

2024 Annual Implementation Plan

for improving student outcomes

Garfield Primary School (2724)



Submitted for review by Daniel Forster (School Principal) on 22 November, 2023 at 02:37 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 22 January, 2024 at 05:21 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	
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	

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 and resources	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	

Future planning	All goals are either achieved or partially achieved with strong progress made in each area. Goal 2A and the work that we have put in place around building a whole-school Writing framework has been our primary focus and whilst there is work to be done, such as further refining our assessment practices, we are happy with where we have got to. Preparing for the transition to Disability Inclusion in 2024 has become a significant priority that was not initially considered when drafting the 2023 AIP. This has involved significant professional learning and the reallocation of resources, including a Curriculum Day, that would have otherwise been used to progress our Writing work. Plans and workforce structures have been created to ensure that we are ready for this transition in 2024.
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	<p>Many of the priorities and KIS outlined above will remain in place for 2024, albeit with different actions and outcomes. In particular, within these current KIS, we need to consider the following:</p> <p>KIS 1A Completing the Leading Mathematics course through the VAT which will upskill our leaders, enhancing our understanding of current best practices and supporting us in defining or approaches and models here at GPS. An expression of interest for this has already been submitted.</p> <p>KIS 1B Preparing for a handover of responsibilities from our current Learning Specialist to our new Leading Teacher. Exploring all 6 elements of the Respectful Relationships curriculum with Teachers and delivering this curriculum throughout the entire school year.</p> <p>KIS 2A Refining and enhancing our assessment practices within the area of writing and in particular, identifying other valid assessment tools to support with the triangulation of data. Completing DIIE cycles with both PLTs in the area of Writing Provide coaching professional learning for teachers in relation to the new approaches that we are embedding within our Literacy blocks - PhOrMeS and The Syntax Project. Provide coaching support for staff in embedding our Literacy frameworks. Restart our structured Peer Observation program in the absence of our DSSI Teaching Partner Ensure a thorough handover between our DSSI Teaching Partner, our current Learning Specialist and our incoming Learning Specialist</p> <p>KIS 4B Create more authentic opportunities for students to demonstrate voice, agency and leadership into our regular teaching and learning programs</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>Student Opinion Survey results:</p> <ul style="list-style-type: none"> • Sense of connectedness from 70% in 2023 to 75% in 2024 • Student voice and agency from 59% in 2023 to 65% in 2024 • Stimulating learning from 57% in 2023 to 62% in 2024 • Differentiated learning challenge from 76% to 82% in 2024 • Self regulation and goal setting from, 80% to exceed 85% in 2024.
To improve literacy outcomes for all students.	Yes	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> • Year 3 Reading, from a three year average of 40 per cent in 2019 to a three year average of 45 per cent in 2024 • Year 5 Reading, from a three year average of 34 per cent in 2019 to a three year average of 39 per cent in 2024 • Year 3 Writing, from a three year average of 28 per cent in 2019 to a three year average of 40 per cent in 2024 • Year 5 Writing, from a three year average of 5 per cent in 2019 to a three year average of 15 per cent in 2024. 	<p>NAPLAN Year 3 Writing - Increase the mean scaled score from 405.3 to 415. Year 5 Writing - Increase the mean scaled score from 474.4 to 485.</p>
		<p>To increase the percentage of students making high relative benchmark growth in NAPLAN from Year 3 to Year 5 to be:</p> <ul style="list-style-type: none"> • Reading, from a three year average of 27 per cent in 2019 to a three year average of 32 per cent in 2024 • Writing, from a three year average of 11 per cent in 2019 to a three year average of 16 per cent in 2024. 	<p>NAPLAN Year 3 Reading - Increase the mean scaled score from 357 to 365 Year 5 Reading - Increase the mean scaled score from 500 to 505</p>

