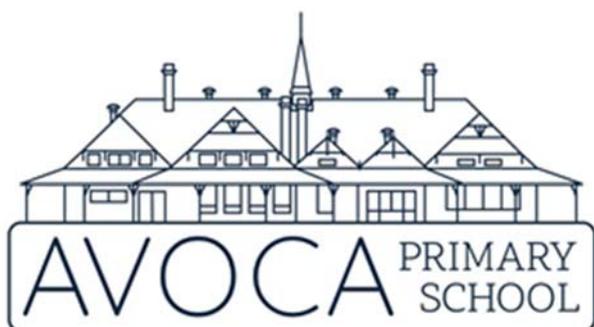


2022 Annual Implementation Plan

for improving student outcomes

Avoca Primary School (0004)



Submitted for review by Jacinta Dellavedova (School Principal) on 09 December, 2021 at 01:03 PM
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 23 February, 2022 at 09:58 AM
Endorsed by Stacey Blair (School Council President) on 28 March, 2022 at 02:27 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	Evolving
	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	Evolving
	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	Our AtoSS and POS survey results have indicated a positive impact on student contentedness, student voice and agency and feeling safe at our school. The focus on building relationships with students and families have continued to develop our culture of supporting learners to achieve their best. Mathematics is a strong area of learning achievement, writing is developing well we need time to embed our professional learning. Reading data has slightly declined, this is an area we have identified as a staff to allocate professional learning in 2022. Spelling is an area of improvement as COVID impacted
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	how we would stream and mix students. Currently investigating a new spelling program Sound wave to implement in 2022 across the whole school.
Considerations for 2022	Time will need to be applied to writing to embed our practices and solidify our understanding of the writing Professional Developments from 2021. TLI for 2022 will be focused on Reading, Phonics and writing in the early years initially.
Documents that support this plan	2021 Data for 2022 AIP.pptx (3 MB)

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 the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening.
Target 2.1	By 2022, the percentage of year 5 students in the top two bands in NAPLAN writing and speaking and listening will increase from the 2018 baseline outcomes .
Target 2.2	By 2022, increase the percentage of students achieving above expected standards in Writing according to Semester 2 teacher judgement to be at or above Avoca Primary School's similar schools' category.
Target 2.3	By 2022, increase the percentage of students in P-2 above expected standards on Speaking and Listening according to Semester 2 teacher judgement.

Key Improvement Strategy 2.a Curriculum planning and assessment	Build whole school assessment strategies for determining learning progress and achievement in Writing, Speaking and Listening.
Key Improvement Strategy 2.b Evaluating impact on learning	Develop school specific strategies to enable consistent alignment between NAPLAN and Teacher Judgement outcomes.
Key Improvement Strategy 2.c Curriculum planning and assessment	Collaboratively develop whole school and sectional planners for writing and speaking and listening lesson, unit and scope and sequence planning.
Key Improvement Strategy 2.d Building practice excellence	Build teacher practice in the skills of moderation and observation processes for all literacy domains.
Key Improvement Strategy 2.e Curriculum planning and assessment	Continue to build PLC activity to focus on literacy learning and effective assessment practices and processes that enables all students to be taught at their' point of need'.
Goal 3	To improve the learning outcomes in Numeracy.
Target 3.1	By 2022, increase the percentage of students in the top two bands for Year 3 and Year 5 NAPLAN Numeracy.
Target 3.2	By 2022, increase the percentage of students achieving above the expected standard, aggregated across all three Numeracy domains according to Semester 2 teacher judgement.
Target 3.3	By 2022, decrease the percentage of students achieving below one-year growth according to ACER PAT Online Numeracy.

Key Improvement Strategy 3.a Curriculum planning and assessment	Develop a comprehensive whole school assessment plan, inclusive of assessment strategies to target each student's 'point of learning'.
Key Improvement Strategy 3.b Curriculum planning and assessment	Build data literacy in numeracy to incorporate to ensure assessment for, as and of learning and build teacher capacity to utilize benchmark achievement data gained from ACER PAT Online Tests in Mathematics to effectively plan for, and assess teaching and learning
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Continue to build teacher capacity to provide timely information that enables teaching to each student's point of learning.
Key Improvement Strategy 3.d Building leadership teams	Build leadership skills across the school to enable induction, mentoring and observational skills to be inclusive and a shared responsibility embedded in practice.
Key Improvement Strategy 3.e Curriculum planning and assessment	Embed a culture of short and longer-term curriculum planning that assesses the impact of numeracy learning programs and adjusts to suit individual student needs.
Goal 4	To amplify the extent to which students have agency in their own learning.
Target 4.1	By 2022, increase, from the 2018 baseline of 30%, student positive responses to 50% in the <i>Learner Characteristics and Disposition</i> domain on the ATOSS.
Target 4.2	By 2022, increase the percentage of positive responses in Student Development (Student agency and voice) on the POS (Parent Observation Survey) from the baseline 2018 survey data, 89%.
Target 4.3	By 2022, Increase the increase the percentage of positive responses in Teaching and Learning on the Staff Survey from the baseline 2018 survey data of 90.5%

