2023 Annual Implementation Plan

for improving student outcomes

Gladesville Primary School (5066)

Submitted for review by Nicole Wood (School Principal) on 15 March, 2023 at 02:22 PM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 16 March, 2023 at 04:45 PM
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	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

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

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

| Enter your reflective comments | Writing Scope and Sequence: Reviewed in 2021 and now being implemented. Current document aligns with traits, ready to use after further PL. In Term 2, we will use SIT time to review effectiveness and any modifications to the scope and sequence.
Misty Adinou: Whole school participated in the T1 Lilydale District PL. All classes have set and completed a short term WIG on increasing writing stamina in preparation for our focus on writing in 2022. Staff have begun to implement a range of strategies in their writing program. We look forward to further PL sessions in 2022. |

	TLI: Data collection was initially collected from classroom teachers and entered on SPA and/ or MultiLit assessments. This needs to be reviewed in T2 where common planning time has been allocated for TLI Leader and ES. Data evidence and anecdotal observations have been used to establish T2 groups. Grade 456 will continue as set in T1, supported by TLI leader in the classroom. Data needs to be entered in the TLI tracking spreadsheets Staff have further developed understanding of the use of Panorama tools and data to track, reflect on and identify student growth, student attendance. This has been delivered through SIT meetings and actions. Our Lighthouse Leader and Respectful Relationship Leader has effectively used the ATOSS and Leader In Me MRA data as a tool to track, reflect on and identify student growth. Although the 2022 ATOSS data does not show positive growth in all areas, the narrative behind this is interesting. A student focus group was asked to investigate the ATOSS results and share their thoughts on the data. The overwhelming response from students was that at the time of the survey, students were not confident that they would see the year through and we would once again go back into COVID lockdowns. A significant celebration of the year has been the the LIM Certification process, seeing Gladesville become a Lighthouse!
Considerations for 2023	2023 will be focused on revising and embedding the English, Maths and LIM/ RR scope and sequence documents in conjunction with the assessment schedule. By the end of 2023 these documents and process should be seamless and fully embedded after 4 years of work. Time will be allocated to SIT leaders to do this work. The assessment schedule will be adhered to with a greater focus of putting faces in the data, as this is an area that has slipped in 2022. The TLI program has been highly successful and will be replicated in 2023. SPA Data Analysis - F & P, PAT, Essential Assessment, Online Interview Peer observation/learning walk regarding Maths Practice As a whole staff we will revisit the work of Glen Pearsall in formative assessment linked to students goal setting and achievement Focus on EBA through Leader in Me MRA survey and highlight what is working well Reinforcing leadership can occur everywhere, not just in highlighted roles. Look for opportunities to celebrate leadership success, outside of formal ways (Visual display for recognizing leadership - buckets0) Mappen Learning Expo Keylie in converstaion with kinders regarding prelit Upskill Grade 3 to be involved with the WIG tracking process

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning growth in literacy and numeracy
Target 2.1	By 2023, the percentage of students below NAPLAN benchmark growth in numeracy will decrease by 15 percentage points from 40% (2019) to 25% (2023).
Target 2.2	By 2023, the percentage of students above NAPLAN benchmark growth in reading will increase by eight percentage points from 17% (2019) to 25% (2023).
Target 2.3	By 2023, teacher judgement will indicate that student growth is at or above expected level at Years 1 to 6 (from XX% to XX%).
Key Improvement Strategy 2.a	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning

Evaluating impact on learning	
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Strengthen consistency of teacher practice
Goal 3	Improve student engagement
Target 3.1	Increase the percentage of positive responses AToSS Self–regulation and goal setting component from 81% (2019) to 90% (2023).
Target 3.2	Increase the percentage of positive responses AToSS Student voice and agency from 59% (2019) to 80% (2023).
Target 3.3	Increase the percentage of positive responses SSS Effective Teaching time 80% to 95% Differentiated Learning Challenge 85% to 95% Motivation and Interest 75% to 90%
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Strengthen student intellectual engagement and awareness
Key Improvement Strategy 3.b Empowering students and building school pride	Strengthen student voice, agency and leadership

