

2023 Annual Implementation Plan

for improving student outcomes

Hamilton Parklands School (5283)



Submitted for review by Sonya Holden (School Principal) on 22 December, 2022 at 09:19 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>While our school is moving in a positive direction and culture and trust are slowly being rebuilt, there is lots of work still to be done. Planning documents need to be developed, students need the opportunity to speak up and have a greater voice. Staff need to develop an understanding and some strategies to support student voice and agency. This has been happening at a superficial level in 2022 and this is a positive start.</p> <p>Staff shortages in 2022 had an impact on learning, however they also developed a greater level of resilience and collegiality</p>
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	among the staff as they supported each other to cover absences. Shortage also created insufficient numbers to hold staff meetings, however, this is slowly moving to digital contributions to meetings to allow for voice still to be heard.
Considerations for 2023	<p>Ensuring procedures and protocols are in place and followed. Support staff to develop and implement planning documents as part of the PLC process. Increase capacity to hear student voice.</p> <p>Complete capital works project and implications for disruptions during handover process (September 2023).</p> <p>Introduce Sentral as School management system for all areas of school administration, data collection and reporting. Use Sentral to assist improvement of family communications.</p> <p>Promote HPS as specialised educational centre for students with disabilities.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise learning growth for all students.
Target 2.1	<p>Increase the percentage of students recording in–level or next–level growth annually as measured by against Victorian Curriculum/ABLES in English and Mathematics as detailed in their individual learning plans:</p> <ul style="list-style-type: none"> • English from 61 per cent (2020) to 85 per cent (2024). • Mathematics from 33% (2020) to 65% (2024)
Target 2.2	<p>The percentage of positive endorsement in the SSS will increase for:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum—19% (2020) to be greater than 60% (2024) • Teacher collaboration—28% (2020) to be greater than 70% (2024) • Use of HITS—66.7% (2019) to be greater than 90% (2024) • Trust in students and parents—22% (2020) to be greater than 70% (2024)

Target 2.3	<p>The percentage of positive endorsement in the POS will increase for:</p> <ul style="list-style-type: none"> • Parent participation and involvement—63% (2019) to be greater than 85% (2024) • School communication—67% (2019) to be greater than 90% (2024) • Teacher communication—63% (2019) to be greater than 90% (2024)
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum with Essential Learnings.
Key Improvement Strategy 2.b Building practice excellence	Build a culture of teacher collaboration through the implementation of PLCs and a shared approach to data collection and analysis
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capability to use the HITS and leverage technology.
Key Improvement Strategy 2.d Parents and carers as partners	Strengthen partnerships between school and home.
Goal 3	Empower students to be independent, engaged and motivated learners.
Target 3.1	Reduce the percentage of students with 20 or more days of absence from 29 per cent (2019) to 20 per cent (2024).

Target 3.2	<p>The percentage of positive endorsement in the Accessible AToSS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 78% (2020) to be greater than 90% (2024) • Stimulated learning from 88% (2020) to be greater than 95% (2024) • Self-regulation and goal setting 75% (2020) to be greater than 90% (2024)
Target 3.3	<p>The percentage of positive endorsement on the SSS will increase for:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 33% (2019) to be greater than 70% (2024) • Focus Learning on real life problems from 50% (2020) to be greater than 80% (2024) • Collective Responsibility from 54% (2020) to be greater than 80% (2024) • Promote student ownership of learning goals from 67% (2019) to be greater than 85% (2024)
Target 3.4	<p>The percentage of positive endorsement on the POS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 71% (2019) to be greater than 85% (2024) • The Stimulating learning environment from 71% (2019) to be greater than 85% (2024) • Student motivation and support from 69% (2019) to be greater than 85% (2024)
Key Improvement Strategy 3.a Empowering students and building school pride	Strengthen opportunities for student voice, agency and leadership.
Key Improvement Strategy 3.b Building practice excellence	Build teacher capacity to implement a wide range of communication strategies.