		<p>To increase the percentage of students P-6 achieving above the expected level, according to teacher judgements for:</p> <ul style="list-style-type: none"> • Reading & Viewing, from a three year average of 47 per cent in 2019 to a three year average of 52 per cent in 2024 • Writing, from from a three year average of 24 per cent in 2019 to a three year average of 30 per cent to 2024. 	TBC
To improve numeracy outcomes for all students	No	<p>To increase the percentage of students achieving in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> • Year 3 Numeracy, from a three year average of 25 per cent in 2019 to a three year average of 30 per cent in 2024 • Year 5 Numeracy, from a three year average of 22 per cent in 2019 to a three year average of 35 per cent in 2024. 	
		<p>To increase the percentage of students making high benchmark relative growth in NAPLAN from Year 3 to Year 5, from the three year average of 25 per cent in 2019 to a three year average of 30 per cent in 2024.</p>	
		<p>To increase the percentage of students P-6 achieving above the expected level in Number and Algebra, according to teacher judgements, from a three year average of 35 per cent in 2019 to a three year average of 40 per cent in 2024.</p>	
To increase empowerment of students in their learning.	No	<p>To increase the positive endorsement of Year 4 to Year 6 students in the Attitudes to School Survey Survey for the factors of:</p> <ul style="list-style-type: none"> • Sense of connectedness from 86 per cent in 2019 to 91 per cent in 2024 • Student voice and agency from 71 per cent in 2019 to 80 per cent in 2024 	

		<ul style="list-style-type: none"> • Stimulating learning from 68 per cent in 2019 to 75 per cent in 2024 • Differentiated learning challenge from 84 per cent to 90 per cent in 2024 • Sense of confident from 87 per cent to exceed 90 per cent in 2024 • Self regulation and goal setting from, 80 per cent to exceed 90 per cent in 2024. 	
		<p>To increase the positive endorsement of staff in the School Staff Survey for the domains of:</p> <ul style="list-style-type: none"> • Teaching and Learning – Implementation, with all factors exceeding 90 per cent by 2024 • School Climate, with all factors exceeding 90 per cent by 2024. 	
		<p>To increase the positive endorsement of parents in the Parent Opinion Survey factors of:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 90 per cent in 2019 to 95 per cent in 2024 • Student agency and voice from 91 per cent in 2019 to exceed 95 per cent in 2024 	

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1-month target	<p>Student Opinion Survey results:</p> <ul style="list-style-type: none"> • Sense of connectedness from 70% in 2023 to 75% in 2024 • Student voice and agency from 59% in 2023 to 65% in 2024 • Stimulating learning from 57% in 2023 to 62% in 2024 • Differentiated learning challenge from 76% to 82% in 2024 • Self regulation and goal setting from, 80% to exceed 85% in 2024.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	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 2024.	
Goal 2	To improve literacy outcomes for all students.	
12-month target 2.1-month target	NAPLAN Year 3 Writing - Increase the mean scaled score from 405.3 to 415. Year 5 Writing - Increase the mean scaled score from 474.4 to 485.	
12-month target 2.2-month target	NAPLAN Year 3 Reading - Increase the mean scaled score from 357 to 365 Year 5 Reading - Increase the mean scaled score from 500 to 505	
12-month target 2.3-month target	TBC	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Embed the literacy instructional model consistently across the school (structure of lessons).	Yes

KIS 2.b Excellence in teaching and learning	Build teacher capabilities in using a range of assessment strategies to teach each student at their point of need.	Yes
KIS 2.c Professional leadership	Build the instructional teaching capacity of all staff (the content and teaching strategies we use in each phase of the instructional model).	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.	<p>We know that our Year 3 students in general are not performing at the level we would expect in Literacy and Numeracy and will be a priority through the TLI in 2024. We need to explore how we are extending our highest achieving students, utilising Student Excellence funding.</p> <p>Our Student Opinion Survey data highlighted a need for a focus on mental health and wellbeing – in particular around developing resilient learners who are connected with school. The Mental Health and Wellbeing Leader role is new to us in 2024 and we need to create a defined role for them which will enhance wellbeing measures within our existing frameworks and systems.</p> <p>We now have Reading and Writing frameworks that will be documented. Continue to build teacher knowledge around specific instructional approaches and content within these frameworks, as well as inducting new staff members will be important to ensure this work is embedded. An increased focus on assessment in the area of writing and Reading will support teachers to identify next steps in learning.</p>	

