

2022 Annual Implementation Plan

for improving student outcomes

Fleetwood Primary School (4407)



Submitted for review by Tobin Cuss (School Principal) on 28 February, 2022 at 04:29 PM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 28 February, 2022 at 07:29 PM
Endorsed by Amanda Chippett (School Council President) on 31 March, 2022 at 03:23 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	Emerging
	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.	

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

Engagement	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	As a school we feel we have endured the Covid-storm as best we could have a firm foundation for future learning and growth. There are highly committed staff in place and with alignment in our work we should see positive growth in student outcomes.
Considerations for 2022	2021 is really a false reality for what we are doing. Term 1 was the proper return to school and a new acting Prin, term 2 saw our AP leave and a new acting AP begin, as well as the COVID situation worsening. Terms 3 and 4 were significantly

	<p>impacted by remote learning and staff welfare, which turned the school into operating under survival mode.</p> <p>2022 is the beginning for many things, but also the first opportunity for the school to fully operate under the expectations and guidance of our new Prin team. Staff are still depleted in terms of their emotional and physical energy levels, so it is important the work is staged and done collaboratively.</p>
Documents that support this plan	

SSP Goals Targets and KIS

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>
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 learning outcomes for all students in English
Target 2.1	By 2023, the percentage of Year 5 students assessed as meeting or above benchmark growth in NAPLAN reading will have increased from 81% to 90%
Target 2.2	By 2023, the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing will have increased from 78% to 90%
Target 2.3	By 2023, the percentage of Year 5 students in the top 2 bands for reading will have increased from 27% (3 year average) to 37%

Target 2.4	By 2023, the percentage of Year 5 students in the top 2 bands for writing will have increased from 8% to 15%
Key Improvement Strategy 2.a Building leadership teams	Develop clear, whole school agreed decision-making protocols which reflect the views of all school community members
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Document and embed a whole school approach to Reading and Writing
Key Improvement Strategy 2.c Curriculum planning and assessment	Establish processes to monitor and evaluate the effectiveness of the curriculum plan, based on a cycle of review and stakeholder feedback
Key Improvement Strategy 2.d Instructional and shared leadership	Build clarity around the roles and responsibilities of all staff and develop norms and protocols to establish consistent practice across the school
Goal 3	To improve learning outcomes for all students in Mathematics
Target 3.1	By 2023, the percentage of Year 5 students assessed as meeting or above benchmark growth in NAPLAN numeracy will have increased from 68% to 80%
Target 3.2	By 2023, the percentage of Year 5 students in the top 2 bands for numeracy will have increased from 21% (3 year average) to 35%
Target 3.3	By 2023, the percentage of Year 3-6 students assessed at below the expected level in the three Mathematics strands will be as follows (benchmark 2019 scores) <ul style="list-style-type: none"> • Measurement and Geometry from 16% to 10% or less • Number and Algebra from 17% to 10% or less • Statistics and Probability from 15% to 10% or less

Key Improvement Strategy 3.a Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment practices to drive differentiated planning
Key Improvement Strategy 3.b Curriculum planning and assessment	Document and embed a whole school approach to curriculum/Mathematics
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Collaboratively build teacher capacity to implement an agreed instructional model with the inclusion of HITS and practice principles
Key Improvement Strategy 3.d Building practice excellence	Build and develop effective PLC's through a culture of collaboration
Goal 4	To build student engagement and connectedness with shared high expectations for learning and behaviour
Target 4.1	By 2023, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Not experiencing bullying' will have increased from 36% to 60%.
Target 4.2	By 2023, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 70% to 85%.
Target 4.3	By 2023, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Stimulated learning' will have increased from 88% to 95%. By 2023, the percentage of parents responding positively to the AtoSS factor 'Effective classroom behaviour' will have increased from 67% to 85%.

