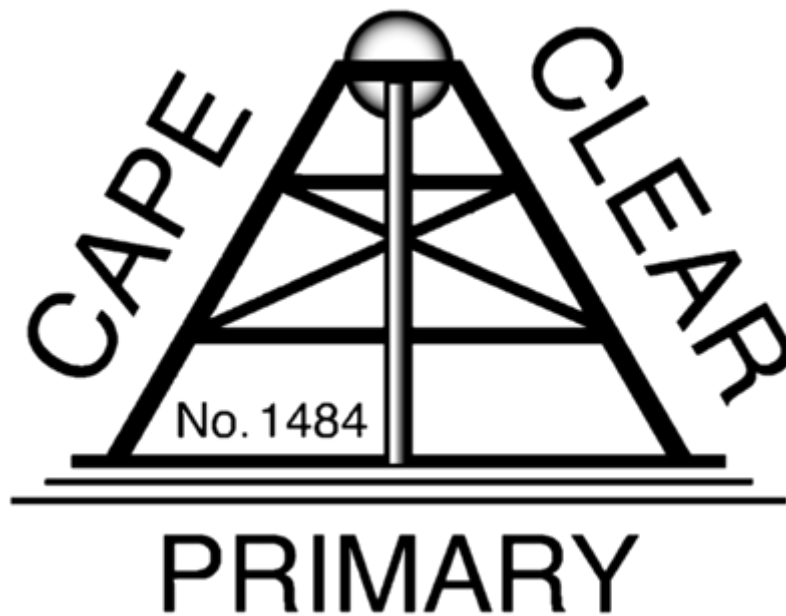


2023 Annual Implementation Plan

for improving student outcomes

Cape Clear Primary School (1484)



Submitted for review by Lynly Doherty (School Principal) on 15 December, 2022 at 02:52 PM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 22 February, 2023 at 12:46 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	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.	Emerging
	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	Emerging
	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	Emerging
	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	Emerging
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>In 2023 we will continue to prioritise learning support for both those that need scaffolding and those who need extension (particularly in Numeracy). We will continue to utilise SRP and strategically allocate funding including the TIER 2 Funding and TLI Funding to keep our class sizes small. From Foundation to Grade 3 we will have a total of 13 students and from Grade 4-6 we will have 8 students. We have been able to retain our 2022 staffing profile (and are seeking to employ a FTE Grad for 2023).</p> <p>In 2023 leaders and teachers will continue to develop a whole school teaching and learning plan that will ensure all students receive point of need support. All students will continue to be tracked on our whole school data wall (Google Drive). All staff</p>
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	<p>will work collegiately and collaboratively to ascertain the most effective modes of learning for students. As a staff we will identify sustainable routines and practices to increase collaboration and work on the HITS, identifying areas of strength. The HITS will form professional learning through our peer observation program.</p> <p>As a whole staff we will continue to develop and update Individual Education Plans (IEP's) for all students with a greater emphasis on personal and social capabilities. These plans will be reviewed and discussed more readily in 2023.</p> <p>We will continue to deliver a whole school Respectful Relationships Program and alongside this will be the SWPB. If funding continues in 2023 we will continue to source a Chaplain.</p> <p>We will continue to have small group interventions focussed on opportunities to develop specific social emotional learning skills through coaching, modelling and practising skills.</p> <p>We will continue to strengthen in-class relationships utilising collaborative learning strategies gathered via the BSEM professional development.</p> <p>We will continue to explore opportunities to reengage more of our school community back into the school, and strengthen home school partnerships.</p>
<p>Considerations for 2023</p>	<ul style="list-style-type: none"> - Continuing work on writing moderation and rubric creation for all genres - Continuing to unpack the HITS and identifying staff strengths in line with student needs - develop staffing structures that foster Peer Observation and professional learning - Build staff capacity to understand and implement IEPs (including the role of the student) with a focus on personal and social capabilities - unpacking how we are empowering our students through voice, agency and leadership - Allocation of time for teachers to communicate with parents/carers/kin - How can we reengage more families back into the school community. - Review of student data sets - What are we prioritising, and how do we know when we have been successful? - Participation in the ASSIST Program - How can this support our Literacy/Numeracy Program? - Continue Outside School Hours Care Program to allow families the opportunity to engage in extra work or studies, and to support the school community (3 year grant) - Capital Buildings Works beginning in 2023 \$824 000
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>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.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve individual student learning outcomes in literacy and numeracy
Target 2.1	<p>Relative Growth By 2022, increase the percentage of students achieving high or medium relative growth in NAPLAN for:</p> <ul style="list-style-type: none"> ○ Reading to increase from 50% (2019) to 75% ○ Writing to increase from 50% (2019) to 75% ○ Numeracy to increase from 50% (2019) to 75%
Target 2.2	<p>By 2022, increase the percentage of students achieving at or above expected level in Teacher Judgements at F-6.</p> <ul style="list-style-type: none"> ● Writing 78% (2018) to 85%