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Student Opinion Survey results: <ul style="list-style-type: none"> • Sense of connectedness from 70% in 2023 to 75% in 2024 • Student voice and agency from 59% in 2023 to 65% in 2024 • Stimulating learning from 57% in 2023 to 62% in 2024 • Differentiated learning challenge from 76% to 82% in 2024 • Self regulation and goal setting from, 80% to exceed 85% in 2024.
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Create a Tutor Learning Initiative that is responsive to the individual needs of students who require additional support in learning and that there are structures to ensure communication between the Learning Tutor and Classroom Teachers to ensure that there are consistent practices and strategies in place for these students. Create a structured approach for the implementation of Disability Inclusion that supports classroom teachers to implement disability inclusive practices and for tier three funding applications. Learning Specialist/High Abilities Practice leader to coach and support classroom teachers in differentiating their programs to support students at their point of need.
Outcomes	Student voice will be incorporated into SSG meetings Students identified as needing additional support through NAPLAN will have access to TLI sessions Students will have access to the necessary adjustments for them to access the curriculum and participate safely in a classroom environment Teachers will collect and analyse cohort learning data within their PLTs to identify trends and effectively plan for individual student needs. Elastik will be utilised in doing this.

	<p>Teachers will create and implement individual learning plans for students who require adjustments to successfully access the curriculum at their point of need</p> <p>Teachers will plan differentiated programs based on student learning data</p> <p>Leaders will regularly monitor whole-school achievement data to analyse trends, identify strengths and areas for focus or improvement</p> <p>Leaders will identify students who require additional support to access the curriculum at their point of need or achieve the expected standard and ensure that these students have access to the necessary supports or interventions</p>			
Success Indicators	<p>TLI timetables outlining learning intentions and participating students</p> <p>Individual Learning Plans in place for students that outline goals and adjustments</p> <p>SOG meeting minutes highlight adjustments being provided and goal outcomes</p> <p>Teacher work programs outline adjustments being provided for individual students</p> <p>Leadership meeting minutes and PLT meeting minutes that reflect data driven conversations</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Learning Specialist coach and TLI coordinator to collect and analyse student learning data to create a TLI that is responsive to the needs of individual students, in particular those identified as needing additional support on NAPLAN assessments and those that are performing well below the expected standard based on teacher judgment data.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Learning Specialist to lead Tutor Learning Initiative by guiding reflective conversations with the Learning Tutor, guiding action research and also ensuring that students are maintaining learning growth back in the classroom after the TLI (upskilling teachers, data, etc).	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,170.90 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Two-way communication protocols set up between Classroom Teachers and TLI Coordinator to ensure learning continuity is	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

maintained. Learning Data to be shared and needs discussed - TLI Pacing Guide to be developed based on the ILPs of the students			to: Term 1	
Whole-school document created for staff that outlines our approach to disability inclusion - both in terms of how we support students with additional needs within our classroom and how we document our adjustments to support with tier-three student funding applications.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Role description created for the Learning Specialist that outlines how, in their role as High Abilities Practice Leader, they will work with staff to cater for our high-achieving students and create rich learning experiences for these students at school to ensure that they are engaged and challenged at their point of need.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$12,170.90 <input checked="" type="checkbox"/> Other funding will be used
Ensure that all students have access to the essential books, stationary and other resources necessary to access the curriculum and participate in the broad range of curricular and extra-curricular opportunities provided by the school. Ensure that our Tutor Learning Program has all of the necessary resources in place to accommodate the varying needs of students within the areas of Reading, Writing and Numeracy.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement the role of the Mental Health and Wellbeing Leader to support the mental health and wellbeing of our students. Embed the delivery of the Respectful Relationships Curriculum across the whole school. Develop ways to embed opportunities for student voice and agency into our regular teaching programs.			

