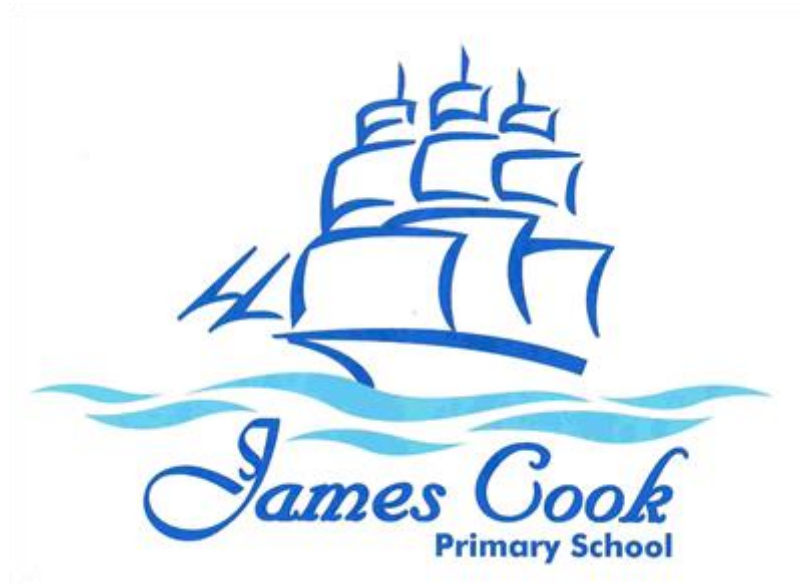


2024 Annual Implementation Plan

for improving student outcomes

James Cook Primary School (5136)



Submitted for review by Anne Burgess (School Principal) on 18 December, 2023 at 06:17 PM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 21 December, 2023 at 02:36 PM
Endorsed by Lucas Sheldon (School Council President) on 02 February, 2024 at 03:47 PM

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	
	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	
	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.	
	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	
	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	
	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Selected for focus 2024?	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.
<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>Students P-6:- above the expected level (Teacher Judgements) for Number and Algebra increase from 17% to 20% (S2 2023 – S2 2024).- at or above the expected level (Teacher Judgements) for Writing will increase from 75% (Semester 1 2021–Semester 2 2021) to 80% (S2 2023 – S2 2024).- above the expected level (Teacher Judgements) for Number and Algebra increase to 20% (S2 2023 – S2 2024).- above the expected level (Teacher Judgements) for Measurement and Geometry will increase from 8% (Semester 1 2021–Semester 2 2021) to 12% (S2 2023 – S2 2024).- Use student feedback to improve practice from 44%(2023) to 58% (2024)- Promote student ownership of learning from 67%(2023) to 70%(2024)- Moderation assessment tasks together from 67%(2023) to 73%(2024)- Student voice and agency from 64% (2023) to 75%(2024)</p>
<p>Improve student outcomes in literacy and numeracy.</p>	No	<p>By 2026: The percentage of students assessed as above benchmark growth in NAPLAN Reading will increase from 18% (2022) to 25% The percentage of students assessed at or above benchmark growth in NAPLAN Reading will increase from 73% (2022) to 85%.</p>	
		<p>By 2026: The percentage of students assessed as above benchmark growth for NAPLAN Writing will increase from 9% (2021) to 20%</p>	
		<p>By 2026: The percentage of students assessed above benchmark growth for NAPLAN Numeracy will increase from 23% to 33%</p>	

		<p>By 2026: The percentage of students Prep–Year 6 working at or above the expected level against the Victorian Curriculum (Teacher Judgements) for Writing will increase from 75% (Semester 1 2021–Semester 2 2021) to 80%</p> <p>The percentage of students Prep–Year 6 working above the expected level against the Victorian Curriculum (Teacher Judgements) for Writing will increase from 8% (Semester 1 2021–Semester 2 2021) to 20%</p>	
		<p>By 2026: The percentage of students Prep–Year 6 working above the expected level against the Victorian Curriculum (Teacher Judgements) for Number and Algebra will increase from 14% (Semester 1 2021–Semester 2 2021) to 25%</p> <p>The percentage of students Prep–Year 6 working above the expected level against the Victorian Curriculum (Teacher Judgements) for Measurement and Geometry will increase from 8% (Semester 1 2021–Semester 2 2021) to 20%</p>	
Improve student engagement and wellbeing.	No	<p>By 2026, the percentage positive endorsement will improve in the School Staff Survey - School Climate module for:</p> <ul style="list-style-type: none"> • Academic emphasis from 59% (2022) to 75% • Guaranteed and viable curriculum from 70% (2022) to 80% • Teacher collaboration from 58% (2022) to 70% 	
		<p>By 2026, the percentage positive endorsement will improve in the School Staff Survey - Evaluation module for:</p> <ul style="list-style-type: none"> • Monitor effectiveness using data from 75% (2022) to 85% • Skills to measure impact from 75% (2022) to 85% • Understand how to analyse data from 67% (2022) to 75% • Use student feedback to improve practice from 50% (2022) to 80% 	
		<p>By 2026, the percentage positive endorsement will improve in the School Staff Survey - Implementation module for:</p>	

