

2022 Annual Implementation Plan

for improving student outcomes

Westall Primary School (4851)



Submitted for review by Peter Jeans (School Principal) on 14 December, 2021 at 11:18 AM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 28 January, 2022 at 02:07 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

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

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

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

Enter your reflective comments	<p>The schools NAPLAN results showed particular improvement at Year 3, and also in writing.</p> <p>The school has re-organised itself for next year, with a greater emphasis on teamwork, alignment and clarity. The school managed to implement the TLI program with greater integrity, revising data and selecting students who had shown a 'dip' in their learning due to COVID-19. The school also prioritised using Tier-2 DIF to support a range of students in the early years who were not yet PSD funded yet needed extensive supports with extra integration aides.</p> <p>The leadership team has developed a comprehensive plan for next year with a whole school scope and sequences and standardised planning documents developed for Literacy and Numeracy and committed to the Sounds Write phonics</p>
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	<p>program for 2022 onwards. Attempts to develop greater data literacy were hampered by extensive lockdowns. Students returning from extensive lockdowns also exhibited a range of challenging behaviours. Extensive interventions were developed and implemented for the most high needs students.</p>
<p>Considerations for 2022</p>	<p>The school will adopt the Sounds Write - Phonics approach in 2022 The school will be involved in the PLC initiative The school will be involved in the Continuity of Learning Project with 'Our Place' The school will be involved in the 'Teaching Partnership Program'</p> <p>The school will need to prioritise the following areas in 2022</p> <ul style="list-style-type: none"> * Sounds Write Program F-6 / PD * Curriculum Writing - Units of work that link to our scope and sequences and 2 year curriculum cycle * Assessment and data literacy * Development of a school wide - engagement, wellbeing and behaviour program
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning outcomes.
Target 2.1	<p>Teacher Judgements</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving above expected levels in Reading and Viewing from 33% in 2019 to 40% • Decrease the percentage of students achieving below expected levels in Reading and Viewing from 27% in 2019 to 20% • Increase the percentage of students achieving above expected levels in Writing from 18% in 2019 to 25% • Increase the percentage of students achieving above expected levels in Number and Algebra, Measurement and Geometry and Statistics and Probability from below from 20% in 2018 to 30% <p>NAPLAN – Increase the percentages of students who achieve results in the top two bands at:</p>

	<ul style="list-style-type: none"> • Year 3 Numeracy from 26 per cent in 2019 to 35 per cent in 2023 • Year 3 Reading from 29 per cent in 2019 to 40 per cent in 2023 • Year 3 Writing from 41 per cent in 2019 to 50 per cent in 2023 • Year 5 Numeracy from 18 per cent in 2019 to 30 per cent in 2023 • Year 5 Reading from 15 per cent in 2019 to 25 per cent in 2023 • Year 5 Writing from 6 per cent in 2019 to 15 per cent in 2023. 																		
Target 2.2	<p>NAPLAN:</p> <p>Increase the percentages of students achieving at or above benchmark growth in:</p> <ul style="list-style-type: none"> • Reading to be above state benchmark growth for medium and high growth • Writing to be above state benchmark growth for medium and high growth • Numeracy to be above state benchmark growth for medium and high growth. <p>High Growth Results 2019</p> <table border="1"> <thead> <tr> <th></th> <th>State</th> <th>WPS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>44%</td> </tr> </tbody> </table> <p>Medium Growth Results 2019</p> <table border="1"> <thead> <tr> <th></th> <th>State</th> <th>WPS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>66%</td> </tr> </tbody> </table>		State	WPS	Reading	25%	22%	Writing	25%	40%	Numeracy	25%	44%		State	WPS	Reading	50%	66%
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	<p>Writing 50% 40%</p> <p>Numeracy 50% 50%</p>
Target 2.3	<p>Staff opinion</p> <p>Increase the positive endorsement of measures of:</p> <ul style="list-style-type: none"> • Collective efficacy from 64 per cent in 2019 to 75 per cent in 2023 • Academic emphasis from 66 per cent in 2019 to 75 per cent in 2023 • Teacher collaboration from 62 per cent in 2019 to 75 per cent in 2023.
Key Improvement Strategy 2.a Curriculum planning and assessment	Enable consistent approaches to the analysis and use of student achievement data to inform teacher practice and planning.
Key Improvement Strategy 2.b Building practice excellence	Build the collective efficacy of teachers through targeted professional learning and collaborative practice.
Key Improvement Strategy 2.c Instructional and shared leadership	Develop the instructional and shared leadership capacity of all leaders to guide, embed and support best practices throughout the school.
Goal 3	Increase student engagement.
Target 3.1	<p>Increase student opinion measures of:</p> <ul style="list-style-type: none"> • Teacher effectiveness (27% in 2019) to above the 50th percentile by 2023 • Student voice and agency (25% in 2019) to above the 50th percentile by 2023 • Motivation and interest (49% in 2019) to above the 60th percentile by 2023 • Stimulating learning and learning confidence (25% in 2019) to above the 50th percentile by 2023.

