

# 2023 Annual Implementation Plan

## for improving student outcomes

Port Phillip Specialist School (5145)



PORT PHILLIP  
Specialist School

Submitted for review by Anne O'Brien (School Principal) on 01 March, 2023 at 10:49 AM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 21 March, 2023 at 12:39 PM  
Endorsed by Paul Grant (School Council President) on 22 March, 2023 at 01:15 PM

## Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Teaching and learning	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.	
Leadership	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	

--	--	--

<b>Support and resources</b>	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Future planning</b>	
<b>Documents that support this plan</b>	

## 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	To optimize and Improve student outcomes in mathematics.
Maximise learning growth for all students	Yes	<p>By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey for the factors:</p> <ul style="list-style-type: none"> <li>• Moderate assessment tasks together from 50% (2018) to 75%</li> <li>• Collaborate to scaffold student learning from 67% (2018) to 75%</li> <li>• Knowledge of High Impact Teaching Strategies from 67% (2018) to 75%</li> </ul>	Through Numeracy PLCs, staff will moderate assessment tasks as a group and receive explicit PD on "High Impact Teaching Strategies" and how best to implement them into their practice. This will show positive increases in the staff opinion survey.
		<p>By 2023, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> <li>• Positive Transitions from 79% (2018) to 85%</li> <li>• Special Needs from 79% (2018) to 90%</li> </ul>	-

Improve student outcomes in literacy and numeracy	Yes	Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gains in Speaking and Listening, as measured by the Victorian Curriculum.	-
		Drafting note: please consider specifying a numerical benchmark By 2023, 85% students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Victorian Curriculum.	By the end of 2023, 85% of students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Continuum Tracker app in SENTRAL.
		Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gains in Reading, as measured by the Victorian Curriculum.	-
		By 2023, increase the percentage of positive endorsement in the School Staff Survey for the factors: <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 57% (2018) to 75%</li> <li>• Collective Efficacy from 61% (2018) to 75%</li> <li>• Academic Emphasis from 48% (2018) to 75%</li> </ul>	By the end of 2023, all staff will have mastery of the Guaranteed and viable curriculum. Staff will receive PD on a new Numeracy Instructional Model to build their efficacy and improve academic emphasis in Numeracy sessions.
To enhance the personal and social capabilities of students	Yes	Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gain for Personal and Social Capabilities, as measured by the Victorian Curriculum.	By the end of 2023, 85% of students will meet or exceed their personal and social capability goals.
		By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey: Use student feedback to improve practice from 50% (2018) to 75%	By the end of 2023, the percentage of positive endorsements for the following factors in school climate: academic emphasis will increase from

			44% in 2022 to 60% in 2023 and collective focus on student learning from 66% to 75%.
		<p>Drafting note: please consider additional targets re student voice and feedback to strengthen the measurement of this achievement of this goal</p> <p>Increase the percentage of positive endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 68 per cent in 2018 to 75 per cent in 2023</li> </ul>	Refine SWPBS strategies across the school to strengthen opportunities for student voice, agency and leadership which will be evidenced in Parent Opinion Survey from 68% in 2018 to 75% in 2023

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <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>		
<b>12-month target 1.1</b>	To optimize and Improve student outcomes in mathematics.		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1.a</b>	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>	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.	
<b>Goal 2</b>	<b>Maximise learning growth for all students</b>	
<b>12-month target 2.1</b>	Through Numeracy PLCs, staff will moderate assessment tasks as a group and receive explicit PD on "High Impact Teaching Strategies" and how best to implement them into their practice. This will show positive increases in the staff opinion survey.	
<b>12-month target 2.2</b>	-	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Build a culture of teacher collaboration through the implementation of Professional Learning Communities	Yes
<b>KIS 2.b</b> Excellence in teaching and learning	Build teacher capability to use the High Impact Teaching Strategies	Yes
<b>KIS 2.c</b> Excellence in teaching and learning	Embed a whole-school approach to the development and assessment of Individual Learning Plans	No
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.	Due to the final year of the school's four-year review cycle, and four years of learning specialist involvement at PPSS.	

