

2022 Annual Implementation Plan

for improving student outcomes

Boneo Primary School (1184)



Submitted for review by Mandy Whitworth (School Principal) on 07 March, 2022 at 10:05 AM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 08 March, 2022 at 12:25 PM
Endorsed by Owen Goodwin (School Council President) on 08 March, 2022 at 01:06 PM

Self-evaluation Summary - 2022

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

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

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

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

Enter your reflective comments	In 2021 Term 4, we had our School Review in week 4 which clearly identified our next steps to improvement.
Considerations for 2022	Immediate action to improve writing and spelling by creating a Whole School approach to instruction and assessment of these. Continue to action embedding the Instructional Model.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning in literacy and numeracy.
Target 2.1	<p>By 2025, increase the percentage of students who maintain their place in the Top 2 Bands from Year 3 to Year 5 from:</p> <ul style="list-style-type: none"> • 63% (2021) to 72% in Reading • 12% (2021) to 40% in Writing • 36% (2021) to 50% in Spelling • 73% (2021) to 76% in Numeracy
Target 2.2	By 2025, the percentage of students whose NAPLAN Year 3 to Year 5 growth meets or is above the benchmark growth will increase from:

	<ul style="list-style-type: none"> • 75% (2021) to 80% (2025) in Reading • 69% (2021) to 80% (2025) in Writing • 54% (2021) to 75% (2025) in Spelling.
Target 2.3	<p>By 2025, the percentage of students whose Teacher Judgements are above the expected level will increase from:</p> <ul style="list-style-type: none"> • 11% (2021) to 30% (2025) in Speaking and listening • 15% (2021) to 30% (2025) in Measurement and geometry.
Target 2.4	<p>By 2025, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> • 61% (2020) to 75% (2025) for Guaranteed and viable curriculum • 66% (2020) to 75% (2025) for Academic emphasis • 60% (2020) to 75% (2025) for Monitor effectiveness of data.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Embed an instructional model consistently across the school.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capability to use data, feedback, and a range of assessment strategies to design instruction to teach to a student's point of need.
Key Improvement Strategy 2.c Building practice excellence	Embed literacy and numeracy in all areas of the curriculum.

Key Improvement Strategy 2.d Building leadership teams	Build the instructional and shared leadership capability of all staff.
Goal 3	To improve student engagement in learning.
Target 3.1	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> • 85% (2021) to 90% (2025) for Sense of confidence; • 85% (2020) to 90% (2025) for Student voice and agency; • 82% (2021) to 90% (2025) for Perseverance.
Target 3.2	<p>By 2025, the percentage positive response on the POS will increase from:</p> <ul style="list-style-type: none"> • 86% (2020) to 90% (2025) for High expectations for success • 83% (2020) to 90% (2025) for Student motivation and support.
Target 3.3	By 2025, the percentage positive response on the SSS will increase from 57 per cent (2020) to 70 per cent (2025) for Teacher collaboration.
Key Improvement Strategy 3.a Empowering students and building school pride	To develop a whole school understanding of student voice and agency.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and implement a whole school approach to student goal setting which promotes collaboration, sets high expectations for learning, and encourages high aspirations.

Key Improvement Strategy 3.c Curriculum planning and assessment	Develop and implement an inquiry-based curriculum that is responsive, challenging and engaging for students.
Key Improvement Strategy 3.d Building communities	Further develop purposeful partnerships with parents and carers to promote student engagement in learning.
Goal 4	To improve student wellbeing.
Target 4.1	By 2025, the percentage positive response on the AToSS will increase from: <ul style="list-style-type: none"> • 68% (2019) to 80% (2025) for Resilience • 78% (2021) to 85% (2025) for Emotional awareness and regulation.
Target 4.2	By 2025, the percentage positive response on the SSS will increase from 78 per cent (2020) to 85 per cent (2025) for Support growth of the whole student.
Target 4.3	By 2025, the number of days absent per student per year will decrease from 22 (2019) to 18 (2025).
Key Improvement Strategy 4.a Health and wellbeing	Systematically gather data and evidence to inform the school's approach to wellbeing and inclusion.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Develop and embed a whole school multi-tiered approach to wellbeing and inclusion.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Key Improvement Strategy 1A</p> <p>Based on NAPLAN data: % of students in the Top 2 Bands</p> <p>Year 3 Writing 40 % Numeracy 40%</p> <p>Year 5 Writing 15 % Numeracy 25%</p> <p>The percentage of students whose Teacher Judgements are above the expected level will increase from: 11% (2021) to 20% (2022) in Speaking and listening 15% (2021) to 20% (2022) in Measurement and geometry. 0% (2021) to 20% (2022) in Writing</p> <p>The percentage of positive response on the SSS will increase from: 61% (2020) to 70% (2022) for Guaranteed and viable curriculum 66% (2020) to 70% (2022) for Academic emphasis</p>