Target 3.2	<p>Increase parent opinion survey results in the area of:</p> <ul style="list-style-type: none"> • Parent Community Engagement from 72 per cent positive endorsement in 2019 to 80 per cent positive endorsement in 2023, • Teacher communication from 66 per cent positive endorsement in 2018 to be over 80 per cent positive endorsement by 2023.
Target 3.3	<p>Improve the average days of unexplained student absence to be below 15 days (19.2 days in 2019).</p>
Key Improvement Strategy 3.a Building practice excellence	<p>Establish, implement and monitor the impact of whole-school instructional approaches.</p>
Key Improvement Strategy 3.b Empowering students and building school pride	<p>Strengthen the home-school partnerships to support student engagement with their learning.</p>
Key Improvement Strategy 3.c Networks with schools, services and agencies	<p>Enhance opportunities for authentic and active student voice and agency in all areas.</p>
Goal 4	<p>Improve wellbeing at Westall Primary School.</p>
Target 4.1	<p>Increase student opinion measures of:</p> <ul style="list-style-type: none"> • Teacher concern from 76 per cent positive endorsement in 2018 to be above the 50th percentile by 2023. • Respect for diversity from 77 per cent positive endorsement in 2018 to be above the 50th percentile by 2023,

	<ul style="list-style-type: none"> • Learning confidence from 79 per cent positive endorsement in 2018 to be above the 50th percentile by 2023.
Target 4.2	Increase the parent opinion survey measures in the Non-experience of Bullying domain from 53 per cent in 2019 to 75 per cent positive by 2023.
Target 4.3	<p>Increase the staff opinion survey measures for:</p> <ul style="list-style-type: none"> • Trust in colleagues from 56 per cent positive endorsement in 2018 to over 70 per cent endorsement by 2023., • Trust in parents and students from 52 per cent positive endorsement in 2018 to over 70 per cent endorsement by 2023.
Key Improvement Strategy 4.a Vision, values and culture	Establish and embed the school's vision, values and culture.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Enhance organisational efficiencies through established norms, agreed practice and clarity of structures and processes.
Key Improvement Strategy 4.c Building communities	Build community connectedness and partnerships through Our Place and the Westall Community Hub.

