**2022 Annual Implementation Plan**

Submitted for review by Lorraine Kennedy (School Principal) on 05 March, 2022 at 10:40 AM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 06 March, 2022 at 05:55 PM  
Endorsed by Chris Adams (School Council President) on 08 April, 2022 at 10:27 AM

**for improving student outcomes**

Eltham Primary School (0209)



**Self-evaluation Summary - 2022**

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|  | 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 |

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| **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. |

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| **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 |

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| **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 |

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

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| **Enter your reflective comments** | The school has well established and effective response to intervention practices for tier 2 and 3 students. There has been improvement in academic outcomes in writing and numeracy. Guaranteed and viable curriculum is in place, however it is recognised a reduction in variance between classrooms is required. Data collection and analysis practices have been implemented, however these need to be further refined. The improvement in staff and parent opinion data over the previous years is pleasing, however there is significant work to do regarding the student opinion survey. |
| **Considerations for 2022** | Data collection, analysis and differentiation of instruction is a key focus for 2022 for student learning and wellbeing. Continue with PLC process, TLI, MHiPS, SWPBS and Respectful Relationships. Increasing student voice and agency will be vital in improving student outcomes. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| **Goal 1** | <b>2022 Priorities Goal</b><br/> 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. |
| 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** | Maximise learning growth for every student in literacy and numeracy |
| Target 2.1 | By 2023 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN:   * Reading from 16% (2018) to 28% * Writing from 20% (2018) to 29% * Numeracy from 14% (2018) to 25%. |
| Target 2.2 | By 2023 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level:   * Reading and viewing from 57% to 65% * Speaking and listening from 12% to 25% * Writing from 32% to 45% * Number and algebra from 37% to 50%. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Build teacher capability to track and use evidence of student learning to inform differentiation of the curriculum |
| Key Improvement Strategy 2.b Building practice excellence | Embed a collaborative culture and inquiry cycle to build practice excellence |
| Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies | Develop teacher knowledge and skills to embed high impact literacy and numeracy teaching and learning strategies |
| **Goal 3** | Empower students to take ownership of and responsibility for their learning |
| Target 3.1 | By 2023 improve the percentage of positive responses to the following factors on the Attitudes to School Survey for Years 4-6:   * Stimulated learning from 66% (2018) to 82% * Student voice and agency from 55% (2018) to 80% * Differentiated learning challenge from 72% (2018) to 86% * Self-regulation and goal setting from 76% to 86%. |
| Target 3.2 | By 2023 improve the percentage of positive responses for the following factors on the School Staff Survey Climate module:   * Teacher collaboration from 48% (2018) to 80% * Academic emphasis from 53% (2018) to 75% * Collective efficacy from 77% (2018) to 85%. |
| Target 3.3 | By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor school pride and confidence from 56% (2018) to 85%. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Develop a common understanding and language of student voice, agency and leadership to enable ownership of and responsibility for student learning |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Embed a strong culture of student voice, agency and leadership in learning through an inquiry cycle |
| **Goal 4** | Strengthen student connectedness and sense of community |
| Target 4.1 | By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors:   * Teacher concern from 60% (2018) to 75% * Sense of connectedness from 53% (2018) to 75% * High expectations for success from 87% to 94% * Managing bullying from 57% (2018) to 75% * Resilience from 71% (2018) to 80% |