<b>Goal 3</b>	<b>Improve student outcomes in literacy and numeracy</b>	
<b>12-month target 3.1</b>	-	
<b>12-month target 3.2</b>	By the end of 2023, 85% of students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Continuum Tracker app in SENTRAL.	
<b>12-month target 3.3</b>	-	
<b>12-month target 3.4</b>	By the end of 2023, all staff will have mastery of the Guaranteed and viable curriculum. Staff will receive PD on a new Numeracy Instructional Model to build their efficacy and improve academic emphasis in Numeracy sessions.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Excellence in teaching and learning	Develop, document and implement a guaranteed and viable curriculum in Literacy and Numeracy across the whole school.	No
<b>KIS 3.b</b> Excellence in teaching and learning	Develop, implement and embed a whole-school approach to formative and summative assessment	Yes
<b>KIS 3.c</b> Excellence in teaching and learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth	No
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.	Assessment and reporting continue to be a focus.	
<b>Goal 4</b>	<b>To enhance the personal and social capabilities of students</b>	



<b>12-month target 4.1</b>	By the end of 2023, 85% of students will meet or exceed their personal and social capability goals.	
<b>12-month target 4.2</b>	By the end of 2023, the percentage of positive endorsements for the following factors in school climate: academic emphasis will increase from 44% in 2022 to 60% in 2023 and collective focus on student learning from 66% to 75%.	
<b>12-month target 4.3</b>	Refine SWPBS strategies across the school to strengthen opportunities for student voice, agency and leadership which will be evidenced in Parent Opinion Survey from 68% in 2018 to 75% in 2023	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Positive climate for learning	Develop, embed, and sustain the School Wide Positive Behaviour Support Framework	Yes
<b>KIS 4.b</b> Positive climate for learning	Build staff knowledge and understanding of student voice, agency, and leadership	No
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.	From the 2019 review and the final year of the strategic plan, a focus to enable students to have increased opportunities for voice, agency and leadership will be implemented across the school and in turn, support a culture of positive learning in an inclusive environment.	

## Define actions, outcomes, success indicators 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>	To optimize and Improve student outcomes in mathematics.
<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>	Learning specialists drive increased student outcomes through the PLC focusing on instructional teaching to develop and support students to achieve mathematical concepts. SIT team is responsible for collaborating to review the curriculum plan to identify and implement authentic opportunities for students to co-design their learning. Collaborative teaching opportunities to support students to develop functional skills related to the math scope and sequence curriculum. Implementing a guaranteed and viable curriculum in mathematics.
<b>Outcomes</b>	Leaders will support teachers within the PLC model to set improvement goals/moderation Coach and mentor teachers in relation to delivering an instructional model of teaching Increased peer observations to develop own teaching Summative and Formative assessments based on evidence driven data to inform future teaching and learning.
<b>Success Indicators</b>	Increased student engagement in mathematics with links to everyday and functional maths concepts Unit plans/work programs demonstrating consistency across the Guaranteed and Viable Curriculum

	Increased teacher efficacy to articulate language of in-band/across-band development Increased achievement data from assessments			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional development in the Instructional Model of teaching mathematic concepts through PLC model at least 3 per term	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Curriculum Day - Collaborative planning/ develop and refine increased student engagement in maths	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen the whole school approach towards social and emotional learning Professional Development is provided to all staff to support restorative conversations and zones of regulation. Increase timeframe of Mental Health practitioner/well-being coordinator - 2 days mental health, 3 days well-being coordinator Implement Friendology framework Continuation of Real School Program			
Outcomes	The wellbeing team will directly support students mental health especially the most vulnerable through Integrated Services Meetings to link students with the Mental health Practitioner and develop action plans for out of school care			

