

2022 Annual Implementation Plan

for improving student outcomes

Rye Primary School (1667)



Submitted for review by Lachlan Featherston (School Principal) on 28 April, 2022 at 01:21 PM
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 13 May, 2022 at 02:56 PM
Endorsed by Kirsty Taylor (School Council President) on 25 May, 2022 at 04:18 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Emerging
	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	<p>Despite it being a disrupted year, all goals are in progress although further focus is required to ensure excellence and consistency of teaching practice across the school. Student outcomes and wellbeing have been the focus but work has also continued on improving engagement through building opportunities for student voice and agency. Connections with families have been emphasised with methods of communication more formalised.</p> <p>SIT is stronger and more inclusive as the learning specialists have joined the team. SIT members have completed coaching training and moving forward will be more present in classrooms. Most students are more aware of learning intentions and what success will look like.</p>
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<p>Considerations for 2022</p>	<p>The School Review Panel recommended the following key directions our SSP 2020-2023:</p> <ul style="list-style-type: none"> • literacy and numeracy • a consistent instructional model • HITS • peer observation and coaching • data literacy • formative assessment • FISO improvement cycle to support whole-school professional learning • evaluating impact on learning • student voice and agency in learning • students' intellectual engagement and self-awareness <p>Other areas for consideration for 2022 identified through the self-evaluation process:</p> <ul style="list-style-type: none"> • refreshing the writing and spelling programs • greater emphasis on student metacognition • more time in classrooms by leadership • share communication structures with families
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>Improve literacy and numeracy outcomes for all students.</p>
Target 2.1	<p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> • Reading from 51% (benchmark set as an average of 2017–19 data) to 57% • Writing from 36% (benchmark set as an average of 2017–19 data) to 53% • Numeracy from 30% (benchmark set as an average of 2017–19 data) to 40%.
Target 2.2	<p>By 2023, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 78% (benchmark set as an average of 2017–19 data) to 85% • Writing from 75% (benchmark set as an average of 2017–19 data) to 85%

	<ul style="list-style-type: none"> • Numeracy from 76% (benchmark set as an average of 2017–19 data) to 85%.
Target 2.3	<p>By 2023, increase the percentage of students who achieve above age expected level in the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading from 34% (benchmark set as an average of 2017–19 data) to 38% • Writing from 16% (benchmark set as an average of 2017–19 data) to 25% • Number and algebra from 24% (benchmark set as an average of 2017–19 data) to 30%.
Key Improvement Strategy 2.a Building practice excellence	Embed the instructional model consistently across the school and strengthen the implementation of the high impact teaching strategies.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capacity to use data and formative assessment strategies to differentiate the curriculum.
Key Improvement Strategy 2.c Curriculum planning and assessment	Improve whole school curriculum planning to enhance the relationship between the Victorian Curriculum, learning intentions, learning activities and assessment strategies.
Goal 3	Improve engagement in learning for all students with a particular focus on the male cohort.
Target 3.1	<p>By 2023, improve the positive endorsement on the AToSS for the Year 4–6 cohort for the factors:</p> <ul style="list-style-type: none"> • Learning confidence from 75% (2019) to 80% • Effective teaching time from (2019) 84% to 90%.

Target 3.2	<p>By 2023, improve the positive endorsement on the Attitudes to School Survey (AtoSS) for the male cohort for the factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 59% (2019) to 70% • Stimulated learning from 71% (2019) to 75% • Effort from 76% (2019) to 80% • Motivation and interest from 75% (2019) to 80%.
Target 3.3	<p>By 2023, improve the positive endorsement on the School Staff Survey for the factor:</p> <ul style="list-style-type: none"> • Teachers in this school use student feedback to improve practice from 89% (2019) to 95%.
Target 3.4	<p>By 2023, reduce the average absence days from 20 days (2019) to 15 days.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	<p>Build teacher knowledge and capacity to activate student voice and agency within the classroom.</p>
Key Improvement Strategy 3.b Empowering students and building school pride	<p>Establish systems and structures to foster and sustain student voice and agency in learning.</p>
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	<p>Build students' understanding of themselves as learners and their capacity for independent learning.</p>

