

# 2022 Annual Implementation Plan

## for improving student outcomes

Rosedale Primary School (0770)



Submitted for review by Brett Wilson (School Principal) on 27 February, 2022 at 02:57 PM  
Endorsed by Craig Felstead (Senior Education Improvement Leader) on 11 March, 2022 at 03:35 PM  
Endorsed by Kelly Linke (School Council President) on 28 April, 2022 at 02:39 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	Emerging
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

<b>Engagement</b>	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	

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

<b>Enter your reflective comments</b>	<p>Regarding the Teaching and Learning domain, teachers reflected on the disruptions occurring over 2021 and the impact on consistent pedagogical practices across the school. Teachers were optimistic about shared understanding of instructional models such as the reading and writing workshop but needed ongoing time dedicated to learning about classroom implementation.</p> <p>Teachers indicated the need to revise assessment approaches. They indicated that, in 2021, little time was spent analysing school and class data to improve student outcomes due to a lack of regular staff meetings, PLT's and PLC's. Literacy benchmarking through Fountas &amp; Pinnell resources seem to be the most consistent application of assessment practice. The</p>
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	<p>Tutor Learning Initiative practitioner ad evidence of growth across the year utilising a range of assessments and the English online Interview was administered to prep students.</p> <p>Evaluation of the Leadership domain celebrated our school wide approach to positive behaviour and values as evidence of the evolving culture and positive learning environment at Rosedale PS. Our FLAIR values are widely articulated by students and provide an excellent framework for community interaction.</p> <p>Teachers felt that a continued focus on the Challenging Learning program and Growth Mindset language was being administered to promote student voice and agency but there was some discussion around how consistently all teachers applied their previous professional learnings in the classroom and in the yard. This led to a desired re-examination of Challenging Learning concepts and Growth Mindset language and their application in the classroom.</p> <p>Finally, teachers felt quite positive about the resources and approaches dedicated to student academic and wellbeing support in 2021. This included parent-student support meetings, inclusion support for students and application of the tutor learning initiative and SPELD literacy intervention.</p>
<p><b>Considerations for 2022</b></p>	<p>Staff reflected on the need to 'reset' with regard to instructional, behavioural and wellbeing approaches. Staff analysis of academic data showed still considerable need for an ongoing focus on literacy pedagogy. The continued focus on reading instruction led to enhanced data on the school performance report, with reading achievement registering under the descriptor 'influence', with a significant increase in students meeting above benchmark growth. This was offset, though, by 0% of students making above benchmark growth in NAPLAN writing and concerning trend data in literacy showing increased below age expected levels in all strands of literacy across the last five years. A further illustration of the need for continued literacy revision in 2022 is demonstrated in Year 5 writing data indicating 72% of students not at age expected level.</p> <p>Staff also engaged in the analysis of wellbeing data. Attitudes to School surveys highlighted interesting anomalies between female and male year 4-6 students. Our male students registered particularly low ratings in emotional awareness and regulation, effort, perseverance, attitudes to attendance, goal setting and confidence. Our female students had low percentile ratings around life satisfaction and bullying. There was also a significant decline in student perceptions around classroom behaviour and self-regulation from 2019 - 2021. Staff agreed that a renewed and reinvigorated approach to student mental health and wellbeing was required on 2022.</p>
<p><b>Documents that support this plan</b></p>	<p>Copy of AtoSS01_20210770.pdf (0.12 MB)  Copy of Attitudes to School Survey - Summary Report.pdf (0.38 MB)  NAPLAN Benchmark Growth Dashboard.pdf (0.19 MB)  Sch_Prfl_Rpt_20210770.pdf (1.83 MB)  Teacher Judgement - Percentage of Students by Rating - Trend Analysis (1).pdf (0.11 MB)  Teacher Judgement - Percentage of Students by Rating by Year Level.pdf (0.11 MB)  Teacher Judgement - Students Assessed in Strand by Rating by Year 5.pdf (0.01 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</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>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> 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
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve literacy with a focus on reading and writing
<b>Target 2.1</b>	By 2022, teacher judgement data will demonstrate that 100% of students make twelve months growth for twelve months learning in reading and writing
<b>Target 2.2</b>	By 2022, the percentage of students making high relative growth in NAPLAN in reading will increase from 19% to 30% and in writing from 22% to 30%.
<b>Target 2.3</b>	By 2022, the percentage of students making low relative growth will decrease from 55% to 25% in reading and from 70% to 25% in writing