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>Improve NAPLAN Results in the areas of READING</p> <ul style="list-style-type: none"> * Year 3 - 60% of students in TOP two bands (current 55%) * Year 5 - 25% of student in TOP two bands (current 15%) * Matched cohort growth - High 22% (15% 2021, 22% 2019) * Matched cohort growth - Medium 66% (50% 2021, 66% 2019) <p>Improve NAPLAN Results in the areas of NUMERACY</p> <ul style="list-style-type: none"> * Year 3 - 36% of students in TOP two bands (current 31%) * Year 5 - 20% of student in TOP two bands (current 13%) * Matched cohort growth - High 35% (29% 2021, 44% 2019) * Matched cohort growth - Medium 50% (43% 2021, 50% 2019) <p>Improved Staff Opinion Survey Results (+ endorsement)</p> <ul style="list-style-type: none"> * Guaranteed and Viable Curriculum - 56% (46% in 2020) * Collective efficacy - 62% (52% in 2020)

			<p>* Academic emphasis - 70% (55% in 2020)</p> <p>* Teacher collaboration - 70% (48% in 2020)</p> <p>Improved Student Engagement and Wellbeing Outcomes</p> <p>Attendance Decrease absences from school from average of 29.7 days per student per annum to 23 days per student of better</p> <p>* Teacher Concern - 80%</p> <p>* Respect for Diversity - 80%</p> <p>* Learning Confidence - 80%</p> <p>+ Student Voice and Agency - 65%</p> <p>+ Effective Classroom Behaviour - 80%</p> <p>+ Managing Bullying - 80%</p> <p>+ Not experiencing Bullying - 90%</p> <p>* Motivation and interest - 85%</p> <p>* Stimulating learning - 75%</p> <p>+ Sense of connectedness - 85%</p> <p>* Parent Community Engagement - 75%</p> <p>* Teacher communication - 70%</p>
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<p>12 Month Target 1.1</p>	<p>Improve NAPLAN Results in the areas of READING * Year 3 - 60% of students in TOP two bands (current 55%) * Year 5 - 25% of student in TOP two bands (current 15%) * Matched cohort growth - High 22% (15% 2021, 22% 2019) * Matched cohort growth - Medium 66% (50% 2021, 66% 2019)</p> <p>Improve NAPLAN Results in the areas of NUMERACY * Year 3 - 36% of students in TOP two bands (current 31%) * Year 5 - 20% of student in TOP two bands (current 13%) * Matched cohort growth - High 35% (29% 2021, 44% 2019) * Matched cohort growth - Medium 50% (43% 2021, 50% 2019)</p> <p>Improved Staff Opinion Survey Results (+ endorsement) * Guaranteed and Viable Curriculum - 56% (46% in 2020) * Collective efficacy - 62% (52% in 2020) * Academic emphasis - 70% (55% in 2020) * Teacher collaboration - 70% (48% in 2020)</p> <p>Improved Student Engagement and Wellbeing Outcomes</p> <p>Attendance Decrease absences from school from average of 29.7 days per student per annum to 23 days per student of better</p> <p>* Teacher Concern - 80% * Respect for Diversity - 80% * Learning Confidence - 80%</p> <p>+ Student Voice and Agency - 65% + Effective Classroom Behaviour - 80% + Managing Bullying - 80%</p>

	<ul style="list-style-type: none"> + Not experiencing Bullying - 90% * Motivation and interest - 85% * Stimulating learning - 75% + Sense of connectedness - 85% <ul style="list-style-type: none"> * Parent Community Engagement - 75% * Teacher communication - 70% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Develop and implement effective units of work that focus on key student learning needs that capitalise on the school wide instructional model and Scope and Sequence</p> <p>Instigate a whole school phonics program to support reading development across the school</p> <p>Strengthen the teaching of mathematics across all grades with a focus on grades F-2</p> <p>Strengthen our multi-tiered support programs in numeracy, reading and writing</p> <p>Improve in the use of data and rubrics track to student progress and identify point of need learning and students who need additional support</p>
Outcomes	<p>School</p> <p>The school will research and standardise/simplify assessment tools to enable better identification and tracking of student levels of achievement</p> <p>The school will support all teaching staff to undertake the Sounds Write Phonics professional development</p> <p>Teachers</p> <p>Effective teaching of phonics at each year level - as observed by SIT team and Intervention Team</p> <p>Effective teaching of Numeracy across all year level but particularly in the early years - as supported by EMU coach</p> <p>Effective teaching of Writing using scaffolding literacy approaches - as observed by the Learning Specialist</p> <p>Effective use of data - use of EDAPT system and school tracking documents to identify students for Intervention support</p> <p>School leaders</p> <p>School leaders will observe a consist approach to the teaching of Literacy and Numeracy across all year levels, where units of work</p>