| Target 4.2 | By 2023 improve the percentage of positive responses on the School Staff Survey – School Climate module for the factor, trust in students and parents from 62% (2018) to 75%. |
| Target 4.3 | By 2023 improve the percentage of positive responses on the Parent Opinion Survey for the factor, School pride and confidence from 56% (2018) to 85%. |
| Key Improvement Strategy 4.a Health and wellbeing | Embed a whole-school approach to building social and emotional learning |
| Key Improvement Strategy 4.b Setting expectations and promoting inclusion | Build high expectations for learning and teaching in partnership with parents/carers |
| Key Improvement Strategy 4.c Empowering students and building school pride | Develop quality relationships that enhance engagement, self-confidence and learning growth |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <b>2022 Priorities Goal</b><br/> 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. | Yes | Support for the 2022 Priorities | By 2022 increase the percentage of Year 5 students achieving above expected growth using Semester 2 Teacher Judgement data (triangulation of data from whole school assessment schedule including PAT, Fountas and Pinnell, moderation of writing, numeracy tasks) NAPLAN data not available.   Reading from 11% (2021) to 25%  Writing from 23% (2021) to 25%  Number and Algebra from 23% (2021) to 30%  By 2022 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level:  Reading and viewing from 43% (2021) to 65% Speaking and listening from 22% (2021) to 30% Writing from 24% (2021) to 40% Number and algebra from 30% (2021) to 40%.  By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey for Years 4-6:  Stimulated learning from 53% (2021) to 78% Student voice and agency from 51% (2021) to 70% Differentiated learning challenge from 72% (2021) to 86% Self-regulation and goal setting from 72% (2021) to 86% Teacher concern from 56% (2021) to 75% Sense of connectedness from 56% (2021) to 72% High expectations for success from 87% (2021) to 94% Managing bullying from 65% (2021) to 80% Resilience from 5% (2021) to 10% |
| Maximise learning growth for every student in literacy and numeracy | No | By 2023 increase the percentage of Year 5 students achieving high relative learning growth on NAPLAN:   * Reading from 16% (2018) to 28% * Writing from 20% (2018) to 29% * Numeracy from 14% (2018) to 25%. |  |
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| Empower students to take ownership of and responsibility for their learning | No | By 2023 improve the percentage of positive responses to the following factors on the Attitudes to School Survey for Years 4-6:   * Stimulated learning from 66% (2018) to 82% * Student voice and agency from 55% (2018) to 80% * Differentiated learning challenge from 72% (2018) to 86% * Self-regulation and goal setting from 76% to 86%. |  |
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| Strengthen student connectedness and sense of community | No | By 2023 improve the percentage of positive responses on the Attitudes to School Survey Years 4-6 for the following factors:   * Teacher concern from 60% (2018) to 75% * Sense of connectedness from 53% (2018) to 75% * High expectations for success from 87% to 94% * Managing bullying from 57% (2018) to 75% * Resilience from 71% (2018) to 80% |  |
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| 12 Month Target 1.1 | By 2022 increase the percentage of Year 5 students achieving above expected growth using Semester 2 Teacher Judgement data (triangulation of data from whole school assessment schedule including PAT, Fountas and Pinnell, moderation of writing, numeracy tasks) NAPLAN data not available.   Reading from 11% (2021) to 25%  Writing from 23% (2021) to 25%  Number and Algebra from 23% (2021) to 30%  By 2022 increase the percentage of students F-6 achieving above the expected Victorian Curriculum level:  Reading and viewing from 43% (2021) to 65% Speaking and listening from 22% (2021) to 30% Writing from 24% (2021) to 40% Number and algebra from 30% (2021) to 40%.  By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey for Years 4-6:  Stimulated learning from 53% (2021) to 78% Student voice and agency from 51% (2021) to 70% Differentiated learning challenge from 72% (2021) to 86% Self-regulation and goal setting from 72% (2021) to 86% Teacher concern from 56% (2021) to 75% Sense of connectedness from 56% (2021) to 72% High expectations for success from 87% (2021) to 94% Managing bullying from 65% (2021) to 80% Resilience from 5% (2021) to 10% | |
| **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**