Target 4.4	By 2023, the student behaviour in the yard will be improved and the number of students who attend welfare during break times will be reduced.
Key Improvement Strategy 4.a Empowering students and building school pride	Ensure that a School Wide Positive Behaviour Support Program (SWPBS) is developed and embedded across the school
Key Improvement Strategy 4.b Empowering students and building school pride	Develop and embed a strategy to promote increased levels of student agency, utilising goal setting and effective use of feedback

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 - Implement revised Tutor Learning Initiative plan, staff focus on numeracy, differentiation, instructional model and PLC practice improvement</p> <p>Reading - 32.6% of students in Top two bands (Yr5) to move up to 36% and 19.6% of students in bottom two bands to move down to 15%</p> <p>Numeracy - 25% of students in top two bands to move up to 28% and 15.9% of students in the bottom two bands to move down to 12%</p> <p>% of Positive endorsement in Academic Emphasis from Stretch to Influence</p> <p>Wellbeing - Tier 1/2/3 support, SWPBS, Student voice and agency, community support, mental health and wellbeing focus:</p> <p>% of endorsement in Sense of Confidence (Yr 5-6) from Transform to Renew</p>

			<p>Attitudes toward school survey data - School connectedness up from 76% to 78% Teacher concern up from 67% in to 71% Student Voice and Agency up from 68% to 72% Sense of inclusion up from 88% to 90% Managing bullying up from 75% to 78% Emotional awareness and regulation up from 68% to 72%</p> <p>% of positive endorsement in Resilience from Embedding to Evolving.</p> <p>School performance report - Engagement (attendance rate) to shift from Transform to Stretch (higher than 90%) Student Attitude (Stimulated learning 88.3% to 90%, sense of confidence 72.8% to 76%, managing bullying 77.4% to 80%) from Renew to Stretch</p>
To improve learning outcomes for all students in English	No	By 2023, the percentage of Year 5 students assessed as meeting or above benchmark growth in NAPLAN reading will have increased from 81% to 90%	
		By 2023, the percentage of Year 5 students meeting or above benchmark growth in NAPLAN writing will have increased from 78% to 90%	

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		By 2023, the percentage of Year 4-6 students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 70% to 85%.	
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12 Month Target 1.1	<p>Learning - Implement revised Tutor Learning Initiative plan, staff focus on numeracy, differentiation, instructional model and PLC practice improvement</p> <p>Reading - 32.6% of students in Top two bands (Yr5) to move up to 36% and 19.6% of students in bottom two bands to move down to to 15%</p>

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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

<p>Goal 1</p>	<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>
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	Student Attitude (Stimulated learning 88.3% to 90%, sense of confidence 72.8% to 76%, managing bullying 77.4% to 80%) from Renew to Stretch
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>Staff professional development on Instructional model – A staged roll out of the school's instructional model for numeracy will allow PLCs and individual staff the opportunity to fine tune their practice and help align the school's work. PLC leaders and the Leadership partners will also lead in this space.</p> <p>Learning walk processes and implementation – Creation of an agreed protocol for school leaders to follow and clear identification of what school leaders are looking for. The walks will support the implementation of the instructional model and will focus on student centred questioning that has been shared with the staff.</p> <p>PLC processes – Leadership partners and PLC leaders working side by side to develop robust PLC meeting protocols, norms and accountability structures through weekly support meetings</p> <p>Strategic use of curriculum days to support learning academic focus</p> <p>Rob Vingerhorts PD x 2 – Whole school professional development on the effective use of open ended questioning to improve student outcomes in Numeracy</p> <p>DSSI leading teachers and Executive Principal – Strategic support and practical guidance aimed at enhancing school culture, processes and overall effectiveness.</p> <p>Meeting schedule – A cyclic meeting schedule that provides opportunity for planning in School Improvement Teams (Wellbeing, Learning) and sharin</p> <p>TLI – A disciplined use of MacLit and MultiLit to guide our tutors and the teaching of identified children. TLI tutors will be plugged into PLCs to ensure regular two way communication supports improved student outcomes.</p>
Outcomes	<p>Staff professional development on Instructional model - Consistent use and referral to I.M, PLC conversations around this, clear understanding</p> <p>Learning walk processes and implementation - Formative assessment from walks, willingness to have others in rooms (Google Form survey)</p> <p>PLC processes - Consistent approach to PLC processes (review of conversation template, minutes, Google Form survey, end of Term Target celebration presentations</p> <p>Strategic use of curriculum days to support learning academic focus - High levels of engagement in curriculum presentations (Surveys), Self Assessments, evidence from learning walks, Student Voice surveys</p>