<b>Target 2.4</b>	By 2022, the percentage of students at or above expected level in reading and writing will increase from 84% to 95% and in writing from 74% to 85%.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop an agreed guaranteed and viable curriculum for reading and writing
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Embed a consistent instructional model incorporating the high-impact teaching strategies
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Develop practices to enable teachers to reflect, evaluate and modify their teaching practice, including evidence-based feedback
<b>Goal 3</b>	To develop student voice and agency in learning
<b>Target 3.1</b>	By 2022, the percentage positive response on ATOS for <i>Student Voice and Agency</i> will increase from 83% to 95%.
<b>Target 3.2</b>	By 2022, the percentage positive response on ATOS for <i>Resilience</i> will increase from 93% to 96%.
<b>Target 3.3</b>	By 2022, the percentage positive endorsement on the staff survey for <i>Collective Efficacy</i> will increase from 67% to 85%.

<b>Target 3.4</b>	By 2022, the percentage positive endorsement on the staff survey for <i>Seek Feedback to Improve Practice</i> will increase from 66.7% to 90%.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build a shared understanding of the elements inherent in strong student voice and agency
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Further embed the principles and practices of challenging learning for staff and students
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Develop a suite of practices to build student agency such as: co-construction of learning, feedback and assessment
<b>Goal 4</b>	To improve student motivation and engagement
<b>Target 4.1</b>	By 2022, the percentage of students making low relative growth will decrease from 55% to 25% in reading and from 70% to 25% in writing.
<b>Target 4.2</b>	By 2022, assessment against the Professional Learning Community maturity matrix will demonstrate that practice has moved from emerging to embedding across all dimensions.
<b>Target 4.3</b>	By 2022, the percentage positive endorsement on the staff survey for <i>Understand Formative Assessment</i> will increase from 66.7% to 85.0% and for <i>Collaborate to Scaffold Student Learning</i> will increase from 66.67% to 85.0%.

<b>Key Improvement Strategy 4.a</b> Evaluating impact on learning	Build teacher data literacy and skills to utilise a range of formative and summative assessments to triangulate data, differentiate teaching and provide feedback to students. (EIL)
<b>Key Improvement Strategy 4.b</b> Evaluating impact on learning	Develop consistency of teacher judgements through a rigorous process of data collection, analysis and moderation to monitor student learning growth. (EIL)
<b>Key Improvement Strategy 4.c</b> Building practice excellence	Build a professional learning community to collaboratively improve and evaluate the impact on learning. (BPE)



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></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>2022 Priorities:</p> <p>Student Learning Targets: Teacher judgement data will demonstrate that 100% of students make twelve months growth for twelve months learning in reading and writing.</p> <p>Top 2 Bands The number of students in Year 3 scoring in the top 2 bands in NAPLAN writing to be at or above 60% The number of students in Year 5 scoring in the top 3 bands in NAPLAN writing to be at or above 15%</p> <p>Benchmark Growth: Year 3-5 Writing NAPLAN High Benchmark Growth to be at or above 25% Year 3-5 Reading NAPLAN High Benchmark Growth to be at or above 30%</p>