<p>Key Improvement Strategy 4.a Empowering students and building school pride</p>	<p>Determine, trial and implement programs that cultivate an engagement and learning environment that enable student agency to be embedded in practice.</p>
<p>Key Improvement Strategy 4.b Setting expectations and promoting inclusion</p>	<p>Develop a whole school learning community that builds positive relationships which strengthen connections and develop learning characteristics and capabilities of all students.</p>
<p>Key Improvement Strategy 4.c Empowering students and building school pride</p>	<p>Develop a consistent approach toward empowering students in their own learning such as in personal goal setting.</p>
<p>Key Improvement Strategy 4.d Intellectual engagement and self-awareness</p>	<p>Build student resilience and stamina for self-determination and regulation and confidence, motivation and interest in their learning.</p>
<p>Key Improvement Strategy 4.e Parents and carers as partners</p>	<p>Create and conduct consistent annual school-based surveys, such as using Survey Monkey, to help gauge a triangulated outcome to specific student and parent attitudes to school community agreed critical factors such as those within the student safety and learner characteristics and disposition domains, academic emphasis and parental engagement in the child's learning.</p>

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>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning: Increase the overall percentage of students at or above level against the Victorian Curriculum in Reading and Viewing from 76% to 85% in 2022. Increase the overall growth in the area of Spelling for all students using the Single Word Spelling Test over the 12month period from 36% to 40% for students in Year 1 to 6 during 2022. Increase the overall percentage of students achieving above the expected level against the Victorian Curriculum in Number and Algebra from 11% to 20% in 2022.</p> <p>Well-being: Increase the rates of positive endorsement in the AtoSS for the domain of Emotional and relational engagement for the factor emotional awareness & Regulation from 74% to 80% in 2022. Increase the rates of positive endorsement in the AtoSS for perseverance in the domain Learner Characteristics and Disposition from 75% to 80% in 2022.</p>

To improve the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening.	No	By 2022, the percentage of year 5 students in the top two bands in NAPLAN writing and speaking and listening will increase from the 2018 baseline outcomes .	
		By 2022, increase the percentage of students achieving above expected standards in Writing according to Semester 2 teacher judgement to be at or above Avoca Primary School's similar schools' category.	
		By 2022, increase the percentage of students in P-2 above expected standards on Speaking and Listening according to Semester 2 teacher judgement.	
To improve the learning outcomes in Numeracy.	No	By 2022, increase the percentage of students in the top two bands for Year 3 and Year 5 NAPLAN Numeracy.	
		By 2022, increase the percentage of students achieving above the expected standard, aggregated across all three Numeracy domains according to Semester 2 teacher judgement.	
		By 2022, decrease the percentage of students achieving below one-year growth according to ACER PAT Online Numeracy.	

To amplify the extent to which students have agency in their own learning.	No	By 2022, increase, from the 2018 baseline of 30%, student positive responses to 50% in the <i>Learner Characteristics and Disposition</i> domain on the ATOSS.	
		By 2022, increase the percentage of positive responses in Student Development (Student agency and voice) on the POS (Parent Observation Survey) from the baseline 2018 survey data, 89%.	
		By 2022, Increase the increase the percentage of positive responses in Teaching and Learning on the Staff Survey from the baseline 2018 survey data of 90.5%	

Goal 1	<p>2022 Priorities Goal
 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>Learning: Increase the overall percentage of students at or above level against the Victorian Curriculum in Reading and Viewing from 76% to 85% in 2022. Increase the overall growth in the area of Spelling for all students using the Single Word Spelling Test over the 12month period from 36% to 40% for students in Year 1 to 6 during 2022. Increase the overall percentage of students achieving above the expected level against the Victorian Curriculum in Number and Algebra from 11% to 20% in 2022.</p> <p>Well-being:</p>