	<p>By 2022, increase or maintain the percentage of students achieving at or above expected level in Teacher Judgements at F-6:</p> <ul style="list-style-type: none"> • Reading and Viewing from 92% (2018) • Number and Algebra 87% (2018)
Key Improvement Strategy 2.a Building practice excellence	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are met
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality planning and teaching and learning.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability to use a range of assessment strategies and to analyse the data to inform teaching and learning
Goal 3	Foster a learning community which supports and nurtures the development of the whole child
Target 3.1	By 2022 reduce the percentage of students with greater than 20 days absence per year from 28% to 20%.
Target 3.2	By 2022 improve the percentage of positive responses for the Social Engagement module factors of the Attitudes to School Survey to 90% or greater.
Key Improvement Strategy 3.a Empowering students and building school pride	Use an inquiry learning approach to promote student voice and involve students in decision making

Key Improvement Strategy 3.b Empowering students and building school pride	Develop a learning community that builds positive relationships which strengthen connections and develops the character of the child
Goal 4	Improve student engagement in learning by increasing community participation in implementing the school's vision
Target 4.1	By 2022 improve the percentage of positive responses for the factors of the Parent Community Engagement and Student Development modules from 0% (cohort too small to report) to 75%.
Target 4.2	By 2022 improve the percentage of positive responses for the Attitudes to School Survey resilience factor from 64% to 80%, the self-regulation and goal setting factor from 93% to 95% and the attitudes to attendance factor from 62% to 80%.
Key Improvement Strategy 4.a Parents and carers as partners	Actively engage the parent community as positive partners in learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements at F-6. Writing 56% (2022) to 66% Number and Algebra 75% (2022) 87% Reading and Viewing 73% (2022) 85% By 2023, increase the percentage of students achieving high or medium growth in Teacher Judgments for: Reading: from 73% (Semester 1, 2022) to 80% Writing: from 66% (Semester 1, 2022) to 75% Number and Algebra: 73% (Semester 1, 2022) to 80% Relative Growth By 2023, increase the percentage of students achieving high or medium relative growth in NAPLAN for: Reading to increase from 0% (2021) to 50% (high or med relative growth) Writing to maintain 100% (2021) (high or med relative growth) Numeracy to increase from 0% (2021) to 50% (high growth) By 2023 improve the percentage of positive responses for the Social Engagement module factors of the Attitudes to School Survey: Sense of connectedness from 63% to 72% Student voice and agency from 69% to 80% Sense of Inclusion from 81% to 87% By 2023 reduce the percentage of students with greater than 20</p>

			days absence per year from 53% (2022) to 35%
Improve individual student learning outcomes in literacy and numeracy	No	<p>Relative Growth</p> <p>By 2022, increase the percentage of students achieving high or medium relative growth in NAPLAN for:</p> <ul style="list-style-type: none"> ○ Reading to increase from 50% (2019) to 75% ○ Writing to increase from 50% (2019) to 75% ○ Numeracy to increase from 50% (2019) to 75% 	
		<p>By 2022, increase the percentage of students achieving at or above expected level in Teacher Judgements at F-6.</p> <ul style="list-style-type: none"> • Writing 78% (2018) to 85% <p>By 2022, increase or maintain the percentage of students achieving at or above expected level in Teacher Judgements at F-6:</p> <ul style="list-style-type: none"> • Reading and Viewing from 92% (2018) • Number and Algebra 87% (2018) 	
Foster a learning community which supports and nurtures the development of the whole child	No	By 2022 reduce the percentage of students with greater than 20 days absence per year from 28% to 20%.	
		By 2022 improve the percentage of positive responses for the Social Engagement module factors of the Attitudes to School Survey to 90% or greater.	
Improve student engagement in learning by increasing community participation in implementing the school's vision	No	By 2022 improve the percentage of positive responses for the factors of the Parent Community Engagement and Student Development modules from 0% (cohort too small to report) to 75%.	

