

# 2023 Annual Implementation Plan

## for improving student outcomes

Wyndham Park Primary School (5540)



Submitted for review by John Eskander (School Principal) on 17 January, 2023 at 09:06 PM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 21 June, 2023 at 10:02 AM  
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.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	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	

<b>Support</b>	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	

<b>Enter your reflective comments</b>	<p>Having established safe and orderly classrooms, the next goal is establishing and maintaining high expectations regarding learning outcomes for all students while maintaining the safe and orderly classrooms. As leadership, it is vital to share this vision and to ensure that practices are implemented consistently across the school.</p> <p>New leadership team has recognised and provided feedback on the planning and assessment practices, recognising a number of misconceptions regarding effective collaboration.</p>
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	<p>Individual teachers use a range of data platforms to record and analyse data, making it more challenging for a collaborative approach to analyse data and effectively use data to inform planning and teaching. Consequently, some assessment practices are tokenistic and lack purpose to inform planning or teaching strategies.</p> <p>Teachers collaboratively developed a guaranteed and viable curriculum in mathematics across F-6, that will allow for improved teaching and planning practices in 2023 to effectively differentiate and teach to the point of need for students.</p> <p>Continued to build on the relationships with the wider community including external providers as well as establishing a Paediatric service that supports our families mental and physical health.</p>
<p><b>Considerations for 2023</b></p>	<p>Recognising what effective collaboration looks like to support the learning needs of all students and ensure that high quality planning and assessment practices are implemented across the school.</p> <p>Building consistent whole school data platforms that allow for effective moderation and build on teachers' data literacy to effectively analyse and respond to data.</p>
<p><b>Documents that support this plan</b></p>	<p>GVandC Term 4 PL.pdf (1.61 MB)  GVandC Wk 4_5_6_7 Term 3 2022.pdf (2.01 MB)  Maths LF GVC.xlsx - Comparing with D and EYLF.pdf (0.1 MB)  T4 W1 5th Oct 2022 SIT Meeting Agenda and Minutes .pdf (1 MB)  WPPS GVC Mathematics D-7 - Mathematics Essential and Supporting.pdf (0.17 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Build a culture of high expectations for all learners
<b>Target 2.1</b>	Attitude to School Survey – <ul style="list-style-type: none"> <li>• improve the four-year average positive endorsement for Self-regulation and goal setting from 84 per cent in 2020 to 90 per cent in 2024</li> <li>• improve the four-year average positive endorsement for High Expectations for success from 92 per cent in 2020 to 95 per cent in 2024</li> <li>• improve the four-year average positive endorsement for Stimulating Learning from 79 per cent in 2020 to 90 per cent in 2024.</li> </ul> School Staff Survey <ul style="list-style-type: none"> <li>• improve the four-year average positive endorsement for Collective focus on student learning from 89 per cent in 2020 to above 90 per cent in 2024</li> <li>• improve the four-year average positive endorsement for Discuss problems of practice from 77 per cent in 2020 to 90 per cent in 2024</li> </ul>

	<ul style="list-style-type: none"> <li>• improve the four-year average positive endorsement for Professional Learning to improve practice from 86 per cent in 2020 to 90 per cent in 2024.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop staff capability to collect, analyse and use data effectively to inform teaching and learning.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> 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>Increase the percentage of students achieving in the top bands in Year 5 Reading to 20% Increase the percentage of students achieving in the top bands in Year 5 Writing to 20% Increase the percentage of students achieving in the top bands in Year 5 Numeracy to 20% increase the percentage of students achieving in the top bands in Year 3 Numeracy to 20% Increase the percentage of students with normal or high resilience to 67% Increase the positive endorsement for teacher concern to 78% Increase the positive endorsement for sense of confidence to 80%</p>
Build a culture of high expectations for all learners	Yes	<p>Attitude to School Survey –</p> <ul style="list-style-type: none"> <li>improve the four-year average positive endorsement for Self-regulation and goal setting from 84 per cent in 2020 to 90 per cent in 2024</li> <li>improve the four-year average positive endorsement for High Expectations for success from 92 per cent in 2020 to 95 per cent in 2024</li> <li>improve the four-year average positive endorsement for Stimulating Learning from 79 per cent in 2020 to 90 per cent in 2024.</li> </ul> <p>School Staff Survey</p>	<p>AToSS: Positive Endorsement for Self-regulation and goal setting - 87% Positive endorsement for High Expectations for success - 94% Positive endorsement for Stimulating Learning - 86% School Staff Survey: positive endorsement for Collective focus on student learning - 92% positive endorsement for Discuss problems of practice - 80%</p>