		<ul style="list-style-type: none"> • Understand formative assessment from 67% (2022) to 80% • Promote student ownership of learning from 50% (2022) to 80% • Moderation assessment tasks together from 42% (2022) to 80% 	
		<p>By 2026, the percent positive responses score will improve on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Effective classroom behaviour from 77% (2022) to 85% • Sense of confidence from 76% (2022) to 85% • Perseverance from 77% (2022) to 85% • Student voice and agency from 71% (2022) to 85% • Sense of connectedness from 80% (2022) to 85% 	

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>Students P-6:</p> <ul style="list-style-type: none"> - above the expected level (Teacher Judgements) for Number and Algebra increase from 17% to 20% (S2 2023 – S2 2024). - at or above the expected level (Teacher Judgements) for Writing will increase from 75% (Semester 1 2021–Semester 2 2021) to 80% (S2 2023 – S2 2024). - above the expected level (Teacher Judgements) for Number and Algebra increase to 20% (S2 2023 – S2 2024). - above the expected level (Teacher Judgements) for Measurement and Geometry will increase from 8% (Semester 1 2021–Semester 2 2021) to 12% (S2 2023 – S2 2024). - Use student feedback to improve practice from 44%(2023) to 58% (2024) - Promote student ownership of learning from 67%(2023) to 70%(2024) - Moderation assessment tasks together from 67%(2023) to 73%(2024) - Student voice and agency from 64% (2023) to 75%(2024) 	
Key Improvement Strategies		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

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	<p>Students P-6:</p> <ul style="list-style-type: none"> - above the expected level (Teacher Judgements) for Number and Algebra increase from 17% to 20% (S2 2023 – S2 2024). - at or above the expected level (Teacher Judgements) for Writing will increase from 75% (Semester 1 2021–Semester 2 2021) to 80% (S2 2023 – S2 2024). - above the expected level (Teacher Judgements) for Number and Algebra increase to 20% (S2 2023 – S2 2024). - above the expected level (Teacher Judgements) for Measurement and Geometry will increase from 8% (Semester 1 2021–Semester 2 2021) to 12% (S2 2023 – S2 2024). - Use student feedback to improve practice from 44%(2023) to 58% (2024) - Promote student ownership of learning from 67%(2023) to 70%(2024) - Moderation assessment tasks together from 67%(2023) to 73%(2024) - Student voice and agency from 64% (2023) to 75%(2024) 	
KIS 1.a	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.</p> <p>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</p>	
Actions	<p>A1. Strengthen staff capability to analyse and use student data to plan for inclusive and differentiated teaching and learning practices.</p> <p>A2. Strengthen middle leadership development for observation and coaching to embed PLC structures supporting teacher collaboration with a focus on differentiation and robust teacher practice to meet the needs of all students.</p> <p>A3. Build staff capacity to understand and implement IEPs.</p>	
Outcomes	<ul style="list-style-type: none"> - Teachers will confidently and accurately identify student learning needs of all their students - Students will be supported to learn at their point of need with the opportunity to work at their level using differentiated resources. - Education Support staff will provide high quality support to students and teachers in the classroom. - Students in need of targeted support or intervention will be supported. 	
Success Indicators	<p>Early</p> <ul style="list-style-type: none"> - Teacher records and observations of student progress. - Classroom observations and learning walk records indicating use of strategies from PL and PLC work. - Differentiated curriculum planning documents indicating learning at different levels. - Data used for identifying adjustments and tailored supports. - Data input aligned to the JCPS 2024 Assessment schedule. 	<p>Later</p> <ul style="list-style-type: none"> - Survey results. - Semester 2 progression point teacher judgements. - PAT growth data.