To improve literacy with a focus on reading and writing	Yes	By 2022, teacher judgement data will demonstrate that 100% of students make twelve months growth for twelve months learning in reading and writing	By the end of 2022, teacher judgement data will demonstrate that 100% of students make twelve months growth for twelve months learning in reading and writing.
		By 2022, the percentage of students making high relative growth in NAPLAN in reading will increase from 19% to 30% and in writing from 22% to 30%.	By the end of 2022, the percentage of students making high relative growth in NAPLAN in reading will increase from 44% to 50% and in writing from 0% to 25%.
		By 2022, the percentage of students making low relative growth will decrease from 55% to 25% in reading and from 70% to 25% in writing	By the end of 2022, the percentage of students making low relative growth in NAPLAN writing will decrease from 38% to 25%.
		By 2022, the percentage of students at or above expected level in reading and writing will increase from 84% to 95% and in writing from 74% to 85%.	By the end of 2022, the percentage of students at or above expected level in reading will increase from 69% to 85% and in writing from 65% to 75%.
To develop student voice and agency in learning	No	By 2022, the percentage positive response on ATOS for <i>Student Voice and Agency</i> will increase from 83% to 95%.	
		By 2022, the percentage positive response on ATOS for <i>Resilience</i> will increase from 93% to 96%.	

		By 2022, the percentage positive endorsement on the staff survey for <i>Collective Efficacy</i> will increase from 67% to 85%.	
		By 2022, the percentage positive endorsement on the staff survey for <i>Seek Feedback to Improve Practice</i> will increase from 66.7% to 90%.	
To improve student motivation and engagement	No	By 2022, the percentage of students making low relative growth will decrease from 55% to 25% in reading and from 70% to 25% in writing.	
		By 2022, assessment against the Professional Learning Community maturity matrix will demonstrate that practice has moved from emerging to embedding across all dimensions.	
		By 2022. the percentage positive endorsement on the staff survey for <i>Understand Formative Assessment</i> will increase from 66.7% to 85.0% and for <i>Collaborate to Scaffold Student Learning</i> will increase from 66.67% to 85.0%.	

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;  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</p>
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	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.	
<b>12 Month Target 1.1</b>	<p>2022 Priorities:</p> <p>Student Learning Targets: Teacher judgement data will demonstrate that 100% of students make twelve months growth for twelve months learning in reading and writing.</p> <p>Top 2 Bands The number of students in Year 3 scoring in the top 2 bands in NAPLAN writing to be at or above 60% The number of students in Year 5 scoring in the top 3 bands in NAPLAN writing to be at or above 15%</p> <p>Benchmark Growth: Year 3-5 Writing NAPLAN High Benchmark Growth to be at or above 25% Year 3-5 Reading NAPLAN High Benchmark Growth to be at or above 30%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> 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.	
<b>Goal 2</b>	To improve literacy with a focus on reading and writing	

<b>12 Month Target 2.1</b>	By the end of 2022, teacher judgement data will demonstrate that 100% of students make twelve months growth for twelve months learning in reading and writing.	
<b>12 Month Target 2.2</b>	By the end of 2022, the percentage of students making high relative growth in NAPLAN in reading will increase from 44% to 50% and in writing from 0% to 25%.	
<b>12 Month Target 2.3</b>	By the end of 2022, the percentage of students making low relative growth in NAPLAN writing will decrease from 38% to 25%.	
<b>12 Month Target 2.4</b>	By the end of 2022, the percentage of students at or above expected level in reading will increase from 69% to 85% and in writing from 65% to 75%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Develop an agreed guaranteed and viable curriculum for reading and writing	No
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Embed a consistent instructional model incorporating the high-impact teaching strategies	Yes
<b>KIS 3</b> Evaluating impact on learning	Develop practices to enable teachers to reflect, evaluate and modify their teaching practice, including evidence-based feedback	No
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.	Disruptions to teaching and learning over the past two years have resulted in the inconsistent application of pedagogical models and lack of clarity around whole school approaches and expectations. This was widely discussed during the self-evaluation and in setting PLC content and focus for 2022.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	2022 Priorities:  Student Learning Targets: Teacher judgement data will demonstrate that 100% of students make twelve months growth for twelve months learning in reading and writing.  Top 2 Bands The number of students in Year 3 scoring in the top 2 bands in NAPLAN writing to be at or above 60% The number of students in Year 5 scoring in the top 3 bands in NAPLAN writing to be at or above 15%  Benchmark Growth: Year 3-5 Writing NAPLAN High Benchmark Growth to be at or above 25% Year 3-5 Reading NAPLAN High Benchmark Growth to be at or above 30%
<b>KIS 1</b> 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
<b>Actions</b>	Embed structures throughout the school to support the learning needs of students particularly in the area of literacy. This includes the continuation of the Tutor Learning Initiative to support student literacy and numeracy learning and the continued provision of 14 hours of literacy intervention per week through the appointment of an education support class employee.
<b>Outcomes</b>	Develop data literacy of teachers and education support staff to inform understanding of student needs and progress and identify students requiring additional support Teachers will work collaboratively to improve pedagogical practices for increased student learning in reading and writing Build staff capacity to implement, assess learning and map progress against IEP goals Students identified will receive targeted support in a timely manner documented in IEPs with regular monitoring and student support group meetings where appropriate

