 33% to 45% In 2022, the percentage of Year 3 students achieving in the top 2 bands for numeracy will increase from 19% to 35%  Year 5 In 2022, the percentage of Year 5 students achieving in the top 2 bands for writing will increase from 16% to 20% In 2022, the percentage of Year 5 students achieving in the top 2 bands for numeracy will increase from 42% to 48%  Attendance Reduce the per cent of students with absence days more than 20 from 25% in 2021 to 22% in 2022.  Student Attitudes to School Survey Student voice and agency from 80% in 2021 to 90% by 2022. |
| Improve the learning growth and attainment of every student. | No | NAPLAN increase the percent of students in the top two bands in Year 5:   * Reading from 48 per cent in 2019 to 50 per cent by 2024 * Writing from 9 per cent in 2019 to 20 per cent by 2024 * Numeracy from 48 per cent in 2019 to 50 per cent by 2024 |  |
| NAPLAN increase the percent of student meeting and above benchmark growth in Year 5:   * Writing from 55 per cent in 2019 to 65 per cent by 2024 * Numeracy from 59 per cent in 2019 to 65 per cent by 2024. |  |
| Teacher judgment increase the percent of students making at and above the expected level from P to 6:   * Reading from 90 per cent in 2020 to at or above 92 per cent by 2024 * Writing from 84 per cent in 2020 to at or above 88 per cent by 2024 * Number and Algebra from 95 per cent in 2020 to at or above 92 per cent by 2024. |  |
| Students Attitudes to School survey measures:   * Self-regulation and goal setting from 94 per cent in 2019 to be at or above 95 per cent by 2024 * Student voice and agency from 91 per cent in 2019 to be at or above 95 per cent by 2024. |  |
| Strengthen students’ sense of engagement and wellbeing. | No | Attendance:   * Reduce the average number of days per student from 14 between 2017 and 2019 to 12 by 2024 * Reduce the per cent of students with absence days more than 20 from 27 per cent in 2019 to 22 per cent by 2024. |  |
| Students Attitudes to School survey measures:   * Sense of connectedness from 93 per cent in 2019 to be at or above 95 per cent by 2024. * Resilience from 94 per cent in 2019 to be at or above 95 per cent by 2024 * Motivation and interest from 95 per cent in 2019 to be at or above 96 per cent by 2024 |  |

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| Goal 1 | <b>2022 Priorities Goal</b><br/> 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 | NAPLAN top 2 bands Year 3 In 2022, the percentage of Year 3 students achieving in the top 2 bands for writing will increase from 33% to 45% In 2022, the percentage of Year 3 students achieving in the top 2 bands for numeracy will increase from 19% to 35%  Year 5 In 2022, the percentage of Year 5 students achieving in the top 2 bands for writing will increase from 16% to 20% In 2022, the percentage of Year 5 students achieving in the top 2 bands for numeracy will increase from 42% to 48%  Attendance Reduce the per cent of students with absence days more than 20 from 25% in 2021 to 22% in 2022.  Student Attitudes to School Survey Student voice and agency from 80% in 2021 to 90% by 2022. | |
| **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**