	<p>Rob Vingerhorts PD x 2 - Planning documentation, PLC 'take forward' reflections, open ended learning visible to children</p> <p>TLI - focused and differentiated support for identified students (both high and low), regular communication between teachers and tutors</p> <p>Meeting schedule - Consistency for staff, regular in house PD provided from internal staff, learning and wellbeing focal points that children will be made aware of</p> <p>DSSI leading teachers and Executive Principal - Working closely with additional supports, strategically working through AIP goals, leadership mentoring for Prin, AP, LS and middle leaders</p>			
Success Indicators	<p>Learning - Implement revised Tutor Learning Initiative plan, staff focus on numeracy, differentiation, instructional model and PLC practice improvement in place and tracked by DSSI Action Plans</p> <p>Reading - 32.6% of students in Top two bands (Yr5) to move up to 36% and 19.6% of students in bottom two bands to move down to 15%</p> <p>Numeracy - 25% of students in top two bands to move up to 28% and 15.9% of students in the bottom two bands to move down to 12%</p> <p>% of Positive endorsement in Academic Emphasis from Stretch to Influence</p> <p>PLC effectiveness - 'Stimulated learning' Atoss score 82% up to 88%, 'Effective Teaching' on the Parent Opinion Survey from 83% to 86%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Purchasing Multi Lit and Mac Lit resources for TLI	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,440.00 <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
Including two tutors in the 2022 workforce plan to support identified children throughout the school	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$93,000.00 <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
Top up of tutor fund to employ tutors for the entire year, paying the gap inbetween our funding (approx \$93k and the cost of running TLI for the entire year approx. \$105k)	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$12,000.00 <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
Rob Vingerhorts PD	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$4,400.00 <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 Walk curriculum day	<input checked="" type="checkbox"/> Leadership Team	<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
PLC End of term target celebration meetings & PLC leader Action Plan reviews in collaboration with DSSI LPs.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			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
Regular PLC meetings	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Mental health and (Tier 1, 2 and 3 support) - Hiring a school psychologist to oversee the schools wellbeing strategy SWPBS - Meeting schedule cycle, curriculum team focal point, whole documentation provided, communication with the community Smiling Mind - Whole school processes, sharing of the school plan, professional development for staff, communication with the community			

	<p>Community support - Engaging two community liaison officers through equity funding, access to language loop to work in with other groups, creation of community calendar,</p> <p>Engagement/Attendance - Continue to work closely with DET Engagement Officer, creating action plan for improved school attendance, stimulating and engaging learning activities, work on differentiation, documented evidence of best practice for teaching and learning identified individual students (PSD, ATSI, OOH), Lunchtime engagement clubs to curb lunch time behavioural issues</p>
<p>Outcomes</p>	<p>Mental health and (Tier 1, 2 and 3 support) = School vision and plan established, clear line of support for staff with challenging behaviours, continued focus on mental health and wellbeing for staff</p> <p>SWPBS - Meeting schedule cycle, curriculum team focal point, whole documentation provided, SWPBS (from Bronze to Silver status), morning meetings =</p> <p>Smiling Mind - Whole school processes, sharing of the school plan, professional development for staff, emotional awareness and regulation from embedding to evolving, % of positive endorsement in Resilience from Embedding to Evolving, professional development for staff (x 2), Mental health and Tiered 1, 2 and 3 supports = Successful implementation aims at addressing High Job Demands, Role Clarity and Organisational Change for staff through by active use of Mindful Mindsets in PLC meetings and guided wellbeing check ins</p> <p>Community support - High levels of engagement between staff and CLO to best serve student outcomes, regular feeding of information, two way communication, families making contact when children are away, diverse community members feeling they have a voice in our school (Support groups, school council, volunteers etc).</p> <p>Engagement/Attendance - Reduced issues in the yard, greater clarity and documentation of issues that do arise, School performance report Engagement (attendance) to shift from Transform to Stretch or Renew and Student Attitude from Renew to Influence</p>
<p>Success Indicators</p>	<p>Mental health and (Tier 1, 2 and 3 support) - School vision and plan established, improved student behaviour tracking 76% to 80% Teacher concern up from 67% in to 75%</p> <p>SWPBS - Meeting schedule cycle, curriculum team focal point, whole documentation provided, SWPBS (from Bronze to Silver status), morning meetings, % of endorsement in Sense of Confidence (Yr 5-6) from Transform to Renew, AtosSS 'Managing bullying' up from 75% to 78%, 'Effective classroom behaviour' from 75% to 80%, 'Sense of connectedness' from 76% to 83%, Parent Opinion Survey 'Teachers at this school model positive behaviour' from 92% up to 94%</p>

