**2022 Annual Implementation Plan**

Submitted for review by Kerryn Riley (School Principal) on 06 December, 2021 at 02:24 PM  
Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 13 December, 2021 at 02:45 PM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Karingal Heights Primary School (5053)



**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 | Emerging |
| 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 | Evolving |
| 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** | We work hard with limited manpower. We have put a lot of work into literacy and SWPBS over the past three years and hopefully we will have a full year of consistent teaching and learning in 2022 and see the benefits.   2022 will be a year of embedding our past two years work and preparing for our numeracy work. |
| **Considerations for 2022** | Working with Teaching Partnerships to help make sure Literacy is embedded across the school. Work with Teaching Partnerships to begin our work in Numeracy. Work in the the space of Disability Inclusion.  Professional Development of staff to grow our middle leaders and provide succession. Development of meeting schedule to allow for staff to meet to analyse data, plan, etc. |
| **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 | To improve the literacy and numeracy outcomes for all students. |
| Target 2.1 | To decrease the low growth of students in NAPLAN in reading, writing and numeracy at Year 5.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Reading | 33% | 30% | 27% | 25% | | Writing | 33% | 30% | 27% | 25% | | Numeracy | 14% | 13% | 12% | 11% | |
| Target 2.2 | To increase the top two bands of students in reading, writing and numeracy, in Year 3 and Year 5.     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Grade 3 |  |  |  |  | | Reading | 25% | 28% | 31% | 33% | | Writing | 33% | 35% | 37% | 39% | | Numeracy | 22% | 25% | 29% | 33% | |  |  |  |  |  | | Grade 5 |  |  |  |  | | Reading | 20% | 25% | 30% | 33% | | Writing | 10% | 17% | 25% | 33% | | Numeracy | 23% | 26% | 30% | 33% | |
| Target 2.3 | To show 12 months or more growth for all students deemed capable based on teacher judgement.  To show 12 months or more growth for all students deemed capable based on teacher judgement |
| Key Improvement Strategy 2.a Building practice excellence | Develop and implement a consistent instructional model throughout the school that promotes high quality teaching and learning |
| Key Improvement Strategy 2.b Building practice excellence | Develop teacher capacity to use effective learning and teaching strategies |
| Key Improvement Strategy 2.c Building practice excellence | Develop depth of teacher understanding of curriculum, assessment and data to teach to students’ point of need |
| Goal 3 | To increase student voice and agency to enhance engagement of students in their learning. |
| Target 3.1 | Using data from the AToSS (Student Survey)   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Self-regulation and Goal Setting | 91% | 92% | 93% | 95% | | Student Voice and Agency | 70% | 73% | 76% | 80% | | Stimulated Learning | 82% | 84% | 87% | 90% | | Motivation and Interest | 85% | 87% | 89% | 90% | |
| Target 3.2 | Using data from the SSS: (Staff Survey   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Support Growth and Learning of Whole Student | 83% | 85% | 88% | 90% | | Believe Student Engagement is Key | 90% | 91% | 93% | 95% | | Academic Focus | 75% | 78% | 81% | 85% | |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Increase student awareness and understanding of assessment to inform effective goal setting |
| Key Improvement Strategy 3.b Empowering students and building school pride | Develop a consistent approach to student input into curriculum content or focus |
| Key Improvement Strategy 3.c Empowering students and building school pride | Develop capacity and provide opportunities for students and teachers to provide effective feedback to each other |
| Goal 4 | To improve the positive climate for learning in the school to enhance wellbeing. |
| Target 4.1 | Suspension data and incident reporting data shows a continual improvement across the 4 years of the SSP. No formal data has been kept previously but this will be addressed during work on School Wide Positive Behaviours. |
| Target 4.2 | Using data from the AToSS:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Classroom Behaviour | 78% | 80% | 83% | 85% | | Student Safety: Managing Bullying | 87% | 88% | 89% | 90% | | Learner Characteristics and Dispositions: Resilience | 78% | 80% | 83% | 85% | | Teacher Student Relationships | 88% | 88% | 90% | 90% | |
| Target 4.3 | Using data from the Parent Opinion Survey (POS)  Safety at or above 85 per cent positive responses (2018 79 per cent positive responses)     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Safety | 80% | 82% | 84% | 85% | |
| Key Improvement Strategy 4.a Setting expectations and promoting inclusion | Develop and implement a consistent whole school approach to behaviour management |
| Key Improvement Strategy 4.b Health and wellbeing | Develop teacher capacity to implement effective wellbeing approaches. |