			<p>60% (2020) to 70% (2022) for Monitor effectiveness of data.</p> <p>Key Improvement Strategy 1B</p> <p>The percentage of positive response on the AToSS will increase from: 85% (2021) to 86% (2022) for Sense of confidence; 85% (2020) to 86% (2022) for Student voice and agency; 82% (2021) to 83% (2022) for Perseverance.</p> <p>By 2022, the percentage of positive response on the SSS will increase from 57 per cent (2020) to 65 per cent (2022) for Teacher collaboration.</p> <p>The percentage of positive response on the AToSS will increase from: 68% (2019) to 70% (2022) for Resilience 78% (2021) to 80% (2022) for Emotional awareness and regulation.</p> <p>By 2022, the percentage of positive response on the SSS will increase from 78 per cent (2020) to 80 per cent (2022) for Support growth of the whole student.</p> <p>By 2022, the number of days absent per student for the year will decrease from 22 (2019) to 21 in 2022.</p>
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To improve student learning in literacy and numeracy.	No	<p>By 2025, increase the percentage of students who maintain their place in the Top 2 Bands from Year 3 to Year 5 from:</p> <ul style="list-style-type: none"> • 63% (2021) to 72% in Reading • 12% (2021) to 40% in Writing • 36% (2021) to 50% in Spelling • 73% (2021) to 76% in Numeracy 	
		<p>By 2025, the percentage of students whose NAPLAN Year 3 to Year 5 growth meets or is above the benchmark growth will increase from:</p> <ul style="list-style-type: none"> • 75% (2021) to 80% (2025) in Reading • 69% (2021) to 80% (2025) in Writing • 54% (2021) to 75% (2025) in Spelling. 	
		<p>By 2025, the percentage of students whose Teacher Judgements are above the expected level will increase from:</p> <ul style="list-style-type: none"> • 11% (2021) to 30% (2025) in Speaking and listening • 15% (2021) to 30% (2025) in Measurement and geometry. 	
		<p>By 2025, the percentage positive response on the SSS will increase from:</p>	

		<ul style="list-style-type: none"> • 61% (2020) to 75% (2025) for Guaranteed and viable curriculum • 66% (2020) to 75% (2025) for Academic emphasis • 60% (2020) to 75% (2025) for Monitor effectiveness of data. 	
To improve student engagement in learning.	No	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> • 85% (2021) to 90% (2025) for Sense of confidence; • 85% (2020) to 90% (2025) for Student voice and agency; • 82% (2021) to 90% (2025) for Perseverance. 	
		<p>By 2025, the percentage positive response on the POS will increase from:</p> <ul style="list-style-type: none"> • 86% (2020) to 90% (2025) for High expectations for success • 83% (2020) to 90% (2025) for Student motivation and support. 	
		<p>By 2025, the percentage positive response on the SSS will increase from 57 per cent (2020) to 70 per cent (2025) for Teacher collaboration.</p>	

To improve student wellbeing.	No	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> • 68% (2019) to 80% (2025) for Resilience • 78% (2021) to 85% (2025) for Emotional awareness and regulation. 	
		<p>By 2025, the percentage positive response on the SSS will increase from 78 per cent (2020) to 85 per cent (2025) for Support growth of the whole student.</p>	
		<p>By 2025, the number of days absent per student per year will decrease from 22 (2019) to 18 (2025).</p>	

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	Key Improvement Strategy 1A

Based on NAPLAN data:
% of students in the Top 2 Bands
Year 3
Writing 40 %
Numeracy 40%
Year 5
Writing 15 %
Numeracy 25%

The percentage of students whose Teacher Judgements are above the expected level will increase from:
11% (2021) to 20% (2022) in Speaking and listening
15% (2021) to 20% (2022) in Measurement and geometry.
0% (2021) to 20% (2022) in Writing

The percentage of positive response on the SSS will increase from:
61% (2020) to 70% (2022) for Guaranteed and viable curriculum
66% (2020) to 70% (2022) for Academic emphasis
60% (2020) to 70% (2022) for Monitor effectiveness of data.

Key Improvement Strategy 1B

The percentage of positive response on the AToSS will increase from:
85% (2021) to 86% (2022) for Sense of confidence;
85% (2020) to 86% (2022) for Student voice and agency;
82% (2021) to 83% (2022) for Perseverance.