	<p>are developed and delivered consistent with our newly developed scope and sequences, utilising school approved resources that link to the Victorian Curriculum. School leaders will observe better use of data in PLC teams and the use of a range of measures to support differentiation in the classroom.</p> <p>Students All students able to read at or above the appropriate developmental level All students have attained or exceeded the 'Minimum curriculum expectation' identified as critical at each appropriate developmental level in Numeracy and Literacy</p>			
Success Indicators	<p>Improved NAPLAN results in Reading at Grade 3 and 5 Improved NAPLAN results in Writing Grade 3 and 5 Improved NAPLAN results in Numeracy Grade 3 and 5 Tracking documentation showing identification of student level, and progress each term Documentation showing growth for students with small group withdrawal support (TLI - Reading, Numeracy and Writing) Improved curriculum documentation in these key areas across all year levels to ensure consistency and team efficacy in bringing about improved outcomes.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>PLT's to develop Units of work in Literacy and Numeracy - linked to Minimum Curriculum Expectations for all students. * School approved resources will link to these units * Teachers will teach congruent units at the same time to allow flexible groupings based on student needs</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 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
<p>PLTS to will use a range of data tools to better target individual learning needs</p> <ul style="list-style-type: none"> * The school will review and consolidate which assessment tools to use * Teachers will use of standardised data on the EDAPT tool to ascertain students learning needs * Teachers will use of school and paper based assessments * Teachers will use the new Scope and Sequence document to identify students point of learning needs 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Intervention staff to support PLT's and teachers to use data to identify individual student learning needs and students who need additional support. Including</p> <ul style="list-style-type: none"> * PAT testing * NAPLAN * School Minimum Curriculum Standards Doc * MAI * Sounds Write assessments 	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<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>Employ intervention staff to support Multi-tiered support strategies for Reading/Writing and Numeracy through:</p> <ul style="list-style-type: none"> * in class tier 1 coaching (teacher practice) 	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p>	<p>\$301,938.00</p>

<p>* in class tier 2 supports - in class withdrawal support for groups of students * out of class tier 3 supports</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p>		<p>to: Term 4</p>	<p><input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>The school will implement the Sounds Write Phonics program in 2022 including * 6 week PD for all staff * CRT coverage for training * Purchase of all associated resources for classroom delivery * Support from schools literacy leaders * Increase parent support via parent information videos * improve the link to early learning - through the Our Place partnership</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$47,250.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Leadership team to develop and trial a simple coaching model to enable effective PLT and classroom support</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>The school will review and update resources to enable the effective teaching of mathematics including</p> <ul style="list-style-type: none"> * Audit of current materials * Purchase of maths trolleys * Subscriptions to mathematics online resources 	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$30,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Employ additional Tier 2 - non-teaching staff to support students with additional learning needs</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$88,548.00</p> <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