**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 | The follow assessments will be used to check 12 month growth of all children when compared to end of 2021:    Fountas and Pinnell benchmark data  PAT Reading, Maths and Vocab data  DAL reading assessment  Teacher judgements.  Children involved in the tutoring program will be provided with Individual Education Plans with small growth goals documented and assessed regularly.   For our students to meet their potential as measured through AGAT.  Work with Teaching Patnerships will develop middle leadership capabilities around numeracy ready for numeracy audit and planning for future work.  Planning documents will demonstrate differentiation and planning for students point of need.  ATOSS, Staff Survey and Parent Opinion Survey data will be used as stated for 2021. |
| To improve the literacy and numeracy outcomes for all students. | No | To decrease the low growth of students in NAPLAN in reading, writing and numeracy at Year 5.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Reading | 33% | 30% | 27% | 25% | | Writing | 33% | 30% | 27% | 25% | | Numeracy | 14% | 13% | 12% | 11% | |  |
| To increase the top two bands of students in reading, writing and numeracy, in Year 3 and Year 5.     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Grade 3 |  |  |  |  | | Reading | 25% | 28% | 31% | 33% | | Writing | 33% | 35% | 37% | 39% | | Numeracy | 22% | 25% | 29% | 33% | |  |  |  |  |  | | Grade 5 |  |  |  |  | | Reading | 20% | 25% | 30% | 33% | | Writing | 10% | 17% | 25% | 33% | | Numeracy | 23% | 26% | 30% | 33% | |  |
| To show 12 months or more growth for all students deemed capable based on teacher judgement.  To show 12 months or more growth for all students deemed capable based on teacher judgement |  |
| To increase student voice and agency to enhance engagement of students in their learning. | No | Using data from the AToSS (Student Survey)   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Self-regulation and Goal Setting | 91% | 92% | 93% | 95% | | Student Voice and Agency | 70% | 73% | 76% | 80% | | Stimulated Learning | 82% | 84% | 87% | 90% | | Motivation and Interest | 85% | 87% | 89% | 90% | |  |
| Using data from the SSS: (Staff Survey   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Support Growth and Learning of Whole Student | 83% | 85% | 88% | 90% | | Believe Student Engagement is Key | 90% | 91% | 93% | 95% | | Academic Focus | 75% | 78% | 81% | 85% | |  |
| To improve the positive climate for learning in the school to enhance wellbeing. | No | Suspension data and incident reporting data shows a continual improvement across the 4 years of the SSP. No formal data has been kept previously but this will be addressed during work on School Wide Positive Behaviours. |  |
| Using data from the AToSS:   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Classroom Behaviour | 78% | 80% | 83% | 85% | | Student Safety: Managing Bullying | 87% | 88% | 89% | 90% | | Learner Characteristics and Dispositions: Resilience | 78% | 80% | 83% | 85% | | Teacher Student Relationships | 88% | 88% | 90% | 90% | |  |
| Using data from the Parent Opinion Survey (POS)  Safety at or above 85 per cent positive responses (2018 79 per cent positive responses)     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2019 | 2020 | 2021 | 2022 | | Safety | 80% | 82% | 84% | 85% | |  |