Activities	People responsible	PL priority?	When	Cost / funding streams
0.2 CRT allocated to Year F-1 classroom to provide 5-day consistency for students. 0.2 CRT allocated for time provision for PLC and Curriculum leaders.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Additional Education Support staff to provided essential classroom support for students identified as at-risk and without funded support.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning - Pupil-Free Day Top Ten Maths - Differentiation & the Proficiencies.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocate regular meeting time for Literacy and Numeracy Specialists to lead and model analysis of student data at the classroom and individual levels.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a professional learning plan supporting staff development in strategies for differentiation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Schedule opportunities for Literacy and Numeracy Specialists to model the JCPS Instructional Model, with a focus on differentiation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Hands on manipulatives and teaching resources to support effective differentiated teaching and learning strategies for Numeracy.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Speech Pathology for Schools - Assessment and Therapy	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable 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			
Actions	A4. Establish student focus groups to promote student voice. A5. Implement the Resilience, Rights and Respectful Relationships curriculum. A6. Develop a plan for increasing the engagement of parents/carers/community groups.			
Outcomes	- Teachers, leaders and support staff will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs - Teachers will implement a range of interventions to support student wellbeing. - Teachers and leaders will support at-risk students to remain engaged in learning and connected to their peers.			
Success Indicators	Early - Engagement in professional learning and shared readings. - Documented referral and communication processes. - Teacher reports of wellbeing concerns. - Data used to identify students in need of targeted support.	Later - Attendance data. - Survey data.		
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
0.4EFT Identified teacher for Disability and Inclusion - Sarah Eldridge	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$47,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Staff professional day 26.4.24 - Bryan Jeffery - 'Identifying and Talking to Students with Mental Health Concerns'	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Drama Toolbox - SEL program F-6	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Selected professional learning for all staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Additional ES staff for 1:1 student support	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
0.9EFT Acting Assistant Principal role higher duties for identified Mental Health and Wellbeing Leader/teacher - Sandi Tidey	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning sessions to focus on the refinement of the SEL curriculum integrated with SWPBS-RRRR-URStrong-Growth Mindset into the existing yearly scope and sequence planning documents.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding

Funding planner

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$378,911.65	\$372,000.00	\$6,911.65
Disability Inclusion Tier 2 Funding	\$145,348.29	\$105,000.00	\$40,348.29
Schools Mental Health Fund and Menu	\$27,957.50	\$8,000.00	\$19,957.50
Total	\$552,217.44	\$485,000.00	\$67,217.44

Activities and milestones – Total Budget

Activities and milestones	Budget
0.2 CRT allocated to Year F-1 classroom to provide 5-day consistency for students. 0.2 CRT allocated for time provision for PLC and Curriculum leaders.	\$60,000.00
Additional Education Support staff to provided essential classroom support for students identified as at-risk and without funded support.	\$80,000.00
Professional Learning - Pupil-Free Day Top Ten Maths - Differentiation & the Proficiencies.	\$3,000.00
Allocate regular meeting time for Literacy and Numeracy Specialists to lead and model analysis of student data at the classroom and individual levels.	\$50,000.00
Develop a professional learning plan supporting staff development in strategies for differentiation.	\$5,000.00
Schedule opportunities for Literacy and Numeracy Specialists to model the JCPS Instructional Model, with a focus on differentiation.	\$25,000.00

Hands on manipulatives and teaching resources to support effective differentiated teaching and learning strategies for Numeracy.	\$10,000.00
Speech Pathology for Schools - Assessment and Therapy	\$40,000.00
0.4EFT Identified teacher for Disability and Inclusion - Sarah Eldridge	\$47,000.00
Staff professional day 26.4.24 - Bryan Jeffery - 'Identifying and Talking to Students with Mental Health Concerns'	\$3,000.00
Drama Toolbox - SEL program F-6	\$30,000.00
Selected professional learning for all staff.	\$5,000.00
Additional ES staff for 1:1 student support	\$50,000.00
0.9EFT Acting Assistant Principal role higher duties for identified Mental Health and Wellbeing Leader/teacher - Sandi Tidey	\$23,000.00
Totals	\$431,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
0.2 CRT allocated to Year F-1 classroom to provide 5-day consistency for students. 0.2 CRT allocated for time provision for PLC and Curriculum leaders.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional Education Support staff to provided essential classroom support for students identified as at-risk and without funded support.	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing
Professional Learning - Pupil-Free Day Top Ten Maths - Differentiation & the Proficiencies.	from: Term 1 to: Term 1	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Allocate regular meeting time for Literacy and Numeracy Specialists to lead and model analysis of student data at the classroom and individual levels.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop a professional learning plan supporting staff development in strategies for differentiation.	from: Term 1 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services