<b>Success Indicators</b>	Teachers' formative assessment data and teacher judgement data used to identify students for tutoring and intervention in SPELD Evidence of progress assessed through the Tutor Learning Initiative and SPELD Intervention Evidence-based pedagogical models applied consistently throughout the school Establish criteria for identifying students requiring individual and tailored support Progress against Individual Education Plans Students will be able to talk about their learning progress			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Engage an education support class employee pre-service teacher as a tutor who will be working under the direct supervision of Julie Ogilvie as our Learning Specialist.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$33,776.94  <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 an additional education support class employee for an additional 14 hours of intervention a week using the SPELD program for identified students at all year levels	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,274.00  <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
Time allocation to and professional development of a Learning Leader to support staff in the implementation of pedagogical approaches to reading and writing.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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
Peer observation to support the sharing of best practice and build awareness about the impact of a person's own teaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <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
Continue to develop our Essential Learnings and I Can statements in reading	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$13,000.00



Embed processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> School Improvement Team		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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Establish a whole school approach to social and emotional learning informed by student data. Define main elements of the whole school approach: Positive School Wide Behaviours Framework; Respectful Relationships curriculum; Challenging Learning and Growth Mindset			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- integrate social and emotional learning into school practice, policies and programs</li> <li>- develop a whole school professional learning plan including professional learning on the teaching of social and emotional learning</li> <li>- conduct learning walks to monitor consistency and quality of social and emotional lesson and unit implementation</li> <li>- identify at risk students and provide targeted support in a timely manner</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Have a shared understanding of the whole school approach to supporting social and emotional wellbeing using consistent language from Foundation to Year 6.</li> </ul>			
<b>Success Indicators</b>	<p>Respectful Relationships, School Wide Positive Behaviours Framework and Challenging Learning will be embedded into school frameworks, policies and programs.</p> <p>Student Attitudes to School Survey will demonstrate increased levels of life satisfaction, emotional awareness and regulation, self-regulation and goal setting, attitudes to attendance and sense of connectedness.</p> <p>Observations of classroom practices show consistent language and approaches across the school.</p>			

Staff engage in internal and external professional learning.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop curriculum and other resources to reflect wellbeing and social-emotional learning focus, including sensory tools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" 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
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs, in particular, building staff knowledge and skills in the RR and SEL curriculum, trauma informed care, bullying and autism professional learning	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,809.63  <input checked="" 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

<p>Display the expected behaviours and shared vision prominently in all classrooms and learning areas</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Administration Team</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$500.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Continue to implement the National School Chaplaincy Program</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,280.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Establish a wellbeing team.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