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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. | |
| 12 Month Target 1.1 | The follow assessments will be used to check 12 month growth of all children when compared to end of 2021:    Fountas and Pinnell benchmark data  PAT Reading, Maths and Vocab data  DAL reading assessment  Teacher judgements.  Children involved in the tutoring program will be provided with Individual Education Plans with small growth goals documented and assessed regularly.   For our students to meet their potential as measured through AGAT.  Work with Teaching Patnerships will develop middle leadership capabilities around numeracy ready for numeracy audit and planning for future work.  Planning documents will demonstrate differentiation and planning for students point of need.  ATOSS, Staff Survey and Parent Opinion Survey data will be used as stated for 2021. | |
| **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. | | | | |
| 12 Month Target 1.1 | The follow assessments will be used to check 12 month growth of all children when compared to end of 2021:    Fountas and Pinnell benchmark data  PAT Reading, Maths and Vocab data  DAL reading assessment  Teacher judgements.  Children involved in the tutoring program will be provided with Individual Education Plans with small growth goals documented and assessed regularly.   For our students to meet their potential as measured through AGAT.  Work with Teaching Patnerships will develop middle leadership capabilities around numeracy ready for numeracy audit and planning for future work.  Planning documents will demonstrate differentiation and planning for students point of need.  ATOSS, Staff Survey and Parent Opinion Survey data will be used as stated for 2021. | | | | |
| 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** | Whole School:   Working with our Teaching Partners to:  -develop middle leadership capabilities around numeracy ready for numeracy audit and the development of a school-wide numeracy strategy  -complete final literacy work, based on Writer's Notebooks    Identification of children needing additional support in both literacy and numeracy   Classroom Level:  Working with our Teaching Partners to:  -Assist Literacy Specialist to ensure current work is embedded into classroom practice  -Establish processes for staff to meet and focus on differentiation and meeting the needs of all students  Individual and Small Group Level:  Build staff capacity to better understand, write and implements IEPs  Support staff to engage in professional learning as to how to adapt learning for students with additional needs and/or disabilities  Principal to attend CPN meetings to find out about the Agile Leadership Framework  Working with Stephania Johnson-Turner to:  -develop a whole school intervention framework (RTI) | | | | |
| **Outcomes** | Whole School:   Working with our Teaching Partners:  -Numeracy leaders will have the capability to begin supporting staff in planning for deep investigation into the school's numeracy program.  -Teaching teams will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons   Teachers will implement the use the Whole School Intervention Framework to confidently and accurately identify the learning needs of their children  Classroom Level:  Working with our Teaching Partners:  -consistent school wide literacy practices will be imbedded in all classrooms    Teachers will confidently and accurately identify the learning needs of their children and provide students with the opportunity to work at their level using differentiated resources.   Individual and Small Group Level:  Students in need of targeted academic support or intervention will be identified and supported | | | | |
| **Success Indicators** | Whole School:  Working with our Teaching Partners:  -Classroom observations and learning walks will demonstrate the embedding of consistent literacy practices   -Documented plan for future numeracy work  -Teacher planning in meetings demonstrating differentiated planning for students  -Whole school intervention framework   Student, staff and parent/carer survey results  PAT, DAL and teacher judgement data   Classroom Level:   Differentiated curriculum documents and evidence of student learning at different levels   For our students to meet their potential as measured through AGAT. | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Whole School:   Working with our Teaching Partners to:  -develop middle leadership capabilities around numeracy ready for numeracy audit and the development of a school-wide numeracy strategy. This will   be implemented during weekly Teaching Partnership meetings. A documented plan for future numeracy work will be completed.  Use of Equity Funding:   -to provide time release to staff if needed  -for Professional development if deemed appropriate | | 🗹 Teaching Partners (DSSI) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $3,000.00  🗹 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 |
| Principal and Wellbeing Coordinator to attend CPN meetings to find out about the Agile Leadership Framework. This will help in the development of a 5 week cycle framework to support Teaching and Learning, and Wellbeing work. | | 🗹 School 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 |
| Working with our Teaching Partners to:  -assist Literacy Specialist to ensure current work is embedded into classroom practice. This will be completed during walk throughs and peer   observation sessions by the Literacy Specialist and Teaching Partners.  -complete final literacy work, based on Writer's Notebooks. Professional Development delivered by Literacy Specialist.   Use of Equity Funding:  -to provide time release to Literacy Specialist to complete peer observation and complete her role while she is a full time classroom teacher. | | 🗹 Learning Specialist(s)  🗹 Teaching Partners (DSSI) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 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 |