Key Improvement Strategy 3.c Curriculum planning and assessment	Build teacher capacity to design a rich curriculum with expanded opportunities for community partnerships.
Key Improvement Strategy 3.d Intellectual engagement and self-awareness	Develop student capability to set goals and monitor own learning progress.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>70% in level or next level growth in 2023 Maths ABLES, 80% in level or next level growth in 2023 English ABLES, Teacher collaboration positive endorsement—30% (2022) to be greater than 55%, (SSS) Guaranteed and viable curriculum positive endorsement—33% (2022) to be greater than 50%, (SSS) Use of High Impact teaching strategies positive endorsement - 0% 2022 to 60%. (SSS) Increase parent participation and involvement from 67% 2021 to 75% (POS)</p> <p>Increase Student voice and agency from 73% (2022) to be greater than 80% Increase Stimulating learning environment from 80% (2022) to be greater than 85% Increase Student motivation and support from 80% (2022) to be greater than 85%</p>

Maximise learning growth for all students.	No	<p>Increase the percentage of students recording in–level or next–level growth annually as measured by against Victorian Curriculum/ABLES in English and Mathematics as detailed in their individual learning plans:</p> <ul style="list-style-type: none"> • English from 61 per cent (2020) to 85 per cent (2024). • Mathematics from 33% (2020) to 65% (2024) 	
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12 Month Target 1.1	<p>70% in level or next level growth in 2023 Maths ABLES, 80% in level or next level growth in 2023 English ABLES, Teacher collaboration positive endorsement—30% (2022) to be greater than 55%, (SSS) Guaranteed and viable curriculum positive endorsement—33% (2022) to be greater than 50%, (SSS) Use of High Impact teaching strategies positive endorsement - 0% 2022 to 60%. (SSS) Increase parent participation and involvement from 67% 2021 to 75% (POS)</p> <p>Increase Student voice and agency from 73% (2022) to be greater than 80% Increase Stimulating learning environment from 80% (2022) to be greater than 85% Increase Student motivation and support from 80% (2022) to be greater than 85%</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Collaboratively review and strengthen the implementation of the whole school approach to teaching numeracy. Further strengthen school wide capacity and processes in assessment as effective evidence to inform teaching.
Outcomes	Students will: Actively engage in numeracy to improve number knowledge and demonstrate in growth on base line data. Participate in school adapted PAT testing once each semester and in Mathematics online testing in February. Participate in student support groups meetings when appropriate. Be exposed to high impact teaching strategies. Access high quality and relevant feedback on growth in numeracy Participate in AToSS Teachers will: Work as a professional learning community to work collaboratively for improved student numeracy outcomes:

	<ul style="list-style-type: none"> - collect and reflect on current data to determine inquiry focus - develop and implement peer observation protocols and - use peer observations and self-reflection to determine current instructional practices - moderate assessment and annotated work samples as part of the data collection <p>Gain a deep understanding of the Victorian Teaching and Learning model to support student centred school improvement:</p> <ul style="list-style-type: none"> - Develop and enact a vision for learning and wellbeing to drive a high performing and inclusive teaching culture - Develop a whole school approach to curriculum planning using DET resources. - Develop and implement a series of relevant assessments - Use the practice principles guide and reflection tools for self-reflection to improve teaching and learning practices - Explore, implement and evaluate a pedagogical model initially for numeracy teaching and learning. <p>Use peer observations and self-reflections:</p> <ul style="list-style-type: none"> - to identify HITS used in classrooms as part of the PLC inquiry - support colleagues to incorporate and evaluate high impact teaching strategies - support colleagues to develop and maintain a supportive and productive learning environment - support colleagues to identify and implement effective student feedback processes and strategies <p>Participate in the Annual Implementation Plan term review and planning day at the end of each term.</p> <p>Leadership will:</p> <p>Gather data on staff confidence to identify and source relevant professional learning. Dedicate time and resources for relevant Professional learning opportunities. Set up protocols and proformas to ensure all voices are contributing to school improvement. Provide all staff with 2023 meeting schedules, meeting agendas and minutes: Collect and collate student data sets to explore with staff for informed discussions in PLC inquiry. Support staff to provide relevant and meaningful feedback to students and peers, through learning walks and feedback. Model high expectations for all staff and students Privilege resources enabling teachers to participate in AIP review meeting each term.</p>
<p>Success Indicators</p>	<p>Long term -Students will demonstrate growth in numeracy, within or across levels displayed on digital data wall. Short term - create a data wall indicating base line and student growth, and the assessment tools used to collect data Long term - School Staff Survey will show improvement in Teacher collaboration, Guaranteed and viable curriculum, and use of High Impact teaching strategies. Short term goal -</p> <ul style="list-style-type: none"> - A documented whole school curriculum will be published for numeracy and implemented - Minutes of PLC meetings will evidence teacher cohort participation - peer observation protocols will be in place and evidence of observations demonstrated in PLC meetings