	<p>Smiling Mind - Whole school processes, sharing of the school plan, professional development for staff, emotional awareness and regulation from embedding to evolving, % of positive endorsement in Resilience from Embedding to Evolving, Whole school processes, sharing of the school plan, professional development for staff, Mental health and (Tier 1, 2 and 3 support), 'Emotional awareness and regulation' up from 68% to 75%, PLC meeting minutes and termly reflections to identify changes made.</p> <p>Community support - Parent Opinion Survey data participation to increase, attendance to increase = increased enrolments (currently 257 aiming for 270), Parent Opinion Survey 'Respect for Diversity' up from 93% to 95%</p> <p>Engagement/Attendance - School performance report - Engagement (attendance) to shift from Transform to Stretch or Renew Student Attitude from Renew to Influence, Student Voice and Agency up from 68% to 75% School performance report - Engagement (attendance) to shift from Transform to Stretch or Renew Student Attitude from Renew to Influence</p> <p>Lunchtime/Engagement club attendance data and post survey feedback</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Hiring a school psychologist to lead the school's Tier 1, 2 and 3 response strategies and upskill staff as a whole	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <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

<p>Hire 2 community liaison officers in a part time capacity to help the clear communication between home and school in the goal of attaining mental health for all</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$15,000.00</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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Additional supports through aides for Equity funded children in Year 5/6</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$75,000.00</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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Smiling Mind Champions to implement the SM Action Plan with staff</p>	<p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Engagement Clubs - Resource purchasing to support inclusive lunchtime spaces	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,500.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$237,408.00	\$236,940.00	\$468.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$237,408.00	\$236,940.00	\$468.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Purchasing Multi Lit and Mac Lit resources for TLI	\$9,440.00
Top up of tutor fund to employ tutors for the entire year, paying the gap inbetween our funding (approx \$93k and the cost of running TLI for the entire year approx. \$105k)	\$12,000.00
Hiring a school psychologist to lead the school's Tier 1, 2 and 3 response strategies and upskill staff as a whole	\$120,000.00
Hire 2 community liaison officers in a part time capacity to help the clear communication between home and school in the goal of attaining mental health for all	\$15,000.00
Additional supports through aides for Equity funded children in Year 5/6	\$75,000.00
Engagement Clubs - Resource purchasing to support inclusive lunchtime spaces	\$5,500.00
Totals	\$236,940.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Purchasing Multi Lit and Mac Lit resources for TLI	from: Term 1 to: Term 4	\$9,440.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Top up of tutor fund to employ tutors for the entire year, paying the gap inbetween our funding (approx \$93k and the cost of running TLI for the entire year approx. \$105k)	from: Term 4 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing
Hiring a school psychologist to lead the school's Tier 1, 2 and 3 response strategies and upskill staff as a whole	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> School-based staffing
Hire 2 community liaison officers in a part time capacity to help the clear communication between home and school in the goal of attaining mental health for all	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional supports through aides for Equity funded children in Year 5/6	from: Term 1 to: Term 4	\$75,000.00	<input checked="" type="checkbox"/> School-based staffing
Engagement Clubs - Resource purchasing to support inclusive lunchtime spaces	from: Term 2 to: Term 4	\$5,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$236,940.00	

Activities and Milestones - Disability Inclusion Funding

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

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
Purchasing Multi Lit and Mac Lit resources for TLI	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Including two tutors in the 2022 workforce plan to support identified children throughout the school	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Top up of tutor fund to employ tutors for the entire year, paying the gap inbetween our funding (approx \$93k and the cost of running TLI for the entire year approx. \$105k)	<input checked="" type="checkbox"/> Principal	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning Walk curriculum day	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC End of term target celebration meetings & PLC	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

leader Action Plan reviews in collaboration with DSSI LPs.		to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Regular PLC meetings	<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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site