				<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
<b>Goal 2</b>	To improve literacy with a focus on reading and writing			
<b>12 Month Target 2.1</b>	By the end of 2022, teacher judgement data will demonstrate that 100% of students make twelve months growth for twelve months learning in reading and writing.			
<b>12 Month Target 2.2</b>	By the end of 2022, the percentage of students making high relative growth in NAPLAN in reading will increase from 44% to 50% and in writing from 0% to 25%.			
<b>12 Month Target 2.3</b>	By the end of 2022, the percentage of students making low relative growth in NAPLAN writing will decrease from 38% to 25%.			
<b>12 Month Target 2.4</b>	By the end of 2022, the percentage of students at or above expected level in reading will increase from 69% to 85% and in writing from 65% to 75%.			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed a consistent instructional model incorporating the high-impact teaching strategies			
<b>Actions</b>	Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection to strengthen teaching practice Establish whole school approach to the teaching of literacy Provide targeted training to Education Support staff to build capability to support provided to teachers and students Establish a targeted support program for students such as a literacy intervention program			
<b>Outcomes</b>	Teachers will articulate and apply agreed practices regarding the teaching of literacy PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons			

	Education Support staff provide high quality support to teachers and students in the classroom Students in need of targeted academic support or intervention will be identified and supported			
<b>Success Indicators</b>	Instructional models will be applied consistently across the school Classroom observations and learning walks demonstrating use of strategies from professional learning NAPLAN results e.g. Literacy benchmark growth Differentiated curriculum documents and evidence of student learning at different levels			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Schedule and organise professional learning on embedding literacy across curriculum areas, and allocate time for teachers to plan for implementation	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
Implement observation processes and provide release to teachers to observe best practice.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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
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# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$84,165.71	\$42,784.00	\$41,381.71
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$15,299.63	\$0.00
<b>Total</b>	<b>\$99,465.34</b>	<b>\$58,083.63</b>	<b>\$41,381.71</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Engage an additional education support class employee for an additional 14 hours of intervention a week using the SPELD program for identified students at all year levels	\$21,274.00
Develop curriculum and other resources to reflect wellbeing and social-emotional learning focus, including sensory tools	\$10,000.00
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs, in particular, building staff knowledge and skills in the RR and SEL curriculum, trauma informed care, bullying and autism professional learning	\$16,809.63
Establish a wellbeing team.	\$10,000.00
<b>Totals</b>	<b>\$58,083.63</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Engage an additional education support class employee for an additional 14 hours of intervention a week using the SPELD program for identified students at all year levels	from: Term 1 to: Term 4	\$21,274.00	<input checked="" type="checkbox"/> School-based staffing
Develop curriculum and other resources to reflect wellbeing and social-emotional learning focus, including sensory tools	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs, in particular, building staff knowledge and skills in the RR and SEL curriculum, trauma informed care, bullying and autism professional learning	from: Term 1 to: Term 4	\$6,510.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Establish a wellbeing team.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$42,784.00	

## Activities and Milestones - Disability Inclusion Funding



Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Develop curriculum and other resources to reflect wellbeing and social-emotional learning focus, including sensory tools	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs, in particular, building staff knowledge and skills in the RR and SEL curriculum, trauma informed care, bullying and autism professional learning	from: Term 1 to: Term 4	\$10,299.63	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Mental Health Literacy Institute of Positive Education</li> </ul>
<b>Totals</b>		\$15,299.63	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$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
Time allocation to and professional development of a Learning Leader to support staff in the implementation of pedagogical approaches to reading and writing.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Peer observation to support the sharing of best practice and build awareness about the impact of a person's own teaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Continue to develop our Essential Learnings and I Can statements in reading Embed processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> School improvement partnerships <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Identify and schedule appropriate professional learning for teachers implementing wellbeing programs, in particular,	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

<p>building staff knowledge and skills in the RR and SEL curriculum, trauma informed care, bullying and autism professional learning</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>		<p><input checked="" type="checkbox"/> Curriculum development</p>	<p><input checked="" type="checkbox"/> Network Professional Learning</p> <p><input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p>Institute of Positive Education</p> <p><input checked="" type="checkbox"/> Departmental resources</p> <p>Sourcing support from Sarah Corbell, Respectful Relationships Initiative &amp; Patricia Newgreen, Schoolwide Positive Behaviour Coach</p>	
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