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ a casual teacher 0.2 EFT to facilitate classroom walks, peer observations, data collection and collation.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <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
Dedicated 1.5 hour PLC meetings fortnightly with agenda, minutes and actions. Include evidence of data analysis, enablers and barriers.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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
Deliver learning tutor support program in numeracy for all students and monitor progress especially for those who receive equity funding.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review planning documents, instructional model and curriculum documents as part of the PLC inquiry cycle for successful whole school implementation.	<input checked="" type="checkbox"/> PLC Leaders	<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
Access relevant and timely professional development at Victorian Academy as identified in Staff confidence survey.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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 a year wide planner to incorporate professional learning community commitments with agenda and minutes that incorporate monitoring of assessments, work samples, data sharing and analysis.	<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
Whole teacher planning session for review, monitoring and evaluation - CRT coverage, priviledged time for collaborative planning. leadership monitoring tool, with minutes templates	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Peer Observation schedule, protocols and procedures collaboratively determined and implemented for collegiate observations and feedback.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Work collaboratively on an instructional model to for whole school delivery of guaranteed and viable numeracy curriculum.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Identify data sets for collection and analysis and incorporate into data wall.</p>	<p><input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Research and purchase appropriate resources; eg picture story books, numeracy games, concrete aids numeracy aids, digital platforms and applications	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create and maintain effective data wall for easy investigation.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<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
Professional development with Andrea Hillbrick August 7th 2023 - Numeracy professional development for all staff with a focus on differentiation to meet the needs of all students	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement School wide positive behaviour with integrity to improve school culture and community engagement.			
Outcomes	<p>Staff will:</p> <p>Collaboratively understand and implement the essential components of SWPBS.</p> <ul style="list-style-type: none"> - Use the action plan to guide and review the implementation of SWPBS and monitor progress. - Develop, implement and monitor the "RooWards" reward system. - will use the Challenging behaviours google doc to record and track student minor and major behaviour data. - will use the "RooWards" google doc to record and track all student positive behaviours - Explicitly teach positive behaviours with lesson plans and a teaching and learning calendar - Engage students, parents and peers using the explicit behaviours outlined in the behaviour matrices. - participate in student and peer observations around behaviour monitoring and engagement - Use the PLC process to delve into behaviour data - Use the Respectful relationships model to explicitly teach our school values 			