	<p>students</p> <p>Teachers/Therapists will plan and implement Social and Emotional learning in classrooms</p> <p>Teachers model respectful and positive relationships at all times - Morning Circle (Greetings, values)</p> <p>Update Behaviour Support Plans to reflect restorative practices</p> <p>School-based and parent information sessions focusing on restorative practices</p> <p>Friendology strategies adopted by teachers in the classroom</p>			
<b>Success Indicators</b>	<p>Increased de-escalation in student behaviours and an increase in positive behaviours</p> <p>Observed Increased restorative practices conversations across the school</p> <p>Personal and Social capabilities unit plans and observed in work programs</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Professional Development - Curriculum Day Restorative Practice conversations	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Friendology Framework	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Real Schools - PD	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Integrated Services Team to provide necessary resources to support students with Behaviour Support Plans (BSP) to remain regulated	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	Maximise learning growth for all students			
<b>12-month target 2.1</b>	Through Numeracy PLCs, staff will moderate assessment tasks as a group and receive explicit PD on "High Impact Teaching Strategies" and how best to implement them into their practice. This will show positive increases in the staff opinion survey.			
<b>12-month target 2.2</b>	-			
<b>KIS 2.a</b> Building practice excellence	Build a culture of teacher collaboration through the implementation of Professional Learning Communities			

<b>Actions</b>	<p>Learning specialists will drive improvement in teaching and learning outcomes through Professional Learning Communities.</p> <p>PLC's will give staff professional development opportunities in moderation, continuous assessment and development of a Numeracy Instructional Model.</p> <p>Staff will plan in teams to develop meaningful activities and assessments for all parts of the guaranteed and viable curriculum.</p>			
<b>Outcomes</b>	<p>Staff will improve their practice by working collaboratively and collegially in Professional Learning Communities. We expect to see staff efficacy and confidence, in teaching Mathematics, improve. This will be evidenced in the Staff opinion survey,</p> <p>As professional development is undertaken to implement a school wide instructional model for Numeracy, it will be visible in classrooms and planning across the school.</p> <p>Staff will have greater confidence in moderating and creating assessments by working with their peers collaboratively.</p>			
<b>Success Indicators</b>	<p>Positive increases in the specific aspects of the staff opinion survey.</p> <p>By seeing 85% of students achieve at least in-band achievement in Numeracy, as evidenced in the Continuum tracker. Continuous Assessment data will be gathered and used to improve practice as evidenced in the student files on the school-shared google drive.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Professional Development during PLC's, at least three times per term.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Development on implementing a school instructional model during term 3 curriculum day.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

Visual creation of displays and artefacts highlighting the school numeracy instructional model created by design professionals.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$1,000.00
<b>KIS 2.b</b> Evidence-based high-impact teaching strategies	Build teacher capability to use the High Impact Teaching Strategies			
<b>Actions</b>				
<b>Outcomes</b>				
<b>Success Indicators</b>				
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
		<input type="checkbox"/> PLP Priority		
<b>Goal 3</b>	Improve student outcomes in literacy and numeracy			
<b>12-month target 3.1</b>	-			
<b>12-month target 3.2</b>	By the end of 2023, 85% of students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Continuum Tracker app in SENTRAL.			
<b>12-month target 3.3</b>	-			
<b>12-month target 3.4</b>	By the end of 2023, all staff will have mastery of the Guaranteed and viable curriculum. Staff will receive PD on a new Numeracy Instructional Model to build their efficacy and improve academic emphasis in Numeracy sessions.			
<b>KIS 3.b</b>	Develop, implement and embed a whole-school approach to formative and summative assessment			

Evaluating impact on learning					
Actions					
Outcomes					
Success Indicators					
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
		<input type="checkbox"/> PLP Priority			
<b>Goal 4</b>	To enhance the personal and social capabilities of students				
<b>12-month target 4.1</b>	By the end of 2023, 85% of students will meet or exceed their personal and social capability goals.				
<b>12-month target 4.2</b>	By the end of 2023, the percentage of positive endorsements for the following factors in school climate: academic emphasis will increase from 44% in 2022 to 60% in 2023 and collective focus on student learning from 66% to 75%.				
<b>12-month target 4.3</b>	Refine SWPBS strategies across the school to strengthen opportunities for student voice, agency and leadership which will be evidenced in Parent Opinion Survey from 68% in 2018 to 75% in 2023				
<b>KIS 4.a</b> Health and wellbeing	Develop, embed, and sustain the School Wide Positive Behaviour Support Framework				
<b>Actions</b>	<p>Real Schools Professional Development - Restorative Practice embedded within SWPBS</p> <p>Refine SWPBS procedures to ensure high-fidelity implementation across the school</p> <p>Professional Development - schedule whole-school professional development led by the SWPBS regional team to provide a framework of SWPBS rollout and ensure its longevity</p> <p>Regular and frequent meetings with ES to support capacity building in resilience and growth mindset for students</p>				