Outcomes	<p>Leaders will create a role description and identify initiatives for the Mental Health and Wellbeing Leader that is responsive to the needs of our students.</p> <p>Leaders will regularly monitor whole-school wellbeing data to analyse trends, identify strengths and areas for focus or improvement</p> <p>Teachers will collaborate with Year 5\6 students to explore our 2023 AtoSS data and provide students with an opportunity to share their insights and experiences that reflect the data. This will support teachers to plan effective supports and interventions to meet their mental health and wellbeing needs.</p> <p>Teachers will plan and implement the Respectful Relationships curriculum on a weekly basis.</p> <p>Students will report improved emotional awareness and resilience.</p> <p>Students will have an enhanced understanding on what student voice and agency are and have more opportunities to demonstrate this in their learning</p> <p>Our School Chaplain will continue to provide pastoral support for students mental health.</p>			
Success Indicators	<p>Role Description – Mental Health & Wellbeing Leader</p> <p>SWPBS and SIT meeting minutes reflect data-driven conversations about student wellbeing and appropriate interventions</p> <p>Start-up documentation reflects student sessions exploring AtoSS data</p> <p>Chaplaincy records reflect pastoral Support being provided to students where there is a need</p> <p>Wellbeing action plans will identify most immediate key deliverables and reflection on progress</p> <p>Teacher work programs reflect the delivery of the Respectful Relationships curriculum</p> <p>We will see a higher positive response rate for Student Voice and Agency on the AtoSS</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create role description for our Leading Teacher of Wellbeing and Inclusion that outlines key responsibilities as our Mental Health and Wellbeing Leader.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Extend our association with Korus Connect to provide chaplaincy support again, one day a week for students who require pastoral support.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$16,426.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Analysis of previous years AtoSS data will take place during our Start-Up program.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Plan for staff PL sessions related to Respectful Relationships each term to advance our work and deepen our understanding of the initiative and the RR curriculum.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Schedule regular Student Voice and Agency team meetings and ensure that Student Voice and Agency features each term in our Professional Learning Plan.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To improve literacy outcomes for all students.			
12-month target 2.1 target	NAPLAN Year 3 Writing - Increase the mean scaled score from 405.3 to 415. Year 5 Writing - Increase the mean scaled score from 474.4 to 485.			
12-month target 2.2 target	NAPLAN Year 3 Reading - Increase the mean scaled score from 357 to 365 Year 5 Reading - Increase the mean scaled score from 500 to 505			
12-month target 2.3 target	TBC			
KIS 2.a Building practice excellence	Embed the literacy instructional model consistently across the school (structure of lessons).			
Actions	Provide professional learning and coaching to support the consistent delivery of our literacy block, incorporating CAFÉ, 6+1 traits of writing, The Syntax Project and PhOrMeS school-wide.			

Outcomes	<p>Teachers will plan literacy lessons in line with the whole-school frameworks. Teachers will embed the 6+1 Traits of Writing into their lesson plans and delivery. Teachers will conduct regular conferences and use this data to set individual learning goals, future learning intentions and to inform teacher judgments. Students will be able to name the 6+1 Traits of Writing. Students will be able to identify their individual literacy learning goals Students will participate in regular 1:1 conferences with their teacher during literacy blocks Leaders will plan for and provide professional learning and coaching opportunities to support teachers to understand and effectively implement our literacy approaches Leaders will create a comprehensive induction program for new teachers so that they understand our approaches in literacy. Leaders will conduct learning walks and collect data based around the implementation of our literacy approaches across the school</p>			
Success Indicators	<p>Teacher work programs will reflect our whole-school literacy approaches and literacy block structure Pacing Guides will reflect the 6+1 Traits of writing, CAFE, PhOrMeS and The Syntax Project Professional Learning plans will reflect our whole-school Literacy approaches Learning walk data highlights consistency of practice in Literacy sessions across the school, in line with our whole-school frameworks</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Literacy handbook created and presented to all teachers that outlines our whole-school Literacy approaches and expectations.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Professional Learning sessions delivered in the early stages of Term One to support staff in developing an understanding of our new approaches and Literacy block model.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Create resource folder so that staff can easily access PhOrMeS and The Syntax Project resources as necessary.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00