		By 2022 improve the percentage of positive responses for the Attitudes to School Survey resilience factor from 64% to 80%, the self-regulation and goal setting factor from 93% to 95% and the attitudes to attendance factor from 62% to 80%.	
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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	<p>By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements at F-6.</p> <p>Writing 56% (2022) to 66% Number and Algebra 75% (2022) 87% Reading and Viewing 73% (2022) 85%</p> <p>By 2023, increase the percentage of students achieving high or medium growth in Teacher Judgments for: Reading: from 73% (Semester 1, 2022) to 80% Writing: from 66% (Semester 1, 2022) to 75% Number and Algebra: 73% (Semester 1, 2022) to 80%</p> <p>Relative Growth By 2023, increase the percentage of students achieving high or medium relative growth in NAPLAN for:</p> <p>Reading to increase from 0% (2021) to 50% (high or med relative growth) Writing to maintain 100% (2021) (high or med relative growth) Numeracy to increase from 0% (2021) to 50% (high growth)</p> <p>By 2023 improve the percentage of positive responses for the Social Engagement module factors of the Attitudes to School Survey: Sense of connectedness from 63% to 72% Student voice and agency from 69% to 80% Sense of Inclusion from 81% to 87%</p> <p>By 2023 reduce the percentage of students with greater than 20 days absence per year from 53% (2022) to 35%</p>

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	<p>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.</p>
12 Month Target 1.1	<p>By 2023, increase the percentage of students achieving at or above expected level in Teacher Judgements at F-6.</p> <p>Writing 56% (2022) to 66% Number and Algebra 75% (2022) 87% Reading and Viewing 73% (2022) 85%</p> <p>By 2023, increase the percentage of students achieving high or medium growth in Teacher Judgments for: Reading: from 73% (Semester 1, 2022) to 80% Writing: from 66% (Semester 1, 2022) to 75% Number and Algebra: 73% (Semester 1, 2022) to 80%</p> <p>Relative Growth By 2023, increase the percentage of students achieving high or medium relative growth in NAPLAN for:</p> <p>Reading to increase from 0% (2021) to 50% (high or med relative growth) Writing to maintain 100% (2021) (high or med relative growth) Numeracy to increase from 0% (2021) to 50% (high growth)</p> <p>By 2023 improve the percentage of positive responses for the Social Engagement module factors of the Attitudes to School Survey: Sense of connectedness from 63% to 72% Student voice and agency from 69% to 80% Sense of Inclusion from 81% to 87%</p> <p>By 2023 reduce the percentage of students with greater than 20 days absence per year from 53% (2022) to 35%</p>
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	Build staff capacity to identify and meet students' individual learning needs.

<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - ensure all funds provided through the SRP are strategically allocated - ensure appropriately qualified staff are appointed to facilitate support programs - ensure students are identified and tracked throughout 2023 - provide professional development opportunities at point of need - support teaching staff to build assessment and differentiation practices - support teaching staff to revise current Number and Algebra Units <p>Teachers will:</p> <ul style="list-style-type: none"> - directly support identified individual students needs across the curriculum - work with colleagues to ascertain the most effective modes of learning for students - use updated data from pre and post unit assessments to plan learning sequences at point of need - provide targeted academic support to students through goals and supporting strategies in IEPs - regularly communicate and celebrate success - have strong relationships with parents/carers/kin of all students - consistently implement the agreed assessment schedule <p>Education Support will:</p> <ul style="list-style-type: none"> - directly support identified individual students needs across the curriculum - collaborate with colleagues to ascertain the most effective modes of learning for students - be informed about up to date data from pre and post unit assessments to plan learning sequences at point of need - provide targeted academic support to students through goals and supporting strategies in IEPs - regularly communicate and celebrate success - have strong relationships with parents/carers/kin of all students - teachers will consistently implement the agreed assessment schedule - provide high quality support to teachers and students in the classroom. <p>Students will:</p> <ul style="list-style-type: none"> - apply their new knowledge and skills across disciplines - co create and articulate individual learning goals - students will demonstrate an observable increase in learning confidence - students will know how lessons are structured and how this supports their learning - students will experience success and celebrate the acquisition of knowledge
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> - Curriculum documentation will allow for differentiation and planning resources - Peer observations/Learning Walks increased