By 2022, the percentage of positive response on the SSS will increase from 57 per cent (2020) to 65 per cent (2022) for Teacher collaboration.

The percentage of positive response on the AToSS will increase from:
68% (2019) to 70% (2022) for Resilience
78% (2021) to 80% (2022) for Emotional awareness and regulation.

By 2022, the percentage of positive response on the SSS will increase from 78 per cent (2020) to 80 per cent (2022) for Support growth of the whole student.

	By 2022, the number of days absent per student for the year will decrease from 22 (2019) to 21 in 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 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 2022.	

Define Actions, Outcomes and Activities

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>Key Improvement Strategy 1A</p> <p>Based on NAPLAN data: % of students in the Top 2 Bands Year 3 Writing 40 % Numeracy 40% Year 5 Writing 15 % Numeracy 25%</p> <p>The percentage of students whose Teacher Judgements are above the expected level will increase from: 11% (2021) to 20% (2022) in Speaking and listening 15% (2021) to 20% (2022) in Measurement and geometry. 0% (2021) to 20% (2022) in Writing</p> <p>The percentage of positive response on the SSS will increase from: 61% (2020) to 70% (2022) for Guaranteed and viable curriculum 66% (2020) to 70% (2022) for Academic emphasis 60% (2020) to 70% (2022) for Monitor effectiveness of data.</p> <p>Key Improvement Strategy 1B</p> <p>The percentage of positive response on the AToSS will increase from: 85% (2021) to 86% (2022) for Sense of confidence; 85% (2020) to 86% (2022) for Student voice and agency;</p>

	<p>82% (2021) to 83% (2022) for Perseverance.</p> <p>By 2022, the percentage of positive response on the SSS will increase from 57 per cent (2020) to 65 per cent (2022) for Teacher collaboration.</p> <p>The percentage of positive response on the AToSS will increase from: 68% (2019) to 70% (2022) for Resilience 78% (2021) to 80% (2022) for Emotional awareness and regulation.</p> <p>By 2022, the percentage of positive response on the SSS will increase from 78 per cent (2020) to 80 per cent (2022) for Support growth of the whole student.</p> <p>By 2022, the number of days absent per student for the year will decrease from 22 (2019) to 21 in 2022.</p>
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>-Embed our instructional model consistently across the school.</p> <p>-Build teacher capability to use data, feedback, and a range of assessment strategies to design instruction to teach to a student's point of need through rigorous PLC structure and dialogue.</p>
Outcomes	<p>Students in need of targeted academic support or intervention will be identified and supported.</p> <p>Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs.</p> <p>Students will know what the next steps are to progress their learning through strong goal setting and feedback.</p> <p>Teachers will work in PLC teams on a 5 week cycle to identify student learning needs based on formative assessment data.</p> <p>Teachers will plan for and deliver differentiated learning based on the data discussions in PLC teams and use of ongoing assessment.</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning.</p> <p>Leaders will ensure that the meeting schedule meets the needs of staff.</p>
Success Indicators	<p>Throughout the year:</p> <p>Curriculum documentation/teacher planners will show plans for differentiation through the inclusion of enabling and extending prompts, learning sprints, curriculum modifications.</p> <p>Minutes from PLC meetings will demonstrate rigorous discussions around problems of practice to meet the needs of individual students.</p>

	<p>Our formative and summative assessment (COMPASS Analytics Module) will show student learning growth.</p> <p>End of the year: The Victorian Curriculum teacher judgements will show growth in learning and will align with standardised assessment data. The Staff Opinion Survey in guaranteed and viable curriculum, academic emphasis and monitor effectiveness of data will show improvement. AToSS factors: A Sense of Confidence, Student Voice and Agency, and Perseverance</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement a multi tiered system of support/response model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$150,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
Assist teachers to reflect and adjust their planning and teaching to embed the Instructional Model through coaching by Learning Specialists and feedback from Learning Walks.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items</p>