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	The school will develop a consistently applied, multi-tiered engagement and wellbeing model to support student wellbeing, engagement and behaviour			
Outcomes	A range of whole school activities, programs and practices will be evident A range of small group targeted interventions will support students wellbeing, engagement and behaviour Tailored individual supports will be developed for specific children.			
Success Indicators	Improved data will be evident for * Classroom behaviour * Management of bullying * Not experiencing bullying * Respect for diversity			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Tier 1 approach - The school will redevelop and implement a new Engagement and Wellbeing Policy * Consistent with the SWPBP initiative * Clarifying expected behaviours which are explicitly taught and evident in every classroom * Clarifying unacceptable behaviours which are explicitly taught and evident in every classroom * Implementing steps to encourage expected behaviours * Implementing steps discourage unacceptable behaviours (documenting who will implement and communicate) * Simplified reflection sheets and documentation * Standardised behaviour contracts/safety plans	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Tier 1 - approach - The school will strengthen its Respectful Relationships Program * PLC teams will review and improve the program at each year level * The school will investigate community partnerships to support tRR themes through incursions and assemblies *</p>	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Tier 2 approach - the school will implement a range of small group programs to support students with particular wellbeing needs as well as student leadership * a breakfast club * a range of lunch activities * a therapy dog program * in class supports with tier-2 disability support staff * an equine therapy program * a student buddy program for younger students with challenges in the school yard</p>	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Tier 3 approach - a tailored approach to supporting individual students who need extensive support utilising a range of supports such as * increased targeted PSD integration aid support * engagement of external play based therapy during school hours * engagement of external activity based therapy during school hours</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> * Behaviour Support Plans - developed with the support of Assistant Principal regional wellbeing staff in consultation with teachers * Individual education plans - supported by the Assistant Principal regional wellbeing staff in consultation with teachers * Individual student behaviour contracts 				<ul style="list-style-type: none"> <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
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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	\$99,316.00	\$99,316.00	\$0.00
Disability Inclusion Tier 2 Funding	\$104,471.00	\$101,471.00	\$3,000.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$203,787.00	\$200,787.00	\$3,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
PLTS to will use a range of data tools to better target individual learning needs * The school will review and consolidate which assessment tools to use * Teachers will use of standardised data on the EDAPT tool to ascertain students learning needs * Teachers will use of school and paper based assessments * Teachers will use the new Scope and Sequence document to identify students point of learning needs	\$5,000.00
Employ intervention staff to support Multi-tiered support strategies for Reading/Writing and Numeracy through: * in class tier 1 coaching (teacher practice) * in class tier 2 supports - in class withdrawal support for groups of students * out of class tier 3 supports	\$301,938.00
The school will review and update resources to enable the effective teaching of mathematics including	\$30,000.00

<ul style="list-style-type: none"> * Audit of current materials * Purchase of maths trolleys * Subscriptions to mathematics online resources 	
Employ additional Tier 2 - non-teaching staff to support students with additional learning needs	\$88,548.00
<p>Tier 2 approach - the school will implement a range of small group programs to support students with particular wellbeing needs as well as student leadership</p> <ul style="list-style-type: none"> * a breakfast club * a range of lunch activities * a therapy dog program * in class supports with tier-2 disability support staff * an equine therapy program * a student buddy program for younger students with challenges in the school yard 	\$8,000.00
<p>Tier 3 approach - a tailored approach to supporting individual students who need extensive support utilising a range of supports such as</p> <ul style="list-style-type: none"> * increased targeted PSD integration aid support * engagement of external play based therapy during school hours * engagement of external activity based therapy during school hours * Behaviour Support Plans - developed with the support of Assistant Principal regional wellbeing staff in consultation with teachers * Individual education plans - supported by the Assistant Principal regional wellbeing staff in consultation with teachers * Individual student behaviour contracts 	\$4,000.00
Totals	\$437,486.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>PLTS to will use a range of data tools to better target individual learning needs</p> <ul style="list-style-type: none"> * The school will review and consolidate which assessment tools to use * Teachers will use of standardised data on the EDAPT tool to ascertain students learning needs * Teachers will use of school and paper based assessments * Teachers will use the new Scope and Sequence document to identify students point of learning needs 	<p>from: Term 1 to: Term 3</p>	\$4,866.00	<input checked="" type="checkbox"/> Other Software and assessment services
<p>Employ intervention staff to support Multi-tiered support strategies for Reading/Writing and Numeracy through:</p> <ul style="list-style-type: none"> * in class tier 1 coaching (teacher practice) * in class tier 2 supports - in class withdrawal support for groups of students * out of class tier 3 supports 	<p>from: Term 1 to: Term 4</p>	\$64,450.00	<input checked="" type="checkbox"/> School-based staffing
<p>The school will review and update resources to enable the effective teaching of mathematics including</p> <ul style="list-style-type: none"> * Audit of current materials * Purchase of maths trolleys * Subscriptions to mathematics online resources 	<p>from: Term 1 to: Term 2</p>	\$30,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$99,316.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Employ intervention staff to support Multi-tiered support strategies for Reading/Writing and Numeracy through:</p> <ul style="list-style-type: none"> * in class tier 1 coaching (teacher practice) * in class tier 2 supports - in class withdrawal support for groups of students * out of class tier 3 supports 	<p>from: Term 1 to: Term 4</p>	\$4,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Sensory resources
<p>Employ additional Tier 2 - non-teaching staff to support students with additional learning needs</p>	<p>from: Term 1 to: Term 4</p>	\$88,548.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
<p>Tier 2 approach - the school will implement a range of small group programs to support students with particular wellbeing needs as well as student leadership</p> <ul style="list-style-type: none"> * a breakfast club * a range of lunch activities * a therapy dog program * in class supports with tier-2 disability support staff * an equine therapy program * a student buddy program for younger students with challenges in the school yard 	<p>from: Term 1 to: Term 4</p>	\$4,923.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Evidence-based therapy services (e.g. Music and Pet therapy) <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other <ul style="list-style-type: none"> Breakfast club and lunch activities clubs
<p>Tier 3 approach - a tailored approach to supporting individual students who need extensive support utilising a range of</p>	<p>from: Term 1</p>	\$4,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • School counsellors (inclusive education related services)