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target

The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| **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. | Yes | Support for the 2023 Priorities | Wellbeing TargetsLiteracy TargetsNumeracy Targets |
| Improve student learning growth in literacy and numeracy | No | By 2023, the percentage of students below NAPLAN benchmark growth in numeracy will decrease by 15 percentage points from 40% (2019) to 25% (2023). | |
| | | By 2023, the percentage of students above NAPLAN benchmark growth in reading will increase by eight percentage points from 17% (2019) to 25% (2023). | |
| | | By 2023, teacher judgement will indicate that student growth is at or above expected level at Years 1 to 6 (from XX% to XX%). | |
| Improve student engagement | No | Increase the percentage of positive responses AToSS Self–regulation and goal setting component from 81% (2019) to 90% (2023). | |

		Increase the percentage of positive responses AToSS Student voice and agency from 59% (2019) to 80% (2023).	
		Increase the percentage of positive responses SSS Effective Teaching time 80% to 95% Differentiated Learning Challenge 85% to 95% Motivation and Interest 75% to 90%	

Goal 1	**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**	
12 Month Target 1.1	Wellbeing Targets Literacy Targets Numeracy Targets	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Wellbeing Targets Literacy Targets Numeracy Targets
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop the capacity of middle leaders to lead improvement through the PLC initiative
Outcomes	MATHEMATICS Principal will: - participate in the Small School Alliance (SSA) Community of Practice - support continued leadership development of the Numeracy and Literacy Leaders and Learning Specialist - enable cycles of inquiry and the timely, systematic analysis of whole school data - lead the Pre-Review Self Evaluation (PRSE) using data and analysis from the previous four years, to determine the achievements against the School Strategic Plan goals and targets. Regional Leader will: - support middle leaders with the PLC process and practices - support and build middle level leaders capacity to utilise data to lead school improvement Curriculum Leaders will: - utilise school data including staff self assessment to identify and facilitate staff professional development needs - lead increased participation learning walks, lesson observations and provide feedback (termly) - facilitate PLC cycles of inquiry (both within school and in SSA), one per term - will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Teachers will: - engage in school-based and SSA PLC cycles of inquiry

	- engage in learning walks, lesson observations and provide feedback - provide targeted academic support to students through Numeracy and Literacy goals in IEPs - implement learning from PMSS professional development ES will: - work collaboratively with teachers to provide targeted academic support to students through Numeracy and Literacy goals in IEPs - encourage students to take responsibility and reflect on their learning - provide students with a scaffolded approach to enable them to gain clarity of their progress and future goals Students will: - be able to take ownership of and reflect on their learning - know what the next steps are to progress their learning in Numeracy and literacy and co-construct numeracy learning goals - actively contribute to 3-way conferences, reflecting on their progress and achievements - have opportunities to access numeracy academic support or intervention (TLI, VHAP, Student Excellence) - display an increased curiosity in their numeracy learning – Learner Disposition AToS
Success Indicators	Early indicators: Curriculum documentation will show plans for differentiation in Numeracy and literacy Formative and summative Numeracy and literacy assessment rubrics will show student learning growth Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Late indicators: Schools will progress on the PLC Maturity Matrix Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra, reading and writng The percentage of students in the top two NAPLAN bands for Numeracy and literacy will increase SSS factors: Teaching and Learning/ Evaluation, instructional leadership, collective efficacy, AtoSS factors: stimulated learning, learner disposition