				will be used which may include DET funded or free items
Review the instruction, assessment and moderation of writing.	<input checked="" type="checkbox"/> Literacy Leader	<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
Create a whole school approach to feedback and goal setting.	<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
Develop and implement a PLC schedule to focus on all aspects of Literacy and Numeracy.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> PLC Leaders		to: Term 4	<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
Engage with Speech Pathologists to identify student needs and support staff to develop programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <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
Establish shared protocols around learning walks.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Learning Specialists will coach each staff member to develop an area of their instructional practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Students in Years 3 and 5 will prepare for NAPLAN Online by accessing the NAPLAN public demonstration site weekly, having opportunities to develop skills in navigating online assessments and having exposure to NAPLAN-style questions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	-Systematically gather data and evidence to inform the school's approach to wellbeing and inclusion. -Develop and embed a whole school multi-tiered approach to wellbeing and inclusion.			
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school. Students will report improved mental health. Teachers will plan for and implement social and emotional learning. Teachers will be able to recognise, respond to and refer students mental health needs. Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health and wellbeing. Wellbeing team will directly support student's mental health or provide referrals.			
Success Indicators	Throughout the year: Policy and program will show evidence of a tiered approach model. Curriculum documentation will show plans for social and emotional learning. Notes from Learning Walks and Peer Observations will show how staff are embedding social and emotional learning. Data gathered via the COMPASS Pulse module The Victorian Curriculum Personal and Social Capabilities. SSS Factors: instructional leadership, collective efficacy and trust in colleagues. AToSS Factors: sense of connectedness, emotional awareness and regulation, resilience			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Use the 'Resilience Project' activities in the school diaries both at home and school on a weekly basis. Promote this through COMPASS on the 'Preview to Learning'. Purchase the teacher resource materials.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Embed the 'Respectful Relationships' program in all year levels.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Use 'Smiling Minds' app to monitor student growth in improved mental health through survey.	<input checked="" type="checkbox"/> Wellbeing Team	<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

Junior School Council Wellbeing leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<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
Provide staff with professional development focusing on empowering students to identify, label and understand emotions. Link this learning in the classroom with the Zones of Regulation. Participate in Berry street PD	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <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
Develop a multi tiered response model to support student mental health.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,500.00 <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
Implement the COMPASS Pulse and Kiosk Module.	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,500.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$11,230.00	\$12,500.00	-\$1,270.00
Disability Inclusion Tier 2 Funding	\$155,622.00	\$190,000.00	-\$34,378.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$166,852.00	\$202,500.00	-\$35,648.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop and implement a multi tiered system of support/response model.	\$150,000.00
Engage with Speech Pathologists to identify student needs and support staff to develop programs.	\$40,000.00
Provide staff with professional development focusing on empowering students to identify, label and understand emotions. Link this learning in the classroom with the Zones of Regulation. Participate in Berry street PD	\$10,000.00
Develop a multi tiered response model to support student mental health.	\$2,500.00
Totals	\$202,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide staff with professional development focusing on empowering students to identify, label and understand emotions. Link this learning in the classroom with the Zones of Regulation. Participate in Berry street PD	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop a multi tiered response model to support student mental health.	from: Term 1 to: Term 2	\$2,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$12,500.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop and implement a multi tiered system of support/response model.	from: Term 1 to: Term 2	\$150,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion Leader <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Speech pathologists • Professional services (inclusive education related services) <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning

			<ul style="list-style-type: none"> Subscription to online resources Sensory resources <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none">
Engage with Speech Pathologists to identify student needs and support staff to develop programs.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> Speech pathologists <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend school planning) CRT (to attend Profile meetings)
Totals		\$190,000.00	

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
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
Develop and implement a multi tiered system of support/response model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources Tiered approach to intervention resources <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Assist teachers to reflect and adjust their planning and teaching to embed the Instructional Model through coaching by Learning Specialists and feedback from Learning Walks.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Review the instruction, assessment and moderation of writing.	<input checked="" type="checkbox"/> Literacy Leader	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Create a whole school approach to feedback and goal setting.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Develop and implement a PLC schedule to focus on all aspects of Literacy and Numeracy.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Engage with Speech Pathologists to identify student needs and support staff to develop programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Establish shared protocols around learning walks.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning Specialists will coach each staff member to develop an area of their instructional practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Students in Years 3 and 5 will prepare for NAPLAN Online by accessing the NAPLAN public demonstration site weekly, having opportunities to develop skills in navigating online assessments and having exposure to NAPLAN-style questions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Use the 'Resilience Project' activities in the school diaries both at home and school on a weekly basis. Promote this through COMPASS on the 'Preview to Learning'. Purchase the teacher resource materials.	<input checked="" type="checkbox"/> Teacher(s)	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Resilience Project	<input checked="" type="checkbox"/> On-site
Embed the 'Respectful Relationships' program in all year levels.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Use 'Smiling Minds' app to monitor student growth in improved mental health through survey.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Junior School Council Wellbeing leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<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

Provide staff with professional development focusing on empowering students to identify, label and understand emotions. Link this learning in the classroom with the Zones of Regulation. Participate in Berry street PD	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<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"/> On-site
Develop a multi tiered response model to support student mental health.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<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"/> Departmental resources Wellbeing resources	<input checked="" type="checkbox"/> On-site
Implement the COMPASS Pulse and Kiosk Module.	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site