| Working with Stephania Johnson-Turner to:  -develop a whole school intervention framework (RTI). This will help in better catering for children and meeting their learning and wellbeing needs.  Use of Disability Funding:  -to provide time release if needed | | 🗹 Principal  🗹 School Improvement Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 3 | $3,000.00  🞎 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 |
| To cater for and meet the needs of all students  -meetings scheduled for team planning   -Working with Teaching Partners to help in the identification of students with numeracy and literacy needs by looking at data and then adapting curriculum   for differentiation.  -professional development in how to adapt learning for students with additional needs and or disabilities  -professional development in the writing and implementation of Individual Education Plans, especially in regards to the use of plans in the Disability   Inclusion Profile  Use of Disability Funding:  -CRTs to provide time for the writing of IEPs, attendance of Disability Inclusion Profile meetings  - Shared Speech Pathologist  -Payment to providers of Professional development if needed | | 🗹 Allied Health  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $40,000.00  🞎 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** | Whole School:  Continue to embed the Schoolwide Positive Behaviour Support (SWPBS) framework Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health  Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing    Classroom Level: Build staff capacity to collect, analyse and respond to student wellbeing data Develop student voice and agency opportunities.  Individual and Small Group Level: Students with emerging or acute wellbeing needs identified and referred appropriately Students with emerging or acute wellbeing needs are supported via a range supports and adjustments that they participate in developing (via a Student Support Group) | | | | |
| **Outcomes** | Whole School: Teachers will work with the SWPBS team to implement framework actions Teachers will implement and model consistent encouragement and behaviour management strategies Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs  Classroom Level: Students will feel supported and engaged in class and contribute to a strong classroom culture  At-risk students will be identified and receive targeted support in a timely manner Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Teachers will implement a range of interventions in their classroom to support student wellbeing   Individual and Small Group Level: Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success Families of at-risk students will receive regular communication and support from the school Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers | | | | |
| **Success Indicators** | Whole School Level: ATOSS, Staff Survey and Parent Opinion Survey data will be used as stated for 2021. Attendance data Classroom and peer observations and walkthroughs Observations of changes to classroom practices  Documentation of frameworks, policies or programs around supporting physical, social, emotional, cultural and civic wellbeing Internal and external professional learning attendance and shared readings for staff are documented  Classroom Level: Teacher reports of student wellbeing concerns Documentation of office referrals and communication processes regarding wellbeing concerns Semester 2 judgements against the Wellbeing Capabilities  Individual and Small Group Level: Check-in data used to identify students in need of targeted support Attendance data | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Start the process for completing all actions involved with obtaining silver level accreditation for implementation of SWPBS. - Audit current processes and documentation against the silver level artefacts rubric. - Work with the SWPBS coach to action plan the steps that can be taken throughout 2022. - Implement 2022 SWPBS action plan | | 🗹 Team Leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $500.00  🗹 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 |
| Develop student voice and agency at the classroom and whole school level. - Audit current practices for obtaining student voice and agency - Research, develop and implement school documents and procedures. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 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 |
| Participate in relevant professional learning - Investigate and plan for professional learning in key wellbeing areas - Schedule professional learning into the meetings timetable | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🞎 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 |
| Ensure that physical and emotional health are aligned with FISO 2.0 -Allow for professional learning if required -Purchase of any resources needed to promote health and wellbeing | | 🗹 Student Wellbeing Co-ordinator  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🞎 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 |
| Students with emerging or acute wellbeing needs identified and referred appropriately: - Office referral procedures will be documented and staff will be shown how to make an office referral that can be discussed in the wellbeing team. | | 🗹 Student Wellbeing Co-ordinator | 🞎 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 |
| Students with emerging or acute wellbeing needs are supported via a range supports and adjustments that they participate in developing (via a Student Support Group) - Teachers and wellbeing support students with emerging or acute wellbeing needs as needed with support group meetings that involve the parents and all support agencies connected with the student. This could involve the use of CRTs. (Tier 2 and 3) | | 🗹 Teacher(s)  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 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 |
| Communities of Practice: Whole staff attendance at Andrew Fuller Resilient Mindset PD and follow up discussion | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 2 | $5,000.00  🞎 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 | $211,000.00 | $8,500.00 | $202,500.00 |
| Disability Inclusion Tier 2 Funding | $81,000.00 | $49,000.00 | $32,000.00 |
| Schools Mental Health Fund and Menu | $0.00 | $0.00 | $0.00 |
| **Total** | $292,000.00 | $57,500.00 | $234,500.00 |