		<ul style="list-style-type: none"> <li>• improve the four-year average positive endorsement for Collective focus on student learning from 89 per cent in 2020 to above 90 per cent in 2024</li> <li>• improve the four-year average positive endorsement for Discuss problems of practice from 77 per cent in 2020 to 90 per cent in 2024</li> <li>• improve the four-year average positive endorsement for Professional Learning to improve practice from 86 per cent in 2020 to 90 per cent in 2024.</li> </ul>	
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<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.	
<b>12 Month Target 1.1</b>	<p>Increase the percentage of students achieving in the top bands in Year 5 Reading to 20%</p> <p>Increase the percentage of students achieving in the top bands in Year 5 Writing to 20%</p> <p>Increase the percentage of students achieving in the top bands in Year 5 Numeracy to 20%</p> <p>increase the percentage of students achieving in the top bands in Year 3 Numeracy to 20%</p> <p>Increase the percentage of students with normal or high resilience to 67%</p> <p>Increase the positive endorsement for teacher concern to 78%</p> <p>Increase the positive endorsement for sense of confidence to 80%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes



<p>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.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	
<p><b>Goal 2</b></p>	<p><b>Build a culture of high expectations for all learners</b></p>	
<p><b>12 Month Target 2.1</b></p>	<p>AToSS:            Positive Endorsement for Self-regulation and goal setting - 87%            Positive endorsement for High Expectations for success - 94%            Positive endorsement for Stimulating Learning - 86%</p> <p>School Staff Survey:            positive endorsement for Collective focus on student learning - 92%            positive endorsement for Discuss problems of practice - 80%</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 2.a</b> Curriculum planning and assessment</p>	<p>Develop staff capability to collect, analyse and use data effectively to inform teaching and learning.</p>	<p>Yes</p>
<p>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.</p>	<p>Based on a range of data sets, including NAPLAN, teacher judgement and PAT assessment, it's evident that there is a lack of consistency when documenting teaching and learning program based on the Victorian Curriculum and effective differentiation in the classroom to teach to the point of need of all students. Based on the SSP goals and targets, discussions regarding problems of practice will effectively be implemented when successful collaborative planning occurs consistently.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	Increase the percentage of students achieving in the top bands in Year 5 Reading to 20% Increase the percentage of students achieving in the top bands in Year 5 Writing to 20% Increase the percentage of students achieving in the top bands in Year 5 Numeracy to 20% increase the percentage of students achieving in the top bands in Year 3 Numeracy to 20%  Increase the percentage of students with normal or high resilience to 67% Increase the positive endorsement for teacher concern to 78% Increase the positive endorsement for sense of confidence to 80%
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Implement the developed guaranteed and viable curriculum in numeracy across F-6.</li> <li>- Use PLCs for staff to collaboratively plan high quality numeracy units across F-6.</li> <li>- Develop and embed high level curriculum planning processes and documentation to support middle leaders.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students will articulate their learning goals – individual or whole class.</li> <li>- Students will understand when and why their learning goals have been differentiated.</li> <li>- Students will demonstrate improved growth in numeracy.</li> <li>- Teachers will utilise the planning processes to build their knowledge and understanding of the Victorian Curriculum.</li> <li>- Teachers will use the GVC to collaboratively plan high quality numeracy lessons across F-6.</li> <li>- Teachers will align their PDP goals to the implementation of the GVC.</li> <li>- Leaders will support middle leaders to implement the guaranteed and viable curriculum in their teams.</li> <li>- Leaders will develop a consistent collaborative approach to planning, teaching and assessment.</li> <li>- Leaders will support the implementation of whole school planning, teaching and assessment documents.</li> </ul>

<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Use of GVC in collaborative planning</li> <li>- PLC Leaders sharing practice</li> <li>- Leading teachers and learning specialists monitoring the impact of the implementation of developed documentation.</li> <li>- Evidence of differentiated learning goals.</li> <li>- Formative assessment data demonstrating growth.</li> <li>- Moderation of student work showing progress.</li> <li>- Students specifically articulating their learning.</li> <li>- Student feedback on differentiation.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Consistent use of whole school documentation of planning and assessment practices.</li> <li>- Semester 2 Teacher Judgements.</li> <li>- Mathematics Online Interview</li> <li>- PAT Assessment.</li> <li>- NAPLAN data.</li> <li>- AToSS data - Effective teaching practice for cognitive engagement, Learner characteristics and disposition</li> <li>- School Staff Survey data</li> <li>- Student focus groups to provide feedback on progress of learning in numeracy.</li> <li>- Development of the work samples in Measurement &amp; Geometry and Statistics and Probability.</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teachers to effectively collaborate to plan in PLCs using the GVC.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Evaluating and reviewing the implementation of the GVC in numeracy	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development.</li> <li>- Build staff capacity to collect, analyse and respond to student attendance and wellbeing data.</li> <li>- Further develop the role of the Mental Health and Wellbeing Leader to take a proactive approach.</li> <li>- Students with emerging or acute wellbeing needs identified and referred appropriately.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- At risk students will be identified and receive targeted support in a timely manner.</li> <li>- Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success.</li> <li>- Students and families will be connected to allied health and mental health services.</li> <li>- Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible to use.</li> <li>- Teachers will implement a range of interventions in their classroom to support student wellbeing.</li> </ul>			