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

provide opportunities to engage in learning walks (within and across network schools), lesson observations and provide feedback release of staff to participate in SSA PLC and learning wals will be budgeted for	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
review numeracy scope and sequence to align with new approaches one day per term for curriculum leaders to support their work in this area	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
analyse and track student achievement data using school assessment schedules at class level, school level and across SSA schools, including those students participating in the TLI, VHAPP, Student Excellence Student Excellence funding to support this work	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2	$1,695.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
devise in-class support/interventions for students participating in the TLI in collaboration with Learning Tutors, supervise implementation of the TLI program and track student growth via Essential Assessment assessments and moderated tasks *Equity funding will be used to support additional time for student working through the MiniLit and MacqLit support programs. This will be in the form of ES non teaching support.	☑ Literacy Improvement Teacher ☑ Numeracy Improvement Teacher	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
provide regular feedback to students on their learning and progress - this will be part of the data on the faces PLC throughout the year money to cover one day per curriculum leader to document these processes	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Implement EOI for F-Grade 1 students CRT for classroom teachers to compleet training in Term 1	☑ Curriculum Co-ordinator (s) ☑ Literacy Improvement Teacher ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Implement disability Inclusion Initiative - staffing, additional support and resources ES Staffing to support identified children Time release for DI coordinator	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$60,980.60 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
KIS 1.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
Outcomes	Principal will: - directly support students' mental health and/or provide referrals - support and monitor professional learning and celebration opportunities as leadership is shared with students through a variety of leadership roles, and students voice leads to innovations in the school - support and monitor the ongoing development of a leadership culture aligned to academics, self regulation and goal setting - work with the Lighthouse leader and LIM coach to embed the Aligning Academic Systems highly effective practices throughout the school community. Regional Leaders will: -support the SIT with the continuous development, documentation and revision of whole school wellbeing approaches Lighthouse and Respectful Relationship Leader will: - support the continuous development, documentation and revision of whole school wellbeing approaches Teachers will: - plan for and implement social and emotional learning within their curriculum areas - be able to recognise, respond to and refer students' mental health needs - empower students to have a democratic voice in the running of the community in which they learn - co- design opportunities for students to exercise authentic agency in their own learning ES will: -support teachers with implementation of social and emotional learning within their curriculum areas and provide relevant feedback -be able to recognise, respond to and refer students' mental health needs to teachers -build trust to support students to develop positive mental health, emotional awareness and resilience Students will: - report improved emotional awareness and resilience - be able to explain what positive mental health means and where they can seek support at school - hold and carry out a variety of leadership roles, and use their student voice to lead to innovations in the school - have a democratic voice in the running of the community in which they learn - co- design opportunities for to exercise authentic agency in their own learning - co design leadership opportunities

	- build a sense of school pride and connectedness.
Success Indicators	Early indicators: Curriculum documentation will show plans for social and emotional learning ?(RR, LIM) Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support in mental health, leadership, culture and academics Late indicators: Improve teacher ATOSS Self Regulation and Goal Setting 90%, Student Voice and Agency 80% and Effective Teaching time 85% Differentiated Learning Challenge 95% Motivation and Interest 90% Stimulated Learning 80% LIM MRA will increase to 90 in the overall score

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Maintain a safe, supportive and inclusive learning environment, where students are motivated, collaborative and productive Mental Health fun to support this work Chaplaincy grant to support this work	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement disability Inclusion Initiative - staffing, additional support and resources ES Staffing to support identified children	☑ All Staff	☐ PLP Priority	from: Term 1	$60,980.60

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Further build student voice, agency and leadership through whole school, agreed teaching practices and approaches underpinned by the 7 Habits of Highly Effective People and Leader In Me principles, Respectful Relationships and Amplify (Student Voice).	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
use instructional methods that empower students to lead their own learning	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
build trusting relationships, engaging student led learning, and utilizing collaborative planning and reflection combine to create environments for highly engaged learning.	☑ All Staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
share leadership with students through a variety of leadership roles, and student voice leads to innovations in the school	☑ All Staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