Activities and Milestones – Total Budget

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| **Activities and Milestones** | **Budget** |
| Whole School:   Working with our Teaching Partners to:  -develop middle leadership capabilities around numeracy ready for numeracy audit and the development of a school-wide numeracy strategy. This will   be implemented during weekly Teaching Partnership meetings. A documented plan for future numeracy work will be completed.  Use of Equity Funding:   -to provide time release to staff if needed  -for Professional development if deemed appropriate | $3,000.00 |
| Working with our Teaching Partners to:  -assist Literacy Specialist to ensure current work is embedded into classroom practice. This will be completed during walk throughs and peer   observation sessions by the Literacy Specialist and Teaching Partners.  -complete final literacy work, based on Writer's Notebooks. Professional Development delivered by Literacy Specialist.   Use of Equity Funding:  -to provide time release to Literacy Specialist to complete peer observation and complete her role while she is a full time classroom teacher. | $5,000.00 |
| Working with Stephania Johnson-Turner to:  -develop a whole school intervention framework (RTI). This will help in better catering for children and meeting their learning and wellbeing needs.  Use of Disability Funding:  -to provide time release if needed | $3,000.00 |
| To cater for and meet the needs of all students  -meetings scheduled for team planning   -Working with Teaching Partners to help in the identification of students with numeracy and literacy needs by looking at data and then adapting curriculum   for differentiation.  -professional development in how to adapt learning for students with additional needs and or disabilities  -professional development in the writing and implementation of Individual Education Plans, especially in regards to the use of plans in the Disability   Inclusion Profile  Use of Disability Funding:  -CRTs to provide time for the writing of IEPs, attendance of Disability Inclusion Profile meetings  - Shared Speech Pathologist  -Payment to providers of Professional development if needed | $40,000.00 |
| Start the process for completing all actions involved with obtaining silver level accreditation for implementation of SWPBS. - Audit current processes and documentation against the silver level artefacts rubric. - Work with the SWPBS coach to action plan the steps that can be taken throughout 2022. - Implement 2022 SWPBS action plan | $500.00 |
| Participate in relevant professional learning - Investigate and plan for professional learning in key wellbeing areas - Schedule professional learning into the meetings timetable | $3,000.00 |
| Ensure that physical and emotional health are aligned with FISO 2.0 -Allow for professional learning if required -Purchase of any resources needed to promote health and wellbeing | $3,000.00 |
| **Totals** | $57,500.00 |

Activities and Milestones - Equity Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Whole School:   Working with our Teaching Partners to:  -develop middle leadership capabilities around numeracy ready for numeracy audit and the development of a school-wide numeracy strategy. This will   be implemented during weekly Teaching Partnership meetings. A documented plan for future numeracy work will be completed.  Use of Equity Funding:   -to provide time release to staff if needed  -for Professional development if deemed appropriate | from: Term 1  to: Term 2 | $3,000.00 | 🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Working with our Teaching Partners to:  -assist Literacy Specialist to ensure current work is embedded into classroom practice. This will be completed during walk throughs and peer   observation sessions by the Literacy Specialist and Teaching Partners.  -complete final literacy work, based on Writer's Notebooks. Professional Development delivered by Literacy Specialist.   Use of Equity Funding:  -to provide time release to Literacy Specialist to complete peer observation and complete her role while she is a full time classroom teacher. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 CRT |
| Start the process for completing all actions involved with obtaining silver level accreditation for implementation of SWPBS. - Audit current processes and documentation against the silver level artefacts rubric. - Work with the SWPBS coach to action plan the steps that can be taken throughout 2022. - Implement 2022 SWPBS action plan | from: Term 1  to: Term 4 | $500.00 | 🗹 School-based staffing  🗹 Other  Anthony King-Coach |
| **Totals** |  | $8,500.00 |  |

Activities and Milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Working with Stephania Johnson-Turner to:  -develop a whole school intervention framework (RTI). This will help in better catering for children and meeting their learning and wellbeing needs.  Use of Disability Funding:  -to provide time release if needed | from: Term 1  to: Term 3 | $3,000.00 | 🗹 CRT |
| To cater for and meet the needs of all students  -meetings scheduled for team planning   -Working with Teaching Partners to help in the identification of students with numeracy and literacy needs by looking at data and then adapting curriculum   for differentiation.  -professional development in how to adapt learning for students with additional needs and or disabilities  -professional development in the writing and implementation of Individual Education Plans, especially in regards to the use of plans in the Disability   Inclusion Profile  Use of Disability Funding:  -CRTs to provide time for the writing of IEPs, attendance of Disability Inclusion Profile meetings  - Shared Speech Pathologist  -Payment to providers of Professional development if needed | from: Term 1  to: Term 4 | $40,000.00 | 🗹 Professional learning for school-based staff  🗹 Education workforces and/or assigning existing school staff to inclusive education duties  🗹 Equipment, adaptive technology, devices, or materials to support learning  🗹 CRT |
| Participate in relevant professional learning - Investigate and plan for professional learning in key wellbeing areas - Schedule professional learning into the meetings timetable | from: Term 1  to: Term 4 | $3,000.00 |  |
| Ensure that physical and emotional health are aligned with FISO 2.0 -Allow for professional learning if required -Purchase of any resources needed to promote health and wellbeing | from: Term 1  to: Term 4 | $3,000.00 | 🗹 Professional learning for school-based staff   * Whole school   🗹 CRT   * CRT (to attend staff PL) |
| **Totals** |  | $49,000.00 |  |