Create coaching model and timetable for our Learning Specialist to work with teachers, in class, to develop their understanding of, and their ability to effectively deliver these Literacy approaches.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
KIS 2.b Curriculum planning and assessment	Build teacher capabilities in using a range of assessment strategies to teach each student at their point of need.			
Actions	Build teacher knowledge around current best practices in the area of literacy assessment. Continue to embed analysis of student numeracy data to inform planning and teacher practice through our DIIE cycle so that all students are supported at their point of need.			
Outcomes	Leaders will provide teachers with research and opportunities to discuss current best practice in professional learning meetings. Leaders will explore different assessment tools and options that would enhance our understanding of student achievement and their next steps in learning Teachers will participate in moderation sessions to triangulate data using tools available to them Teachers will participate in regular professional learning sessions and engage with research provided Teachers will reflect upon the effectiveness and reliability of current assessment tools and provide feedback and insights to any new assessment tools trialed.			
Success Indicators	Teachers are moderating writing samples using multiple forms of assessment. Teachers will be regularly conferencing with students during Writing as a means of formative assessment. Professional Learning sessions will run to share our new Elastik writing assessment. Teacher judgment data and NAPLAN data in Writing will show strong alignment DIIE cycle documents will have been completed in the area of Writing which will highlight professional reading, problems of practice, interventions and student growth.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Purchase and set up Elastik for use at Garfield Primary School	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$4,392.00

			to: Term 1	<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Provide staff with training in the use of Elastik or data analysis, ILP creation and writing assessment	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Explore current research around The Science of Reading with staff	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Subscribe to PAT for use in Reading and Numeracy	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,650.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.c Instructional and shared leadership	Build the instructional teaching capacity of all staff (the content and teaching strategies we use in each phase of the instructional model).			
Actions	Provide ongoing professional learning and coaching for classroom teachers to develop their understanding of different instructional approaches and enhance their ability to make strong instructional decisions. Develop Leadership capacity of new leaders through targeted professional learning and coaching conversations.			
Outcomes	Leaders will provide comprehensive documentation of our whole-school frameworks and expectations Leaders will provide regular professional learning sessions and coaching for all classroom teachers to build their capacity to implement whole-school approaches Leaders will conduct coaching conversations with members of staff. Leaders will identify appropriate professional learning opportunities for teaching staff as well as middle-leaders Teachers will plan for and implement Literacy blocks in line with agreed whole-school approaches.			

	Teachers will participate in termly peer observations related to current areas of focus Teachers will practice using the instructional approaches within whole-school frameworks			
Success Indicators	<p>Induction session powerpoint will highlight the introduction to our frameworks and expectations provided to all new staff. Instructional handbooks have been created and shared with staff. Professional Learning plan and sessions that target specific instructional approaches in the area of Literacy and Numeracy Coaching records that highlight supports being provided around specific instructional approaches, such as conferencing, that sit within our instructional frameworks. Teacher work programs will reflect the our new Literacy block structure</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan and deliver transition session for our 3 incoming teachers.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Complete the Leading Mathematics course through the Victorian Academy of Teaching	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Other funding will be used
Complete Harvard Certificate in School Management and Leadership.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Other funding will be used
Create coaching timetable/schedule for Learning Specialist to support individual Classroom Teachers.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$12,170.90 <input checked="" type="checkbox"/> Other funding will be used

Create termly Professional Learning Plans that align with our instructional frameworks and are responsive to teacher needs.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$50,892.64	\$49,820.90	\$1,071.74
Disability Inclusion Tier 2 Funding	\$114,560.29	\$105,627.70	\$8,932.59
Schools Mental Health Fund and Menu	\$27,957.50	\$27,957.50	\$0.00
Total	\$193,410.43	\$183,406.10	\$10,004.33

Activities and milestones – Total Budget

Activities and milestones	Budget
Learning Specialist to lead Tutor Learning Initiative by guiding reflective conversations with the Learning Tutor, guiding action research and also ensuring that students are maintaining learning growth back in the classroom after the TLI (upskilling teachers, data, etc).	\$12,170.90
Ensure that all students have access to the essential books, stationary and other resources necessary to access the curriculum and participate in the broad range of curricular and extra-curricular opportunities provided by the school. Ensure that our Tutor Learning Program has all of the necessary resources in place to accommodate the varying needs of students within the areas of Reading, Writing and Numeracy.	\$10,000.00
Extend our association with Korus Connect to provide chaplaincy support again, one day a week for students who require pastoral support.	\$16,426.00

Purchase and set up Elastik for use at Garfield Primary School	\$4,392.00
Subscribe to PAT for use in Reading and Numeracy	\$1,650.00
Totals	\$44,638.90