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| **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. | | | | |
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| 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 capability to analyse student data especially in numeracy. Build staff capability to plan for differentiation based on student data especially in numeracy.  Build staff capability to teach at students’ point of need especially in numeracy. | | | | |
| **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 Students will know what the next steps are to progress their learning Teachers regularly use data to plan for learning  Teachers identify students’ point of need in learning and wellbeing based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to support students’ learning and wellbeing at their point of need Leaders model a data-focused mindset and refer to evidence to support their decisions Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities | | | | |
| **Success Indicators** | Early Indicators: Curriculum documentation shows evidence of planning for differentiation Notes from TLI meetings will show plans to support individual students’ learning needs Team data walls will show student learning growth Student IEP’s will describe adjustments to meet their needs, and implementation, monitoring and evaluation/progress will be documented in IEP to as part of review process Notes from peer observations and learning walks show that staff are implementing effective differentiation practices  Mid-year staff survey/focus group shows increased confidence and plans for changes to practice   Late indicators: AtoSS factors: stimulated learning  SSS factors: instructional leadership, collective efficacy, guaranteed and viable curriculum End-of-year staff survey/ student focus group shows changes to staff practice  Increased consistency of teacher judgements against NAPLAN (Panorama) | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Audit staff proficiency with data and differentiation, for example through a self-reflection and discussion of evidence in learning teams, verified through student focus groups | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Use data from staff audit to establish tiers of proficiency and develop a tailored response to supporting staff professional development in use of data and differentiation | | 🗹 Leadership Team  🗹 PLC Leaders | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Allocate regular time in learning area (PLCs) and/or wellbeing team meetings for Learning Specialists/PLC Leaders to model analysis of student data at the classroom or individual level, so that staff can identify how they might analyse data | | 🗹 Leadership Team  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 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 the classroom | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $700.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Plan for a mid-year and end-of-year survey/focus group to monitor and evaluate increases in levels of staff proficiency | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule and organise end-of-year focus groups with students to evaluate changes in staff practice | | 🗹 All Staff | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Plan for and schedule opportunities for LSs/Principal Class modelling and coaching of the instructional model with emphasis on differentiation | | 🗹 All Staff  🗹 Learning Specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule time for teachers and tutors to analyse student feedback and student achievement records to identify opportunities to refine the TLI small group intervention | | 🗹 All Staff  🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $600.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and update IEPs for selected students | | 🗹 All Staff  🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 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 whole school understanding and implementation of SWPBS framework that incorporates Respectful Relationships  Embed a multi-tiered response model to support students’ mental health and wellbeing  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 Students will be able to use proactive strategies when faced with challenging situations Teachers understand the SWPBS philosophy and articulate the desired behaviours Teachers collaboratively develop lessons to teach SWPBS expected behaviours including social and emotional learning Teachers will integrate social and emotional learning within curriculum areas Teachers will be able to differentiate their responses at student point of need by using the teacher toolkit (Prevent/Teach/Reinforce) Teachers will be able to recognise, respond to and refer students’ mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leaders provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS Wellbeing team will directly support students’ mental health and/or provide referrals Parents/guardians understand the school's SWPBS approach to student wellbeing | | | | |
| **Success Indicators** | Early indicators: Expected behaviours are displayed prominently throughout the school Behaviour records in learning management system Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours Use of SWPBS language evident in peer observations Focus groups responses reflect improved relationships between staff and students, students and students  Curriculum documentation will show plans for social and emotional learning Notes from peer observation will show how staff are embedding social and emotional learning  Student support resources displayed around the school will show how students can seek support   Late indicators: • Victorian Curriculum: Personal and Social Capability • SSS factors: instructional leadership, collective efficacy, trust in colleagues • AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Plan for and document teaching of social skills and/or social and emotional learning and/or Respectful Relationships each week in all classes | | 🗹 All Staff | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Plan for a mid-year and end-of-year survey/focus group to monitor mental health and improved relationships between staff and students, students and student | | 🗹 All Staff  🗹 Leadership Team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $600.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| SWPBS team audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability | | 🗹 Assistant Principal  🗹 Respectful Relationships Implementation Team  🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Staff Professional Learning to revisit SWPBS framework, teacher toolkit (Prevent/Teach/Reinforce) | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 1 | $300.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Schedule Respectful Relationship meetings with schools being mentored | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $300.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Student leaders plan whole school activities as part of National Day of Action against Bullying and Violence | | 🗹 Assistant Principal  🗹 Respectful Relationships Implementation Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $800.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Staff Professional Learning on Early Intervention (Mental Health Continuum) | | 🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 3 | $300.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Student wellbeing team meet to identify MHWC caseload | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| MHWC builds capacity of staff to identify early warning signs, provide guidance and support on key actions that can be taken | | 🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $600.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Teams collaborate to identify and implement daily strategies that enable student agency and voice in numeracy through PLC's 1st inquiry cycle | | 🗹 All Staff  🗹 PLC Leaders | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Leaders frequently monitor and respond to SWPBS behaviour data using the learning management system | | 🗹 Assistant Principal  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| SWPBS Team will create a term planner for social and emotional learning | | 🗹 Assistant Principal  🗹 Respectful Relationships Implementation Team  🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Update Systematic Response to Intervention to include The Student Check in Resource | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding Planner**