Goal 4	Improve the wellbeing of all students.
Target 4.1	<p>By 2023, improve the positive endorsement on the AToSS for the factors:</p> <ul style="list-style-type: none"> • Teacher concern from 72% (2019) to 80% • Effective classroom behaviour from 80% (2019) to 85% • Non–experience of bullying from 52% (2019) to 60% • Respect for diversity from 82% (2019) to 88%.
Target 4.2	By 2023, improve levels of student resilience as measured against baseline data from a school-based survey established in 2020.
Target 4.3	<p>By 2023, improve the positive endorsement on the POS for the factor:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 83% (2019) to 88%.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Embed a whole school approach to promote student wellbeing and respectful engagement.
Key Improvement Strategy 4.b Empowering students and building school pride	Empower students to lead and take responsibility for their own actions through restorative practices.

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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>LEARNING PRIORITY The percentage of Year 3 students in the top two NAPLAN bands: Writing 55% Numeracy 40%</p> <p>The percentage of students who achieve above age expected level in the Victorian Curriculum in: Writing 22% Numeracy 29%</p> <p>The positive endorsement on the AToSS for the Year 4–6 cohort for the factors: Learning confidence 78% Effective teaching time 88%</p> <p>The positive endorsement on the School Staff Survey for the factor: Teachers in this school use student feedback to improve practice 93%</p> <p>WELLBEING PRIORITY The positive endorsement on the AToSS for the factors: Teacher concern 80% Effective classroom behaviour 83%</p>

			<p>Non–experience of bullying 58% Respect for diversity 86%</p> <p>The positive endorsement on the Attitudes to School Survey (AtoSS) for the male cohort for the factors: Student voice and agency 67% Stimulated learning 74% Effort 79% Motivation and interest 78%.</p>
Improve literacy and numeracy outcomes for all students.	No	<p>By 2023, increase the percentage of Year 3 students in the top two NAPLAN bands in:</p> <ul style="list-style-type: none"> • Reading from 51% (benchmark set as an average of 2017–19 data) to 57% • Writing from 36% (benchmark set as an average of 2017–19 data) to 53% • Numeracy from 30% (benchmark set as an average of 2017–19 data) to 40%. 	
		<p>By 2023, increase the percentage of Year 5 students meeting or above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 78% (benchmark set as an average of 2017–19 data) to 85% • Writing from 75% (benchmark set as an average of 2017–19 data) to 85% • Numeracy from 76% (benchmark set as an average of 2017–19 data) to 85%. 	

		<p>By 2023, increase the percentage of students who achieve above age expected level in the Victorian Curriculum in:</p> <ul style="list-style-type: none"> • Reading from 34% (benchmark set as an average of 2017–19 data) to 38% • Writing from 16% (benchmark set as an average of 2017–19 data) to 25% • Number and algebra from 24% (benchmark set as an average of 2017–19 data) to 30%. 	
<p>Improve engagement in learning for all students with a particular focus on the male cohort.</p>	<p>No</p>	<p>By 2023, improve the positive endorsement on the AToSS for the Year 4–6 cohort for the factors:</p> <ul style="list-style-type: none"> • Learning confidence from 75% (2019) to 80% • Effective teaching time from (2019) 84% to 90%. 	
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		<p>By 2023, improve the positive endorsement on the School Staff Survey for the factor:</p> <ul style="list-style-type: none"> • Teachers in this school use student feedback to improve practice from 89% (2019) to 95%. 	
		<p>By 2023, reduce the average absence days from 20 days (2019) to 15 days.</p>	
Improve the wellbeing of all students.	No	<p>By 2023, improve the positive endorsement on the AToSS for the factors:</p> <ul style="list-style-type: none"> • Teacher concern from 72% (2019) to 80% • Effective classroom behaviour from 80% (2019) to 85% • Non-experience of bullying from 52% (2019) to 60% • Respect for diversity from 82% (2019) to 88%. 	
		<p>By 2023, improve levels of student resilience as measured against baseline data from a school-based survey established in 2020.</p>	