	<p>Increase the rates of positive endorsement in the AtoSS for the domain of Emotional and relational engagement for the factor emotional awareness & Regulation from 74% to 80% in 2022.</p> <p>Increase the rates of positive endorsement in the AtoSS for perseverance in the domain Learner Characteristics and Disposition from 75% to 80% in 2022.</p>	
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	2022 Priorities Goal 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.
12 Month Target 1.1	<p>Learning:</p> <p>Increase the overall percentage of students at or above level against the Victorian Curriculum in Reading and Viewing from 76% to 85% in 2022.</p> <p>Increase the overall growth in the area of Spelling for all students using the Single Word Spelling Test over the 12month period from 36% to 40% for students in Year 1 to 6 during 2022.</p> <p>Increase the overall percentage of students achieving above the expected level against the Victorian Curriculum in Number and Algebra from 11% to 20% in 2022.</p> <p>Well-being:</p> <p>Increase the rates of positive endorsement in the AtoSS for the domain of Emotional and relational engagement for the factor emotional awareness & Regulation from 74% to 80% in 2022.</p> <p>Increase the rates of positive endorsement in the AtoSS for perseverance in the domain Learner Characteristics and Disposition from 75% to 80% 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	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs.
Outcomes	Students in need of targeted academic support or intervention will be identified and supported. Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs. Teachers and Tutors will plan for differentiation based on student learning data. Teachers will identify student learning needs based on diagnostic assessment data. Teachers will implement differentiated teaching and learning to meet individual student needs. Tutors will provide targeted academic support to students.

	Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning.			
Success Indicators	<p>Student Learning growth will be demonstrated through formative and summative teacher assessments.</p> <p>Student Individual education plans (IEPS) will describe the adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Curriculum documentation will show plans for differentiation</p> <p>Tutors will develop plans to support individual students' learning needs</p> <p>Victorian Teacher Judgements will show growth in learning for Reading and Numeracy.</p> <p>Student confidence in writing and spelling will have increased, and spelling growth demonstrated by improvements in spelling age in summative assessments.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that supports staff to identify and meet student individual learning needs in particular students with disabilities.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Review and update Individual Education Plans (IEPs) for selected students. Conduct SSGs termly.	<input checked="" type="checkbox"/> Leadership Team <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 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
Review PLC inquiry approach and schedule first PLC inquiry cycle to begin week 4 Term 1 with a focus on formative assessment and showcase the findings to incorporate learning into plans for school improvement. Term 3 focus to be on differentiation. Instructional Leaders to take part in PLC community of practice and training opportunities.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refresh peer observations with a focus on differentiation in classrooms. Organise learning walks to observe staff practice and collect data on student experiences of assessment and differentiation.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Embed our reading instructional model and develop teacher confidence in delivering curriculum approaches. 2 day Professional Development session with Nerrisa Leung.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Extension Mathematics opportunities to be delivered to students at their point of need. Mathematics Professional Learning for problem solving approaches.	<input checked="" type="checkbox"/> Numeracy Leader <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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
TLI initiative delivered by Tutor for phoincs, reading and writing at the students individual point of need. Term 1 to Term 3 - 3 days a week.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$39,000.00

			to: Term 3	<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
Establish an effective instructional model for writing incorporating 6 plus 1 traits, writers workshop and seven steps. Opportunities to visit other schools.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed positive mental health approaches in staff professional practice.			
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 within their current curriculum areas.			

	Teachers will be able to recognise, respond to and refer students' mental health needs. Wellbeing team will directly support students' mental health and provide referrals.			
Success Indicators	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. Student support resources displayed around the school will show how students can seek support AtoSS factors: emotional awareness and regulation, resilience / perseverance Victorian Curriculum Personal and Social Capability			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Release a classroom teacher (2 days a week) for additional wellbeing and mental health support to students at risk.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Review current practices using schools mental health fund and planning tool to explore current understanding of mental health and identify how to support students.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00 <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
<p>Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Develop and document a scope and sequence for the teaching of Personal and Social General Capability Curriculum.</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$600.00 <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
<p>Professional Development sessions on Zones of Regulation to implement emotional language and awareness across the school. Purchase of resources and school visits.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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>Susan McLean Cyber-safety expert discussing bullying in the cyber world and how to keep our kids safe. Talk with students and then a parent information session.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$8,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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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	\$92,638.62	\$0.00	\$92,638.62
Disability Inclusion Tier 2 Funding	\$86,636.67	\$9,595.67	\$77,041.00
Schools Mental Health Fund and Menu	\$15,299.63	\$5,700.00	\$9,599.63
Total	\$194,574.92	\$15,295.67	\$179,279.25