Summary of Budget and Allocated Funding

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| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $4,200.00 | $4,200.00 | $0.00 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $0.00 | $0.00 | $0.00 |
| **Total** | $4,200.00 | $4,200.00 | $0.00 |

Activities and Milestones – Total Budget

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| **Activities and Milestones** | **Budget** |
| Refresh peer observations with a focus on differentiation in the classroom | $700.00 |
| Schedule time for teachers and tutors to analyse student feedback and student achievement records to identify opportunities to refine the TLI small group intervention | $600.00 |
| Plan for a mid-year and end-of-year survey/focus group to monitor mental health and improved relationships between staff and students, students and student | $600.00 |
| Staff Professional Learning to revisit SWPBS framework, teacher toolkit (Prevent/Teach/Reinforce) | $300.00 |
| Schedule Respectful Relationship meetings with schools being mentored | $300.00 |
| Student leaders plan whole school activities as part of National Day of Action against Bullying and Violence | $800.00 |
| Staff Professional Learning on Early Intervention (Mental Health Continuum) | $300.00 |
| MHWC builds capacity of staff to identify early warning signs, provide guidance and support on key actions that can be taken | $600.00 |
| **Totals** | $4,200.00 |

Activities and Milestones - Equity Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Refresh peer observations with a focus on differentiation in the classroom | from: Term 1  to: Term 4 | $700.00 | 🗹 School-based staffing  🗹 CRT |
| Schedule time for teachers and tutors to analyse student feedback and student achievement records to identify opportunities to refine the TLI small group intervention | from: Term 1  to: Term 4 | $600.00 | 🗹 School-based staffing  🗹 CRT |
| Plan for a mid-year and end-of-year survey/focus group to monitor mental health and improved relationships between staff and students, students and student | from: Term 2  to: Term 4 | $600.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT |
| Staff Professional Learning to revisit SWPBS framework, teacher toolkit (Prevent/Teach/Reinforce) | from: Term 1  to: Term 1 | $300.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources |
| Schedule Respectful Relationship meetings with schools being mentored | from: Term 1  to: Term 4 | $300.00 | 🗹 School-based staffing  🗹 CRT |
| Student leaders plan whole school activities as part of National Day of Action against Bullying and Violence | from: Term 1  to: Term 1 | $800.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources |
| Staff Professional Learning on Early Intervention (Mental Health Continuum) | from: Term 1  to: Term 3 | $300.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) |
| MHWC builds capacity of staff to identify early warning signs, provide guidance and support on key actions that can be taken | from: Term 1  to: Term 4 | $600.00 |  |
| **Totals** |  | $4,200.00 |  |

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 |
| Allocate regular time in learning area (PLCs) and/or wellbeing team meetings for Learning Specialists/PLC Leaders to model analysis of student data at the classroom or individual level, so that staff can identify how they might analyse data | 🗹 Leadership Team  🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Internal staff | 🗹 On-site |
| Refresh peer observations with a focus on differentiation in the classroom | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Learning Specialist  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Plan for and schedule opportunities for LSs/Principal Class modelling and coaching of the instructional model with emphasis on differentiation | 🗹 All Staff  🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Individualised Reflection  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 PLC Initiative  🗹 Learning Specialist  🗹 Practice Principles for Excellence in Teaching and Learning  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Staff Professional Learning to revisit SWPBS framework, teacher toolkit (Prevent/Teach/Reinforce) | 🗹 All Staff | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team  🗹 Student voice, including input and feedback  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day | 🗹 Internal staff | 🗹 On-site |
| Staff Professional Learning on Early Intervention (Mental Health Continuum) | 🗹 Student Wellbeing Co-ordinator | from: Term 1  to: Term 3 | 🗹 Curriculum development  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| MHWC builds capacity of staff to identify early warning signs, provide guidance and support on key actions that can be taken | 🗹 Student Wellbeing Co-ordinator | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day | 🗹 Internal staff | 🗹 On-site |