Activities and Milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Education Support Staff |  |
| Excursions/Incursions |  |
| Student school books and stationery |  |
| Swimming |  |
| Wellbeing Coordinator |  |
| **Totals** |  |

Additional Funding Planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Education Support Staff | from: Term 1  to: Term 4 |  | 🗹 School-based staffing |
| Excursions/Incursions | from: Term 1  to: Term 4 |  | 🗹 Teaching and learning programs and resources |
| Student school books and stationery | from: Term 1  to: Term 4 |  | 🗹 Teaching and learning programs and resources |
| Swimming | from: Term 2  to: Term 2 |  | 🗹 Teaching and learning programs and resources |
| Wellbeing Coordinator | from: Term 1  to: Term 4 |  | 🗹 School-based staffing |
| **Totals** |  |  |  |

Additional Funding Planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Education Support Staff | from: Term 1  to: Term 4 |  |  |
| Excursions/Incursions | from: Term 1  to: Term 4 |  |  |
| Student school books and stationery | from: Term 1  to: Term 4 |  |  |
| Swimming | from: Term 2  to: Term 2 |  |  |
| Wellbeing Coordinator | from: Term 1  to: Term 4 |  |  |
| **Totals** |  |  |  |

Additional Funding Planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Education Support Staff | from: Term 1  to: Term 4 |  |  |
| Excursions/Incursions | from: Term 1  to: Term 4 |  |  |
| Student school books and stationery | from: Term 1  to: Term 4 |  |  |
| Swimming | from: Term 2  to: Term 2 |  |  |
| Wellbeing Coordinator | from: Term 1  to: Term 4 |  |  |
| **Totals** |  |  |  |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Whole School:   Working with our Teaching Partners to:  -develop middle leadership capabilities around numeracy ready for numeracy audit and the development of a school-wide numeracy strategy. This will   be implemented during weekly Teaching Partnership meetings. A documented plan for future numeracy work will be completed.  Use of Equity Funding:   -to provide time release to staff if needed  -for Professional development if deemed appropriate | 🗹 Teaching Partners (DSSI) | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Teaching partners | 🗹 On-site |
| Principal and Wellbeing Coordinator to attend CPN meetings to find out about the Agile Leadership Framework. This will help in the development of a 5 week cycle framework to support Teaching and Learning, and Wellbeing work. | 🗹 School Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team | 🗹 Network Professional Learning | 🗹 External consultants  Organised by CPN Executive | 🗹 Off-site  CPN meetings |
| To cater for and meet the needs of all students  -meetings scheduled for team planning   -Working with Teaching Partners to help in the identification of students with numeracy and literacy needs by looking at data and then adapting curriculum   for differentiation.  -professional development in how to adapt learning for students with additional needs and or disabilities  -professional development in the writing and implementation of Individual Education Plans, especially in regards to the use of plans in the Disability   Inclusion Profile  Use of Disability Funding:  -CRTs to provide time for the writing of IEPs, attendance of Disability Inclusion Profile meetings  - Shared Speech Pathologist  -Payment to providers of Professional development if needed | 🗹 Allied Health  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Teaching partners  🗹 Internal staff  🗹 External consultants  As yet unknown  🗹 Departmental resources  Disability Inclusion personnel | 🗹 On-site |
| Start the process for completing all actions involved with obtaining silver level accreditation for implementation of SWPBS. - Audit current processes and documentation against the silver level artefacts rubric. - Work with the SWPBS coach to action plan the steps that can be taken throughout 2022. - Implement 2022 SWPBS action plan | 🗹 Team Leader(s) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Departmental resources  SWPBS Coach | 🗹 On-site |