<b>Success Indicators</b>	Early Indicators: - Classroom and Peer Observations - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. - Document of resources for wellbeing programs - Student engagement in wellbeing programs			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Recruitment of Leading Teacher - Disability and Inclusion	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$120,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" 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
Building the capacity of other leaders and teachers around the disability and inclusion reforms.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Develop effective partnerships with external agencies such as Berry St (Side by Side Program) and Uniting	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <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
Recruitment of additional Education Support staff and MEAs to support the community.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$200,000.00  <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
Develop and implement a speech pathology program to support small group intervention and 1:1 support.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$100,000.00

			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
Providing students with a range of external wellbeing programs such as PawPals.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$4,000.00  <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
<b>Goal 2</b>	Build a culture of high expectations for all learners			
<b>12 Month Target 2.1</b>	AToSS: Positive Endorsement for Self-regulation and goal setting - 87% Positive endorsement for High Expectations for success - 94% Positive endorsement for Stimulating Learning - 86%  School Staff Survey:			

	positive endorsement for Collective focus on student learning - 92% positive endorsement for Discuss problems of practice - 80%			
<b>KIS 2.a</b> Curriculum planning and assessment	Develop staff capability to collect, analyse and use data effectively to inform teaching and learning.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Strengthen PLCs with a focus on the use of data to drive collaborative improvement</li> <li>- Review and adapt whole school assessment practices to support effective teaching and learning</li> </ul>			
<b>Outcomes</b>	<p>Teachers will utilise the data gathered in line with the assessment schedule when planning for effective teaching and learning  Teachers will refer to their data practices throughout the PDP process.  Teachers will record their data in a whole school platform.  Leaders will develop and implement a functional whole school data platform.  Leaders will support teachers to effectively use data in their PLCs  Students will identify their strengths, and goals for learning.  Students will understand the purpose of assessment.</p>			
<b>Success Indicators</b>	<p>Early indicators:  Assessment tasks clearly identified in planning documents.  Semester 1 teacher judgement data.  Ongoing analysis of formative data in PLCs</p> <p>Late indicators:  Semester 2 teacher judgement  PAT data  NAPLAN data  Staff Survey</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Building the capacity of middle leaders to enhance data literacy skills to effectively lead PLCs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00



			to: Term 2	<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
Professional learning to support the implementation of whole school data platform and assessment practices.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <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
Develop consistent whole school assessment documentation	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
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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	\$1,068,874.86	\$337,000.00	\$731,874.86
Disability Inclusion Tier 2 Funding	\$249,819.68	\$120,000.00	\$129,819.68
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$1,318,694.54</b>	<b>\$457,000.00</b>	<b>\$861,694.54</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Recruitment of Leading Teacher - Disability and Inclusion	\$120,000.00
Develop effective partnerships with external agencies such as Berry St (Side by Side Program) and Uniting	\$20,000.00
Recruitment of additional Education Support staff and MEAs to support the community.	\$200,000.00
Develop and implement a speech pathology program to support small group intervention and 1:1 support.	\$100,000.00
Providing students with a range of external wellbeing programs such as PawPals.	\$4,000.00
Building the capacity of middle leaders to enhance data literacy skills to effectively lead PLCs.	\$5,000.00
Professional learning to support the implementation of whole school data platform and assessment practices.	\$3,000.00
Develop consistent whole school assessment documentation	\$5,000.00

<b>Totals</b>	\$457,000.00
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## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop effective partnerships with external agencies such as Berry St (Side by Side Program) and Uniting	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Support services
Recruitment of additional Education Support staff and MEAs to support the community.	from: Term 1 to: Term 2	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop and implement a speech pathology program to support small group intervention and 1:1 support.	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
Providing students with a range of external wellbeing programs such as PawPals.	from: Term 2 to: Term 2	\$4,000.00	<input checked="" type="checkbox"/> Support services
Building the capacity of middle leaders to enhance data literacy skills to effectively lead PLCs.	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Professional learning to support the implementation of whole school data platform and assessment practices.	from: Term 1	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		
Develop consistent whole school assessment documentation	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Other Data software
<b>Totals</b>		\$337,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Recruitment of Leading Teacher - Disability and Inclusion	from: Term 1 to: Term 1	\$120,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>Leading Teacher</li> </ul>
<b>Totals</b>		\$120,000.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

### Additional Funding Planner – Schools Mental Health Fund and Menu

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers to effectively collaborate to plan in PLCs using the GVC.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Building the capacity of other leaders and teachers around the disability and inclusion reforms.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Disability Inclusion Officer	<input checked="" type="checkbox"/> On-site
Building the capacity of middle leaders to enhance data literacy skills to effectively lead PLCs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site