supports such as * increased targeted PSD integration aid support * engagement of external play based therapy during school hours * engagement of external activity based therapy during school hours * Behaviour Support Plans - developed with the support of Assistant Principal regional wellbeing staff in consultation with teachers * Individual education plans - supported by the Assistant Principal regional wellbeing staff in consultation with teachers * Individual student behaviour contracts	to: Term 4		
Totals		\$101,471.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employ intervention staff to support Multi-tiered support strategies for Reading/Writing and Numeracy through: * in class tier 1 coaching (teacher practice) * in class tier 2 supports - in class withdrawal support for groups of students * out of class tier 3 supports	from: Term 1 to: Term 4	\$0.00	
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
<p>PLT's to develop Units of work in Literacy and Numeracy - linked to Minimum Curriculum Expectations for all students.</p> <p>* School approved resources will link to these units</p> <p>* Teachers will teach congruent units at the same time to allow flexible groupings based on student needs</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
<p>PLTS to will use a range of data tools to better target individual learning needs</p> <p>* The school will review and consolidate which assessment tools to use</p> <p>* Teachers will use of standardised data on the EDAPT tool to ascertain students learning needs</p> <p>* Teachers will use of school and paper based assessments</p> <p>* Teachers will use the new Scope and Sequence document to identify students point of learning needs</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

<p>The school will implement the Sounds Write Phonics program in 2022 including</p> <ul style="list-style-type: none"> * 6 week PD for all staff * CRT coverage for training * Purchase of all associated resources for classroom delivery * Support from schools literacy leaders * Increase parent support via parent information videos * improve the link to early learning - through the Our Place partnership 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>SPELD Victoria</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Onsite and online 50 hours per staff member</p>
<p>Tier 1 approach - The school will redevelop and implement a new Engagement and Wellbeing Policy</p> <ul style="list-style-type: none"> * Consistent with the SWPBP initiative * Clarifying expected behaviours which are explicitly taught and evident in every classroom * Clarifying unacceptable behaviours which are explicitly taught and evident in every classroom * Implementing steps to encourage expected behaviours * Implementing steps discourage unacceptable behaviours (documenting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: 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 <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>SWPB program feedback</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

who will implement and communicate) * Simplified reflection sheets and documentation * Standardised behaviour contracts/safety plans						
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