	<p>Students will: Receive explicit teaching teaching in our school values Continue to access to Resilience Project and exposure to explicit teaching of strategies. Participate in the Attitudes to School Survey Be consulted and engage with the SWPBS program. Engage with behaviour matrices in all areas. Feel and articulate that their efforts and successes are recognised and acknowledged. Engage in appropriate sexual health education including consent. Access Music therapist on a weekly basis to build mental health strategies. Participate in celebratory events and assemblies which may include families Participate in targeted Active Schools activities. Be exposed to common positive language and acknowledgements such as the "RooWards" among staff and students in all settings.</p> <p>Leadership will: Engage with behaviour matrices at all levels. Survey staff for ways to ensure staff efforts are acknowledged and sustained. Regularly publicly state support for SWPBS within the school and community. Timetable time for SWPBS team to meet regularly to develop, monitor or maintain effective practices and systems. Put processes and protocols in place for effective team meetings and peer observations. Participate in and facilitate peer and student observations and classroom walk throughs. Support staff professional development and provide appropriate resources Enable opportunities for family engagement at school activities and events. Share SWPBS data with school community through celebrations in the newsletter. Conduct and/or resource staff wellbeing sessions</p>			
Success Indicators	<p>Increase positive endorsement for AToSS: - Perseverance from 56% to 65% and - Voice and agency to 80% Staff Assessment Survey (SWPBS survey) with 70% to 80% Data collection from SPWBS demonstrates improvement in student engagement Reduced absence data especially on sporting days Increase in parent participation of PO survey Increase in SSS Instructional leadership from 23%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Develop lesson plans and a teaching and learning calendar for the explicit teaching of behaviours within the behaviour matrix	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Incorporate Respectful relationships curriculum into planning documents.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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
Classroom observation schedule, protocols and procedures collaboratively determined and implemented for student behaviour and engagement and collegiate observations and feedback.	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participate in Classroom Systems professional development with SWPBS Leader	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$100.00 <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
Participate in School Assessment Survey (SWPBS)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$100.00 <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
Compile and analyse SWPBS data into data wall for weekly identification of successes and challenges.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <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
Provide resources and rewards for successful implementation of "RooWards" reward system.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Dedicated 1.5 hour PLC meetings fortnightly with agenda, minutes and actions. Include evidence of data analysis, enablers and barriers.	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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
Engage with Sexual Health Victoria for PD targeted at students with special needs with parent information session for all staff and families	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,500.00 <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
Engage Liam Baring - Music therapist for all students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,647.38 <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
Acknowledge and celebrate student achievement in school newsletter, on SeeSaw, through Sentral platform and at school assemblies.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <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
Information sessions and community engagement for Sexual Health Victoria, Parent Opinion Survey and SWPBS.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Survey students formally and informally on regular basis to monitor engagement, health and wellbeing and feedback to wellbeing team.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Assorted classroom and whole school activities to engage and strengthen family/ school relationships: Science Week, Education Week, Book Week.</p>	<p><input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$24,053.70	-\$24,053.70
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$30,647.38	-\$30,647.38
Total	\$0.00	\$54,701.08	-\$54,701.08

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employ a casual teacher 0.2 EFT to facilitate classroom walks, peer observations, data collection and collation.	\$18,000.00
Access relevant and timely professional development at Victorian Academy as identified in Staff confidence survey.	\$2,000.00
Provide resources and rewards for successful implementation of "RooWards" reward system.	\$2,000.00
Engage with Sexual Health Victoria for PD targeted at students with special needs with parent information session for all staff and families	\$3,500.00
Engage Liam Baring - Music therapist for all students	\$30,647.38
Assorted classroom and whole school activities to engage and strengthen family/ school relationships: Science Week, Education Week, Book Week.	\$1,500.00
Totals	\$57,647.38

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employ a casual teacher 0.2 EFT to facilitate classroom walks, peer observations, data collection and collation.	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> CRT
Access relevant and timely professional development at Victorian Academy as identified in Staff confidence survey.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Provide resources and rewards for successful implementation of "RooWards" reward system.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Other Prizes, printing
Engage with Sexual Health Victoria for PD targeted at students with special needs with parent information session for all staff and families	from: Term 1 to: Term 1	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Assorted classroom and whole school activities to engage and strengthen family/ school relationships: Science Week, Education Week, Book Week.	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$23,500.00	

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
Engage Liam Baring - Music therapist for all students	from: Term 1 to: Term 4	\$30,647.38	<input checked="" type="checkbox"/> Music Therapists
Totals		\$30,647.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
literacy intervention inclusive of all equity funded students	\$5,000.00
Totals	\$5,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
literacy intervention inclusive of all equity funded students	from: Term 1	\$553.70	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Totals		\$553.70	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
literacy intervention inclusive of all equity funded students	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
literacy intervention inclusive of all equity funded students	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Employ a casual teacher 0.2 EFT to facilitate classroom walks, peer observations, data collection and collation.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Peer Observation Guidelines Quick Guide to VTLM Practice Principles HITS	<input checked="" type="checkbox"/> On-site
Access relevant and timely professional development at Victorian Academy as identified in Staff confidence survey.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site BASTOW
Professional development with Andrea Hillbrick August 7th 2023 - Numeracy professional development for all staff with a focus on differentiation to meet the needs of all students	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Andrea Hillbrick numeracy consultant	<input checked="" type="checkbox"/> On-site
Participate in Classroom Systems professional development with SWPBS Leader	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Engage with Sexual Health Victoria for PD targeted at students with special needs with parent information session for all staff and families	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Sexual Health Victoria	<input checked="" type="checkbox"/> On-site
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