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Learning Specialist to lead Tutor Learning Initiative by guiding reflective conversations with the Learning Tutor, guiding action research and also ensuring that students are maintaining learning growth back in the classroom after the TLI (upskilling teachers, data, etc).	from: Term 1 to: Term 4	\$12,170.90	<input checked="" type="checkbox"/> School-based staffing
Ensure that all students have access to the essential books, stationary and other resources necessary to access the curriculum and participate in the broad range of curricular and extra-curricular opportunities provided by the school. Ensure that our Tutor Learning Program has all of the necessary resources in place to accommodate the varying needs of students within the areas of Reading, Writing and Numeracy.	from: Term 1 to: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Subscribe to PAT for use in Reading and Numeracy	from: Term 1	\$1,650.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 1		
Totals		\$23,820.90	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Purchase and set up Elastik for use at Garfield Primary School	from: Term 1 to: Term 1	\$4,392.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Totals		\$4,392.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Extend our association with Korus Connect to provide chaplaincy support again, one day a week for students who require pastoral support.	from: Term 1 to: Term 1	\$16,426.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives <p style="margin-left: 40px;">This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Mental health and wellbeing leaders
Totals		\$16,426.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Conferences, courses, seminars	\$4,000.00
Leading Teacher of Disability and Inclusion to lead the implementation of DI at Garfield Primary School	\$97,367.20
Release time for Learning Specialist of Curriculum & Pedagogy to coach staff in implementing our whole-school approaches and differentiating their programs to ensure all students are being met at their point of need.	\$36,512.70
student resources and adjustments for students with additional needs	\$5,000.00
Totals	\$142,879.90

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Conferences, courses, seminars	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Leading Teacher of Disability and Inclusion to lead the implementation of DI at Garfield Primary School	from: Term 1 to: Term 4	\$0.00	
Release time for Learning Specialist of Curriculum & Pedagogy to coach staff in implementing our whole-school approaches and differentiating their	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing

programs to ensure all students are being met at their point of need.			
student resources and adjustments for students with additional needs	from: Term 1 to: Term 4	\$0.00	
Totals		\$26,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Conferences, courses, seminars	from: Term 1 to: Term 4	\$10,400.00	<input checked="" type="checkbox"/> Professional learning for school-based staff •
Leading Teacher of Disability and Inclusion to lead the implementation of DI at Garfield Primary School	from: Term 1 to: Term 4	\$85,835.70	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Release time for Learning Specialist of Curriculum & Pedagogy to coach staff in implementing our whole-school approaches and differentiating their programs to ensure all students are being met at their point of need.	from: Term 1 to: Term 4	\$0.00	
student resources and adjustments for students with additional needs	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning •

Totals		\$101,235.70	
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Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Conferences, courses, seminars	from: Term 1 to: Term 4	\$0.00	
Leading Teacher of Disability and Inclusion to lead the implementation of DI at Garfield Primary School	from: Term 1 to: Term 4	\$11,531.50	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Release time for Learning Specialist of Curriculum & Pedagogy to coach staff in implementing our whole-school approaches and differentiating their programs to ensure all students are being met at their point of need.	from: Term 1 to: Term 4	\$0.00	
student resources and adjustments for students with additional needs	from: Term 1 to: Term 4	\$0.00	
Totals		\$11,531.50	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Plan for staff PL sessions related to Respectful Relationships each term to advance our work and deepen our understanding of the initiative and the RR curriculum.	<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"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Lizzie Fox	<input checked="" type="checkbox"/> On-site
Schedule regular Student Voice and Agency team meetings and ensure that Student Voice and Agency features each term in our Professional Learning Plan.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Professional Learning sessions delivered in the early stages of Term One to support staff in developing an understanding of our new approaches and Literacy block model.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Provide staff with training in the use of Elastik or data analysis, ILP creation and writing assessment	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Explore current research around The Science of Reading with staff	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Complete the Leading Mathematics course through the Victorian Academy of Teaching	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> External consultants Victorian of Academy and Teaching <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Victorian Academy of Teaching
Complete Harvard Certificate in School Management and Leadership.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> External consultants Victorian Academy of Teaching	<input checked="" type="checkbox"/> Off-site Victorian Academy of Teaching