<b>Outcomes</b>	<p>Successful implementation of FISO 2.0 - Learning and Well being</p> <p>Postive outcomes for students that are a result of increased opportunities for leadership due to opening of the school upgrade in October</p> <p>Teachers will have a range of teaching and learning strategies to support positive student outcomes</p> <p>Teachers will consistently implement Tier 1 SWPBS strategies throughout their programs</p> <p>Teachers will extend on the foundation of SWPBS to include core SWPBS practices and data based problem solving</p>			
<b>Success Indicators</b>	<p>Increased attendance by senior students</p> <p>Increased engagement in classrooms</p> <p>Increased opportunities for all students to be ambassadors and leaders of the school/classroom</p> <p>Reduction in SENTRAL student data on behaviours of concern</p> <p>Reduced Edusafe reports from student incidents</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>Continued PD on SWPBS</p> <p>Visuals and toolboxes in every classroom and learning space across the school</p> <p>SWPBS Team to conduct learning walks to observe Tier 1 strategies in classrooms</p>	<p><input checked="" type="checkbox"/> All staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>PLC meetings to evaluate and review SWPBS implementation</p>	<p><input checked="" type="checkbox"/> All staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$500.00</p>

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
--	--	--	---------------	--

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$9,309.70	\$35,000.00	-\$25,690.30
Disability Inclusion Tier 2 Funding	\$22,048.61	\$0.00	\$22,048.61
Schools Mental Health Fund and Menu	\$0.00	\$9,000.00	-\$9,000.00
<b>Total</b>	<b>\$31,358.31</b>	<b>\$44,000.00</b>	<b>-\$12,641.69</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Professional development in the Instructional Model of teaching mathematic concepts through PLC model at least 3 per term	\$2,000.00
Curriculum Day - Collaborative planning/ develop and refine increased student engagement in maths	\$500.00
Professional Development - Curriculum Day Restorative Practice conversations	\$1,000.00
Friendology Framework	\$5,000.00
Real Schools - PD	\$19,000.00
Integrated Services Team to provide necessary resources to support students with Behaviour Support Plans (BSP) to remain regulated	\$10,000.00

Continued PD on SWPBS Visuals and toolboxes in every classroom and learning space across the school SWPBS Team to conduct learning walks to observe Tier 1 strategies in classrooms	\$1,500.00
PLC meetings to evaluate and review SWPBS implementation	\$500.00
<b>Totals</b>	<b>\$39,500.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional development in the Instructional Model of teaching mathematic concepts through PLC model at least 3 per term	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Curriculum Day - Collaborative planning/ develop and refine increased student engagement in maths	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Professional Development - Curriculum Day Restorative Practice conversations	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Friendology Framework	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
Real Schools - PD	from: Term 1 to: Term 4	\$19,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Integrated Services Team to provide necessary resources to support students with Behaviour Support Plans (BSP) to remain regulated	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Other Sensory supports
Continued PD on SWPBS Visuals and toolboxes in every classroom and learning space across the school SWPBS Team to conduct learning walks to observe Tier 1 strategies in classrooms	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
PLC meetings to evaluate and review SWPBS implementation	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$35,000.00	

### Activities and milestones - Disability Inclusion Funding

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

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

Activities and milestones	When	Funding allocated (\$)	Category
Friendology Framework	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Integrated Services Team to provide necessary resources to support students with Behaviour Support Plans (BSP) to remain regulated	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Continued PD on SWPBS Visuals and toolboxes in every classroom and learning space across the school SWPBS Team to conduct learning walks to observe Tier 1 strategies in classrooms	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)
<b>Totals</b>		\$9,000.00	

## Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional development in the Instructional Model of teaching mathematic concepts through PLC model at least 3 per term	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Curriculum Day - Collaborative planning/ develop and refine increased student engagement in maths	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Professional Development - Curriculum Day	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site



Restorative Practice conversations	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons		<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Friendology Framework	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Continued PD on SWPBS Visuals and toolboxes in every classroom and learning space across the school SWPBS Team to conduct learning walks to observe Tier 1 strategies in classrooms	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site