		<p>By 2023, improve the positive endorsement on the POS for the factor:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 83% (2019) to 88%. 	
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Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>LEARNING PRIORITY The percentage of Year 3 students in the top two NAPLAN bands: Writing 55% Numeracy 40%</p> <p>The percentage of students who achieve above age expected level in the Victorian Curriculum in: Writing 22% Numeracy 29%</p> <p>The positive endorsement on the AToSS for the Year 4–6 cohort for the factors: Learning confidence 78% Effective teaching time 88%</p> <p>The positive endorsement on the School Staff Survey for the factor: Teachers in this school use student feedback to improve practice 93%</p> <p>WELLBEING PRIORITY The positive endorsement on the AToSS for the factors: Teacher concern 80%</p>

	<p>Effective classroom behaviour 83%</p> <p>Non-experience of bullying 58%</p> <p>Respect for diversity 86%</p> <p>The positive endorsement on the Attitudes to School Survey (AtoSS) for the male cohort for the factors:</p> <p>Student voice and agency 67%</p> <p>Stimulated learning 74%</p> <p>Effort 79%</p> <p>Motivation and interest 78%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

<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>
<p>12 Month Target 1.1</p>	<p>LEARNING PRIORITY The percentage of Year 3 students in the top two NAPLAN bands: Writing 55% Numeracy 40%</p> <p>The percentage of students who achieve above age expected level in the Victorian Curriculum in: Writing 22% Numeracy 29%</p> <p>The positive endorsement on the AToSS for the Year 4–6 cohort for the factors: Learning confidence 78% Effective teaching time 88%</p> <p>The positive endorsement on the School Staff Survey for the factor: Teachers in this school use student feedback to improve practice 93%</p> <p>WELLBEING PRIORITY The positive endorsement on the AToSS for the factors: Teacher concern 80% Effective classroom behaviour 83% Non–experience of bullying 58% Respect for diversity 86%</p> <p>The positive endorsement on the Attitudes to School Survey (AtoSS) for the male cohort for the factors: Student voice and agency 67% Stimulated learning 74% Effort 79%</p>

	Motivation and interest 78%.
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 teacher capacity to identify and respond to students' learning needs.
Outcomes	<ol style="list-style-type: none"> 1. Students will be provided with the necessary adjustments that respond to their specific learning needs. 2. Teachers and tutors provide targeted academic support to students. 3. PLTs follow the improvement cycle and plan authentic learning tasks to cater for all learning needs. 3. Teachers identify student learning needs from formative assessment and implement differentiated teaching and learning. 4&5. Approach to the teaching of writing and mathematics is consistent in all classrooms. 4. Students are engaged and self-regulate through the writing process. 5. Students are engaged and metacognitive in mathematics
Success Indicators	<ol style="list-style-type: none"> 1. Student IEPs written in line with the Department IEP quality checklist rubric. 1. Tier 2 individual learner profiles documentation 1. Planners document students in enable and extend sections 2. TLI program planning and assessment documentation 2. Pat Maths and Multiplicative Thinking data 3. PLT minutes and planning documentation 3. Teacher planning and assessment documentation 4&5 Improved teacher judgement data in writing and mathematics 4&5 Improved levels of teacher confidence and competence in teaching writing and mathematics (survey results) 4&5 Improved levels of student engagement and confidence in writing and mathematics (survey results)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>1. Develop and implement a learning inclusion approach for tier two students.</p> <p>Approach includes</p> <ul style="list-style-type: none"> - Documenting individual profiles of all tier two students - Building awareness of the tiered system - Supporting staff to identify and meet students' individual learning needs, and to use IEPs effectively. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$150,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>2. Facilitate the tutoring learning initiative to support students in mathematics.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>3. Build capacity of PLCs through coaching, modelling and peer observations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1</p>	<p>\$0.00</p>