co design leadership opportunities	☑ All Staff ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
build a sense of school pride and connectedness art mural on external walls	☑ All Staff ☑ Student Leadership Coordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Initiate a Performing Arts program and teacher directed sessions each week for the Stephanie Alexander Kitchen Garden Program as proactive strategies for mental health and wellbeing.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase resources to Support Mental Health	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$861.25 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$72,851.08	$30,000.00	$42,851.08
Disability Inclusion Tier 2 Funding	$68,351.33	$0.00	$68,351.33
Schools Mental Health Fund and Menu	$27,861.25	$30,861.25	-$3,000.00
Total	**$169,063.66**	**$60,861.25**	**$108,202.41**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
devise in-class support/interventions for students participating in the TLI in collaboration with Learning Tutors, supervise implementation of the TLI program and track student growth via Essential Assessment assessments and moderated tasks *Equity funding will be used to support additional time for student working through the MiniLit and MacqLit support programs. This will be in the form of ES non teaching support.	$30,000.00
Maintain a safe, supportive and inclusive learning environment, where students are motivated, collaborative and productive Mental Health fun to support this work Chaplaincy grant to support this work	$20,000.00
Further build student voice, agency and leadership through whole school, agreed teaching practices and approaches	$3,000.00

underpinned by the 7 Habits of Highly Effective People and Leader In Me principles, Respectful Relationships and Amplify (Student Voice).	
Initiate a Performing Arts program and teacher directed sessions each week for the Stephanie Alexander Kitchen Garden Program as proactive strategies for mental health and wellbeing.	$7,000.00
Purchase resources to Support Mental Health	$861.25
Totals	$60,861.25

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
devise in-class support/interventions for students participating in the TLI in collaboration with Learning Tutors, supervise implementation of the TLI program and track student growth via Essential Assessment assessments and moderated tasks *Equity funding will be used to support additional time for student working through the MiniLit and MacqLit support programs. This will be in the form of ES non teaching support.	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Totals		$30,000.00	

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
Maintain a safe, supportive and inclusive learning environment, where students are motivated, collaborative and productive Mental Health fun to support this work Chaplaincy grant to support this work	from: Term 1 to: Term 4	$20,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students
Further build student voice, agency and leadership through whole school, agreed teaching practices and approaches underpinned by the 7 Habits of Highly Effective People and Leader In Me principles, Respectful Relationships and Amplify (Student Voice).	from: Term 1 to: Term 4	$3,000.00	☑ Employ staff to support Tier 1 activities
Initiate a Performing Arts program and teacher directed sessions each week for the Stephanie Alexander Kitchen Garden Program as proactive strategies for mental health and wellbeing.	from: Term 1 to: Term 4	$7,000.00	☑ Employ staff to support Tier 1 activities

Purchase resources to Support Mental Health	from: Term 1 to: Term 4	$861.25	☑ Employ staff to support Tier 1 activities
Totals		$30,861.25	

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
provide opportunities to engage in learning walks (within and across network schools), lesson observations and provide feedback release of staff to participate in SSA PLC and learning wals will be budgeted for	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Communities of Practice	☑ Literacy expertise ☑ PLC Initiative ☑ Maths/Sci Specialist	☑ Off-site SSA Schools
analyse and track student achievement data using school assessment schedules at class level, school level and across SSA schools, including those students participating in the TLI, VHAPP, Student Excellence Student Excellence funding to support this work	☑ All Staff	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources Assessment Toolkit ☑ High Impact Teaching Strategies (HITS)	☑ On-site
devise in-class support/interventions for students participating in the TLI in collaboration with Learning Tutors, supervise implementation of the TLI program and track student	☑ Literacy Improvement Teacher ☑ Numeracy Improvement Teacher	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site

growth via Essential Assessment assessments and moderated tasks *Equity funding will be used to support additional time for student working through the MiniLit and MacqLit support programs. This will be in the form of ES non teaching support.						
provide regular feedback to students on their learning and progress - this will be part of the data on the faces PLC throughout the year money to cover one day per curriculum leader to document these processes	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ PLC Initiative ☑ Internal staff ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Implement EOI for F-Grade 1 students CRT for classroom teachers to compleet training in Term 1	☑ Curriculum Co-ordinator (s) ☑ Literacy Improvement Teacher ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Internal staff	☑ On-site
Initiate a Performing Arts program and teacher directed sessions each week for the	☑ All Staff	from: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Stephanie Alexander Kitchen Garden Program as proactive strategies for mental health and wellbeing.		to: Term 4	☑ Curriculum development				
Purchase resources to Support Mental Health	☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site