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| 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 | NAPLAN top 2 bands Year 3 In 2022, the percentage of Year 3 students achieving in the top 2 bands for writing will increase from 33% to 45% In 2022, the percentage of Year 3 students achieving in the top 2 bands for numeracy will increase from 19% to 35%  Year 5 In 2022, the percentage of Year 5 students achieving in the top 2 bands for writing will increase from 16% to 20% In 2022, the percentage of Year 5 students achieving in the top 2 bands for numeracy will increase from 42% to 48%  Attendance Reduce the per cent of students with absence days more than 20 from 25% in 2021 to 22% in 2022.  Student Attitudes to School Survey Student voice and agency from 80% in 2021 to 90% by 2022. | | | | |
| 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** | 1. Further develop PLC structure to have a more consistent and regular use of student data 2. Continue whole school professional learning on identified core-curriculum priority areas (writing and numeracy) 3. Develop a multi-tiered response to meet students’ individual learning needs (Disibility Inclusion) | | | | |
| **Outcomes** | Teachers will identify student learning needs based on diagnostic assessment data explored within PLCs with data improvement leader Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Students in need of targeted academic support or intervention will be identified and supported Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what the next steps are to progress their learning via goal setting | | | | |
| **Success Indicators** | Early indicators:  Curriculum documentation will show plans for differentiation  PLCs will be meeting regularly using the PLC Model Assessment from TLI program will show plans to support individual students’ learning needs  Formative and summative assessment will show student learning growth  Student IEP’s will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.  Late indicators:  Victorian Curriculum judgements will show growth in learning  AtoSS factors: student voice and agency will show growth | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Creating a Data Improvement Leadership role within the school | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and refine whole school Peer Observation processes and how Quality Teaching Rounds can support this | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Consistent use of Panorama and data dashboards to explore data in depth | | 🗹 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 |
| Review PLC meetings and agenda with a greater focus on the use of the PLC inquiry cycle (Puzzle of Practice) | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Refine whole school assessment around writing using traits checklist | | 🗹 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 |
| Continue professional learning around 6+1 Traits and writer's notebook | | 🗹 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 |
| Whole school goal setting in Reading, Writing and Numeracy | | 🗹 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 |
| Engage in BASTOW Leading Mathematics | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Numeracy Leader | 🞎 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 |
| Creation of a Numeracy Instructional Model | | 🗹 All Staff  🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Recruit and induct Disability Inclusion coordinator, working with wellbeing staff to formulate a clear role statement | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $60,000.00  🞎 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 |
| Review and update IEPs for selected students | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $50,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Provide teaching and learning support in the Prep classroom | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $30,000.00  🞎 Equity funding will be used  🗹 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | 1. Develop targeted intevention practices and protocols that promote attendance with a higher focus on late arrivals and early departures 2. Activate student voice, agency and leadership to strengthen student participation and engagement in school | | | | |
| **Outcomes** | Parents/Carers will become better informed around importance of school attendance Staff will deepen their knowledge around student voice and agency Students will be able to explain what positive mental health means and where they can seek support at school  Students will report improved mental health  Teachers will plan for and implement social and emotional learning within their curriculum areas  Leaders will support the continuous development, documentation and response to mental health Wellbeing team will directly support students’ mental health and/or provide referrals | | | | |
| **Success Indicators** | Early indicators:  Curriculum documentation, including gr8 values will show plans for social and emotional learning  Student support resources displayed around the school will show how students can seek support   Late indicators:  AtoSS factors: student voice and agency growth Attendance data growth | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Communication through newsletter, compass, assemblies and seesaw around importance of attendance | | 🗹 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 |
| Individually reach out to families with high absence data | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🞎 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 |
| Create a whole school flow chart document to address attendance processes | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $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 |
| Professional learning for staff around student voice and agency | | 🗹 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 |
| Establish School Representative Council from Prep to 6 including a meeting schedule for each term | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish lunchtime clubs to further engage and support students | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding Planner**

Summary of Budget and Allocated Funding

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| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $20,423.00 | $20,000.00 | $423.00 |
| Disability Inclusion Tier 2 Funding | $110,990.00 | $0.00 | $110,990.00 |
| Schools Mental Health Fund and Menu | $10,000.00 | $10,000.00 | $0.00 |
| **Total** | $141,413.00 | $30,000.00 | $111,413.00 |

Activities and Milestones – Total Budget

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| **Activities and Milestones** | **Budget** |
| Recruit and induct Disability Inclusion coordinator, working with wellbeing staff to formulate a clear role statement | $60,000.00 |
| Review and update IEPs for selected students | $50,000.00 |
| Provide teaching and learning support in the Prep classroom | $30,000.00 |
| Individually reach out to families with high absence data | $10,000.00 |
| Professional learning for staff around student voice and agency | $10,000.00 |
| Establish School Representative Council from Prep to 6 including a meeting schedule for each term | $5,000.00 |
| Establish lunchtime clubs to further engage and support students | $5,000.00 |
| **Totals** | $170,000.00 |

Activities and Milestones - Equity Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Professional learning for staff around student voice and agency | from: Term 1  to: Term 4 | $10,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT |
| Establish School Representative Council from Prep to 6 including a meeting schedule for each term | from: Term 1  to: Term 4 | $5,000.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Establish lunchtime clubs to further engage and support students | from: Term 1  to: Term 4 | $5,000.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Support services |
| **Totals** |  | $20,000.00 |  |

Activities and Milestones - Disability Inclusion Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Recruit and induct Disability Inclusion coordinator, working with wellbeing staff to formulate a clear role statement | from: Term 1  to: Term 2 | $60,000.00 | 🗹 Professional learning for school-based staff   * Teachers   🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Disability Inclusion Coordinator |
| Review and update IEPs for selected students | from: Term 1  to: Term 4 | $50,000.00 | 🗹 CRT   * CRT (to attend Profile meetings)   🗹 Professional learning for school-based staff   * Whole school   🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Disability Inclusion Coordinator   🗹 Teaching and learning programs and resources |
| Provide teaching and learning support in the Prep classroom | from: Term 1  to: Term 4 |  |  |
| **Totals** |  |  |  |

Activities and Milestones - Schools Mental Health Fund and Menu

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Individually reach out to families with high absence data | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Tier 3/Category: Mental health and wellbeing professionals  **This activity will engage a third-party provider**   * + Third-party provider   Geelong Cats - Community Education Coordinator |
| **Totals** |  | $10,000.00 |  |

Additional Funding Planner – Total Budget

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| **Activities and Milestones** | **Budget** |
| **Totals** | $0.00 |

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Review and refine whole school Peer Observation processes and how Quality Teaching Rounds can support this | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Learning Specialist | 🗹 On-site |
| Consistent use of Panorama and data dashboards to explore data in depth | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Leadership partners | 🗹 On-site |
| Review PLC meetings and agenda with a greater focus on the use of the PLC inquiry cycle (Puzzle of Practice) | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Learning Specialist | 🗹 On-site |