	<ul style="list-style-type: none"> - Data walls (Google drive, Ess Ass) indicating clear student progress - Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. - regular and ongoing SSG - Student feedback (Student voice and agency). <p>Late indicators:</p> <ul style="list-style-type: none"> - Semester 2 teacher judgements - PAT, -On Demand and Pre and Post Assessment data - Staff, student and parent perception survey results - Strengthening and developing SSGs and IEP's 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Tutor Learning Initiative - retain current workforce and keep small class groups in Literacy and Numeracy from F-6.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Disability Inclusion Tier 2 Funding - retain current workforce and keep small class groups in Literacy and Numeracy from F-6.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	\$18,827.79 <input type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Equity (Socially Disadvantaged) - retain current workforce and to keep small class groups in Literacy and Numeracy from F-6.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,182.81 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review assessment schedule and embed time for moderation of Numeracy data guided by the inquiry cycle (student needs, teacher needs, design learning, teacher actions, monitor impact)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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	<p>Leaders will:</p> <ul style="list-style-type: none"> - support the continuous development, documentation and revision of whole school wellbeing approaches - model strategies in line whole school approach - support the professional development of staff in this area if needed <p>Teachers will:</p> <ul style="list-style-type: none"> - develop and share a common understanding of wellbeing - plan for and implement social and emotional learning within their curriculum areas - implement and model consistent routines and language around wellbeing - complete Berry Street training - maintain positive relationships with students and families - have the whole child at the center of everything they do <p>Education Support will:</p> <ul style="list-style-type: none"> - develop and share a common understanding of wellbeing - support the planning and implementation of social and emotional learning - implement and model consistent routines and language around wellbeing - complete Berry Street training - maintain positive relationships with students and families - have the whole child at the center of everything they do <p>Students will:</p> <ul style="list-style-type: none"> - Students will have a strong relationship with peers/staff - Students will be able to explain what positive mental health means and where they can seek support at school - At risk students will be identified and receive targeted support 			

Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Curriculum documentation will show plans for social and emotional learning - Notes from peer observations will show how staff are embedding social and emotional learning - Student support resources will be displayed around the school will show how students can seek support - School Chaplaincy Program will be reflected upon regularly in Student Wellbeing Meetings - Student Wellbeing team will meet and discuss school priorities regularly including reviewing practices. <p>Late indicators:</p> <ul style="list-style-type: none"> - Reporting against the Victorian Curriculum - Personal and Social Capabilities - Student attendance data - Attitudes to School Survey Data - sense of connectedness, emotional awareness and regulation, psychological distress and resilience. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
-Reengage chaplain for 2023 as a part of the National School Chaplaincy Program	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,800.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Beginning of SWPBS - School Wide Positive Behaviours	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review current practices using the Schools Mental Health Fund Menu to explore current understanding of student mental health and identify how to support those needs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,647.38 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$15,182.81	\$15,182.81	\$0.00
Disability Inclusion Tier 2 Funding	\$18,827.79	\$18,827.79	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$64,657.98	\$64,657.98	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Disability Inclusion Tier 2 Funding - retain current workforce and keep small class groups in Literacy and Numeracy from F-6.	\$18,827.79
Equity (Socially Disadvantaged) - retain current workforce and to keep small class groups in Literacy and Numeracy from F-6.	\$15,182.81
Review current practices using the Schools Mental Health Fund Menu to explore current understanding of student mental health and identify how to support those needs.	\$30,647.38
Totals	\$64,657.98

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Equity (Socially Disadvantaged) - retain current workforce and to keep small class groups in Literacy and Numeracy from F-6.	from: Term 1 to: Term 4	\$15,182.81	<input checked="" type="checkbox"/> School-based staffing
Totals		\$15,182.81	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Disability Inclusion Tier 2 Funding - retain current workforce and keep small class groups in Literacy and Numeracy from F-6.	from: Term 1 to: Term 4	\$18,827.79	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom Teacher • Education Support Staff
Totals		\$18,827.79	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Review current practices using the Schools Mental Health Fund Menu to explore current understanding of student mental health and identify how to support those needs.	from: Term 1 to: Term 4	\$30,647.38	<input checked="" type="checkbox"/> Animal Therapists
Totals		\$30,647.38	

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
Tutor Learning Initiative - retain current workforce and keep small class groups in Literacy and Numeracy from F-6.	<input checked="" type="checkbox"/> All Staff	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <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
Disability Inclusion Tier 2 Funding - retain current workforce and keep small class groups in Literacy and Numeracy from F-6.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <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
Equity (Socially Disadvantaged) - retain	<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"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

current workforce and to keep small class groups in Literacy and Numeracy from F-6.		to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	
Review assessment schedule and embed time for moderation of Numeracy data guided by the inquiry cycle (student needs, teacher needs, design learning, teacher actions, monitor impact)	<input checked="" type="checkbox"/> All Staff	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
-Reengage chaplain for 2023 as a part of the National School Chaplaincy Program	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Beginning of SWPBS - School Wide Positive Behaviours	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants DET-SWPB Coach	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources DET-SWPB Coach	
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