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan that supports staff to identify and meet student individual learning needs in particular students with disabilities.	\$2,000.00
Review and update Individual Education Plans (IEPs) for selected students. Conduct SSGs termly.	\$5,000.00
Review PLC inquiry approach and schedule first PLC inquiry cycle to begin week 4 Term 1 with a focus on formative assessment and showcase the findings to incorporate learning into plans for school improvement. Term 3 focus to be on differentiation. Instructional Leaders to take part in PLC community of practice and training opportunities.	\$10,000.00
Refresh peer observations with a focus on differentiation in classrooms. Organise learning walks to observe staff practice and collect data on student experiences of assessment and differentiation.	\$5,000.00

Embed our reading instructional model and develop teacher confidence in delivering curriculum approaches. 2 day Professional Development session with Nerrisa Leung.	\$10,000.00
Extension Mathematics opportunities to be delivered to students at their point of need. Mathematics Professional Learning for problem solving approaches.	\$10,000.00
Establish an effective instructional model for writing incorporating 6 plus 1 traits, writers workshop and seven steps. Opportunities to visit other schools.	\$8,000.00
Release a classroom teacher (2 days a week) for additional wellbeing and mental health support to students at risk.	\$20,000.00
Review current practices using schools mental health fund and planning tool to explore current understanding of mental health and identify how to support students.	\$600.00
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Develop and document a scope and sequence for the teaching of Personal and Social General Capability Curriculum.	\$600.00
Professional Development sessions on Zones of Regulation to implement emotional language and awareness across the school. Purchase of resources and school visits.	\$5,000.00
Susan McLean Cyber-safety expert discussing bullying in the cyber world and how to keep our kids safe. Talk with students and then a parent information session.	\$8,000.00
Totals	\$84,200.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Review PLC inquiry approach and schedule first PLC inquiry cycle to begin week 4 Term 1 with a focus on formative assessment and showcase the findings to incorporate learning into plans for school improvement. Term 3 focus to be on differentiation. Instructional Leaders to take part in PLC community of practice and training opportunities.	from: Term 1 to: Term 4	\$10,038.62	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Refresh peer observations with a focus on differentiation in classrooms. Organise learning walks to observe staff practice and collect data on student experiences of assessment and differentiation.	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 <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Embed our reading instructional model and develop teacher confidence in delivering curriculum approaches. 2 day Professional Development session with Nerrisa Leung.	from: Term 1 to: Term 4	\$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)
Extension Mathematics opportunities to be delivered to students at their point of need. Mathematics Professional Learning for problem solving approaches.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Establish an effective instructional model for writing incorporating 6 plus 1 traits, writers workshop and seven steps. Opportunities to visit other schools.	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)
Release a classroom teacher (2 days a week) for additional wellbeing and mental health support to students at risk.	from: Term 1	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		
Review current practices using schools mental health fund and planning tool to explore current understanding of mental health and identify how to support students.	from: Term 1 to: Term 4		
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Develop and document a scope and sequence for the teaching of Personal and Social General Capability Curriculum.	from: Term 1 to: Term 4		
Professional Development sessions on Zones of Regulation to implement emotional language and awareness across the school. Purchase of resources and school visits.	from: Term 1 to: Term 4		
Susan McLean Cyber-safety expert discussing bullying in the cyber world and how to keep our kids safe. Talk with students and then a parent information session.	from: Term 1 to: Term 2	\$6,000.00	
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Develop a professional learning plan that supports staff to identify and meet student individual learning needs in particular students with disabilities.	from: Term 1 to: Term 4	\$2,095.67	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Education Support • Teachers <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Review and update Individual Education Plans (IEPs) for selected students. Conduct SSGs termly.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> •
Professional Development sessions on Zones of Regulation to implement emotional language and awareness across the school. Purchase of resources and school visits.	from: Term 1 to: Term 4	\$2,500.00	
Totals		\$9,595.67	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Review current practices using schools mental health fund and planning tool to explore current understanding of mental health and identify how to support students.	from: Term 1 to: Term 4	\$600.00	

Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability. Develop and document a scope and sequence for the teaching of Personal and Social General Capability Curriculum.	from: Term 1 to: Term 4	\$600.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy
Professional Development sessions on Zones of Regulation to implement emotional language and awareness across the school. Purchase of resources and school visits.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Staff Release Professional Learning and curriculum documentation
Susan McLean Cyber-safety expert discussing bullying in the cyber world and how to keep our kids safe. Talk with students and then a parent information session.	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Bullying prevention This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Bullying prevention and Cyber safety programs Susan McLean guest speaker This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Bully Stoppers training modules and resources
Totals		\$5,700.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
STAP - Speech and Language	\$38,951.00
Education Support Staff	\$31,590.00

Information Communication Technology Purchase of computers for students Server upgrade	\$10,000.00
Berry Street Training for 3 staff members. 4 days online	\$7,000.00
Cultural safety and inclusion. Initiatives to support training and resources for cultural safety and inclusion. Aboriginal elders invited to perform a welcome to country smoking ceremony at our investiture of school leaders.	\$4,500.00
Sensory Profiles and Professional development on our students with specific needs. Autism Professional development.	\$8,600.00
Totals	\$100,641.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
STAP - Speech and Language	from: Term 1 to: Term 4		
Education Support Staff	from: Term 1 to: Term 4	\$11,000.00	<input checked="" type="checkbox"/> School-based staffing
Information Communication Technology Purchase of computers for students Server upgrade	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Berry Street Training for 3 staff members. 4 days online	from: Term 1	\$2,000.00	<input checked="" type="checkbox"/> CRT

	to: Term 4		
Cultural safety and inclusion. Initiatives to support training and resources for cultural safety and inclusion. Aboriginal elders invited to perform a welcome to country smoking ceremony at our investiture of school leaders.	from: Term 1 to: Term 4		
Sensory Profiles and Professional development on our students with specific needs. Autism Professional development.	from: Term 1 to: Term 4	\$600.00	<input checked="" type="checkbox"/> Support services
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
STAP - Speech and Language	from: Term 1 to: Term 4	\$38,951.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Speech pathologists <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Education Support Staff	from: Term 1 to: Term 4	\$31,590.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff

Information Communication Technology Purchase of computers for students Server upgrade	from: Term 1 to: Term 4		
Berry Street Training for 3 staff members. 4 days online	from: Term 1 to: Term 4		
Cultural safety and inclusion. Initiatives to support training and resources for cultural safety and inclusion. Aboriginal elders invited to perform a welcome to country smoking ceremony at our investiture of school leaders.	from: Term 1 to: Term 4		
Sensory Profiles and Professional development on our students with specific needs. Autism Professional development.	from: Term 1 to: Term 4	\$6,500.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Occupational therapy
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
STAP - Speech and Language	from: Term 1		

	to: Term 4		
Education Support Staff	from: Term 1 to: Term 4		
Information Communication Technology Purchase of computers for students Server upgrade	from: Term 1 to: Term 4		
Berry Street Training for 3 staff members. 4 days online	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Positive education Berry Street
Cultural safety and inclusion. Initiatives to support training and resources for cultural safety and inclusion. Aboriginal elders invited to perform a welcome to country smoking ceremony at our investiture of school leaders.	from: Term 1 to: Term 4	\$3,100.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Staff Release Curriculum documentation staff professional development
Sensory Profiles and Professional development on our students with specific needs. Autism Professional development.	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals This activity will engage a third-party provider <ul style="list-style-type: none"> ○ Third-party provider Occupational therapist
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that supports staff to identify and meet student individual learning needs in particular students with disabilities.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review PLC inquiry approach and schedule first PLC inquiry cycle to begin week 4 Term 1 with a focus on formative assessment and showcase the findings to incorporate learning into plans for school improvement. Term 3 focus to be on differentiation. Instructional Leaders to take part in PLC community of practice and training opportunities.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Embed our reading instructional model and develop teacher confidence in delivering curriculum approaches. 2 day Professional Development session with Nerrisa Leung.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> External consultants Nerrisa Leung Oz Lit Teacher	<input checked="" type="checkbox"/> On-site

Establish an effective instructional model for writing incorporating 6 plus 1 traits, writers workshop and seven steps. Opportunities to visit other schools.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review current practices using schools mental health fund and planning tool to explore current understanding of mental health and identify how to support students.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Development sessions on Zones of Regulation to implement emotional language and awareness across the school. Purchase of resources and school visits.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	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"/> Internal staff	<input checked="" type="checkbox"/> On-site