			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
4. Implement a consistent writing approach that caters for all students.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <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
5. Implement an engaging and responsive approach to the teaching of mathematics that caters for all students.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Consistently implement and monitor STRIVE.			
Outcomes	<ul style="list-style-type: none"> 1, Teachers use restorative conversations and learning circles 1. Shift in student language when resolving conflicts 2. Action taken as a result of student feedback 3. Staff record and follow up behaviours and wellbeing supports 			
Success Indicators	<ul style="list-style-type: none"> 1. Learning walks and observation data 1. Planning documentation 2. Attitudes to School Survey data 2. Resilience whole school survey data 2. Student forum data 3. Compass documentation 3. Behaviour Management Plans 3. Student support group (SSG) minutes 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1. Build teacher capacity to use restorative practices. Approach includes: - learning circles - effective language	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>- conferences - responsive teaching</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>2. Seek feedback on attitudes in regular student forums.</p> <p>Details: Term forums for year 5 boys - using the targets as the focus. Report back to the year level and what has changed according to the feedback.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input 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>3. Improve teacher responsibility in documenting academic, wellbeing and behavioural supports.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input 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</p>

				may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$118,253.00	\$117,000.00	\$1,253.00
Disability Inclusion Tier 2 Funding	\$180,725.00	\$150,000.00	\$30,725.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$298,978.00	\$267,000.00	\$31,978.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>1. Develop and implement a learning inclusion approach for tier two students.</p> <p>Approach includes</p> <ul style="list-style-type: none"> - Documenting individual profiles of all tier two students - Building awareness of the tiered system - Supporting staff to identify and meet students' individual learning needs, and to use IEPs effectively. 	\$150,000.00
4. Implement a consistent writing approach that caters for all students.	\$30,000.00
5. Implement an engaging and responsive approach to the teaching of mathematics that caters for all students.	\$30,000.00
<p>1. Build teacher capacity to use restorative practices.</p> <p>Approach includes:</p>	\$5,000.00

- learning circles - effective language - conferences - responsive teaching	
Totals	\$215,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
4. Implement a consistent writing approach that caters for all students.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
5. Implement an engaging and responsive approach to the teaching of mathematics that caters for all students.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1. Build teacher capacity to use restorative practices. Approach includes: - learning circles - effective language - conferences - responsive teaching	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$65,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
1. Develop and implement a learning inclusion approach for tier two students. Approach includes - Documenting individual profiles of all tier two students - Building awareness of the tiered system - Supporting staff to identify and meet students' individual learning needs, and to use IEPs effectively.	from: Term 1 to: Term 1	\$150,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator • Education Support Staff
Totals		\$150,000.00	

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
Engage writing consultant- Julie Sheppard 1 day per week for 20 weeks.	\$26,000.00
Engage Maths consultant- Nadia Abdelal 1 day per week for 20 weeks	\$26,000.00

Totals	\$52,000.00
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Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Engage writing consultant- Julie Sheppard 1 day per week for 20 weeks.	from: Term 2 to: Term 3	\$26,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Engage Maths consultant- Nadia Abdelal 1 day per week for 20 weeks	from: Term 2 to: Term 3	\$26,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$52,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Engage writing consultant- Julie Sheppard 1 day per week for 20 weeks.	from: Term 2 to: Term 3	\$0.00	
Engage Maths consultant- Nadia Abdelal 1 day per week for 20 weeks	from: Term 2 to: Term 3	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Engage writing consultant- Julie Sheppard 1 day per week for 20 weeks.	from: Term 2 to: Term 3	\$0.00	
Engage Maths consultant- Nadia Abdelal 1 day per week for 20 weeks	from: Term 2 to: Term 3	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>1. Develop and implement a learning inclusion approach for tier two students.</p> <p>Approach includes</p> <ul style="list-style-type: none"> - Documenting individual profiles of all tier two students - Building awareness of the tiered system - Supporting staff to identify and meet students' individual learning needs, and to use IEPs effectively. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator 	<p>from: Term 1</p> <p>to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>3. Build capacity of PLCs through coaching, modelling and peer observations.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>4. Implement a consistent writing approach that caters for all students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <p>Julie Sheppard</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>5. Implement an engaging and responsive approach to</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Leader 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

the teaching of mathematics that caters for all students.		to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Nadia Abdelal	
1. Build teacher capacity to use restorative practices. Approach includes: - learning circles - effective language - conferences - responsive teaching	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants To be sourced.	<input checked="" type="checkbox"/> On-site
3. Improve teacher responsibility in documenting academic, wellbeing and behavioural supports.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site