Schedule opportunities for Literacy and Numeracy Specialists to model the JCPS Instructional Model, with a focus on differentiation.	from: Term 1 to: Term 3	\$25,000.00	<input checked="" type="checkbox"/> CRT
Hands on manipulatives and teaching resources to support effective differentiated teaching and learning strategies for Numeracy.	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Speech Pathology for Schools - Assessment and Therapy	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Support services
Staff professional day 26.4.24 - Bryan Jeffery - 'Identifying and Talking to Students with Mental Health Concerns'	from: Term 2 to: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Drama Toolbox - SEL program F-6	from: Term 1 to: Term 2	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
0.9EFT Acting Assistant Principal role higher duties for identified Mental Health and Wellbeing Leader/teacher - Sandi Tidey	from: Term 1 to: Term 4	\$23,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$329,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
0.4EFT Identified teacher for Disability and Inclusion - Sarah Eldridge	from: Term 1 to: Term 4	\$47,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties
Selected professional learning for all staff.	from: Term 1 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff
Additional ES staff for 1:1 student support	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties
Totals		\$102,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Soundwaves - Spelling program	\$5,000.00
Elastik Digital Platform for moderating students' writing	\$5,000.00
Audio books and book sets for exemplar reading on listening posts.	\$8,000.00
T2L Professional Learning opportunities and T2L TV access	\$10,000.00
Staff Health and Wellbeing - Adrienne Hornby Consultancy	\$10,000.00
URStrong membership	\$8,000.00
Totals	\$46,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Soundwaves - Spelling program	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Elastik Digital Platform for moderating students' writing	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Audio books and book sets for listening posts.	from: Term 1 to: Term 2	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
T2L Professional Learning opportunities and T2L TV access	from: Term 1 to: Term 3	\$7,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Staff Health and Wellbeing - Adrienne Hornby Consultancy	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
URStrong membership	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$43,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Soundwaves - Spelling program	from: Term 1 to: Term 4	\$0.00	
Elastik Digital Platform for moderating students' writing	from: Term 1 to: Term 4	\$0.00	
Audio books and book sets for exemplar reading on listening posts.	from: Term 1 to: Term 2	\$0.00	
T2L Professional Learning opportunities and T2L TV access	from: Term 1 to: Term 3	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <input checked="" type="checkbox"/> Teaching and learning programs and resources
Staff Health and Wellbeing - Adrienne Hornby Consultancy	from: Term 1 to: Term 3	\$0.00	
URStrong membership	from: Term 1 to: Term 4	\$0.00	
Totals		\$3,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Soundwaves - Spelling program	from: Term 1 to: Term 4	\$0.00	
Elastik Digital Platform for moderating students' writing	from: Term 1 to: Term 4	\$0.00	
Audio books and book sets for exemplar reading on listening posts.	from: Term 1 to: Term 2	\$0.00	
T2L Professional Learning opportunities and T2L TV access	from: Term 1 to: Term 3	\$0.00	
Staff Health and Wellbeing - Adrienne Hornby Consultancy	from: Term 1 to: Term 3	\$0.00	
URStrong membership	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> UR Strong Workshops
Totals		\$8,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional Learning - Pupil-Free Day - Top Ten Maths - Differentiation & the Proficiencies.	<input checked="" type="checkbox"/> Learning specialist(s)	From: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Top Ten Mathematics <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Allocate regular meeting time for Literacy and Numeracy Specialists to lead and model analysis of student data at the classroom and individual levels.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan supporting staff development in strategies for differentiation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<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
Schedule opportunities for Literacy and Numeracy Specialists to model the JCPS Instructional Model, with a focus on differentiation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
0.4EFT Identified teacher for Disability and Inclusion - Sarah Eldridge	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> External consultants Masters of Disability and Inclusion - onsite and offsite practicum placements. <input checked="" type="checkbox"/> Departmental resources SSSOs EIL	<input checked="" type="checkbox"/> On-site
26.4.24 - Bryan Jeffery - 'Identifying and Talking to Students with Mental Health Concerns'	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Bryan Jeffrey - MOAT	<input checked="" type="checkbox"/> On-site

Selected professional learning for all staff.	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Disability inclusion coordinator ✔ Mental health and wellbeing leader 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Preparation 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Network professional learning ✔ Communities of practice ✔ PLC/PLT meeting 	<ul style="list-style-type: none"> ✔ SEIL ✔ Internal staff ✔ Departmental resources As the relevant content becomes available 	✔ On-site
0.9EFT Acting Assistant Principal role higher duties for identified Mental Health and Wellbeing Leader / teacher - Sandi Tidey	<ul style="list-style-type: none"> ✔ Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Preparation ✔ Curriculum development ✔ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Network professional learning ✔ Communities of practice 	<ul style="list-style-type: none"> ✔ Internal staff ✔ External consultants MHiPS Training ✔ Departmental resources As offered - MWHL Training; Amplify, WBHITS ✔ Practice Principles for Excellence in Teaching and Learning ✔ High Impact Teaching Strategies (HITS) 	✔ On-site
Professional Learning sessions to focus on the refinement of the SEL curriculum integrated with SWPBS-RRRR-URStrong-Growth Mindset into the existing yearly scope and sequence planning documents.	<ul style="list-style-type: none"> ✔ Assistant principal ✔ Homegroup teachers ✔ Mental health and wellbeing leader 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Preparation ✔ Curriculum development 	<ul style="list-style-type: none"> ✔ Whole school pupil free day ✔ Professional practice day ✔ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✔ Internal staff ✔ External consultants URStrong ✔ Departmental resources EIL RRRR SWPBS ✔ Practice Principles for Excellence in Teaching and Learning 	✔ On-site