2022 Annual Implementation Plan

for improving student outcomes

Hawthorn West Primary School (0293)

Submitted for review by Glenys Williamson (School Principal) on 22 February, 2022 at 06:03 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 22 February, 2022 at 06:23 PM
Endorsed by Gabriella Lorenzetti (School Council President) on 15 March, 2022 at 12:54 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	Embedding
	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	Embedding
	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	Embedding
	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	Embedding
	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	Embedding
	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	2021 was another challenging year with changes to school operations in response to COVID 19. Our focus for remote and flexible learning was engagement, connectedness, learning and wellbeing. Teachers quickly adapted to delivering teaching and learning programs to our students who were learning from home. Throughout the year teachers made adjustments to learning programs to best support individual and groups of students based on feedback from the students and families. In 2021, the School Priorities were: 1. Learning Catch Up and Extension (Curriculum planning and Assessment) 2.Happy, Active and Healthy Kids ((Health and Wellbeing)

	3.Connected School (Building Communities) As a result of our Self-Evaluation, we have identified the following areas for growth and improvement in 2022: - continue to embed Professional Learning Communities across the school - building staff capability to design effective assessment - building staff capability to analyse student learning data and plan targeted sequences of learning - providing authentic opportunities for students to reflect and provide feedback on their learning - developing student voice and agency to strengthen participation and engagement in school
Considerations for 2022	The following considerations are based on the data and our reflections of the 2021 school year Excellence in Teaching and Learning Continue the focus on: - Monitoring the learning growth of all students in Literacy and Numeracy - Providing additional, targeted support for our Tier 2 and Tier 3 students - Developing teacher knowledge, understandings and skills to effectively collect, analyse and moderate student data - Implementing the the FISO Improvement Cycle at the PLC Level with a narrow focus on monitoring student growth and reducing the variance between classroom teaching practices. Building Leadership Teams Continue the focus on: - Professional Learning Community members collaborating, challenging and supporting each other to improve their practice. - Developing the leadership skills of middle leaders through and mentoring Positive Climate for Learning Continue the focus on: - Developing staff understanding of School Wide Positive Behaviours Support (SWPBS) through ongoing professional learning - Developing a shared vision for School Wide Positive Behaviours Support (SWPBS) across the school
Documents that support this plan	

SSP Goals Targets and KIS

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.
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 individual learning growth and achievement in literacy and numeracy.
Target 2.1	80% of students achieving beyond the expected level % of students working 12+ months ahead of expected level: Reading = 60%, Writing = 50%, Numeracy = 55% % of students working 18+ months ahead of the expected level: Reading= 30%, Writing = 20%, Numeracy = 20%
Target 2.2	Increase the number of students achieving high growth in Reading, Writing and Number NAPLAN tests

Target 2.2 table:

Domain	Percentage of students achieving high growth	
	2018	2022
Reading	15%	35%
Writing	35%	40%
Numeracy	10%	35%

Target 2.3	Decrease the number of students achieving low growth in NAPLAN tests

Domain	Percentage of students achieving low growth	
	2018	2022
Reading	13%	10%
Writing	22%	10%
Numeracy	27%	10%

Target 2.4	Increase the 2018 data in the following Staff Opinion Survey factor: Collective focus on student learning - 2018 (92.9%)

Target 2.5

NAPLAN

Increase the proportion of students in the top two NAPLAN bands

Domain	YEAR	2018	2022
Reading	3	83%	90%
Writing	3	80%	85%
Numeracy	3	75%	85%
Reading	5	58%	70%
Writing	5	35%	70%
Numeracy	5	50%	70%

Target 2.6

Increase the 2018 data in the following Student Attitudes to School factors:

Effective Teaching for Cognitive Engagement

Domain	2018	2022	2018 - Boys	2022- Boys
Stimulating Learning	71%	80%	55%	70%
Effective Teaching Time	59%	75%	50%	70%
Classroom Behaviour	77%	80%	-	-

Learner Characteristics

Domain	2018	2022	2018 - Boys	2022 -Boys
Learning Confidence	70%	80%	-	-
Student Voice and Agency	80%	90%	-	-
Motivation and Interest	41%	70%	31%	70%
Resilience	55%	80%	-	-

Key Improvement Strategy 2.a Building practice excellence	Enhance Curriculum and Pedagogical Practices Embed whole school evidence based instructional practice in literacy and numeracy
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop Teacher Capacity Build teacher capacity to use data to inform and differentiate instruction
Key Improvement Strategy 2.c Building leadership teams	Develop Leadership Capacity Build the capacity of PLC Leaders to implement change linked to student engagement and school improvement
Goal 3	To create a positive climate for learning, which empowers students and promotes and enhances student wellbeing and resilience.
Target 3.1	By 2022, improve the percentage of positive responses in the following Student Attitudes to School factors:

Social Engagement

Domain	2018	2022	2018 - Boys	2022 - Boys
Student Voice and Agency	80%	90%	-	-
Sense of Connectedness	51%	80%	41%	70%
Sense of Inclusion	60%	80%	54%	70%

	School Safety		
	Domain	2018	2022
	Respect for Diversity	37%	70%

Teacher –Student Relationships

Domain	2018	2022
Teacher Concern	44%	80%

Target 3.2	By 2022, improve the Pivot survey overall score to responses to Standard 4:		
	Create and maintain safe and supportive learning environments from 3.7 – 4.3.		
	Domain	2018	2022
	Wasting Time	3.3	4.0
	Student Behaviour	3.3	4.0

Target 3.3	By 2022, improve School Staff Opinion Survey overall score (mean) responses in:		
	Domain	2018	2022
	Student Feedback	86%	90%
	Parent and Community Involvement	84%	90%

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop a positive learning culture for all students, staff, parents and community. Develop, document and implement a whole school approach to wellbeing and engagement
Key Improvement Strategy 3.b Empowering students and building school pride	Develop greater student voice and agency in learning. Develop and document a shared understanding of student voice, agency and leadership.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	*65% of students achieving beyond the expected level *30% of students working 12+ months ahead of expected level: *12% of students working 18+ months ahead of the expected level: Increase the number of students achieving high growth in Reading, Writing and Number NAPLAN tests *Reading 2021 - 37% 2022 – 35% *Writing 2021 - 22% 2022 – 30% *Numeracy 2021 -15% 2022 – 30% Decrease the number of students achieving low growth in NAPLAN tests *Reading 2021 - 21% 2022 – 20% *Writing 2021 - 24%

			2022 – 20% *Numeracy 2021 - 47% 2022 – 20% Increase the 2018 data in the following Staff Opinion Survey factor: Collective focus on student learning - 2018 (92.9%) 2021 - 85% 2022 - 90% Increase the proportion of students in the top two NAPLAN bands Year 3 *Reading 2021 - 85% 2022 – 85% *Writing 2021 - 75% 2022 – 85% *Numeracy 2021 - 65% 2022 – 80% Year 5 *Reading 2021 - 73% 2022 – 70% *Writing 2021 - 45% 2022 – 45% *Numeracy 2021 - 56% 2022 – 60%

			Increase the 2018 data in the following Student Attitudes to School factors: Effective Teaching for Cognitive Engagement
			*Stimulating Learning 2021 - 84% 2022 – 85% Boys 2021 - 86% 2022 – 86%
			*Effective Teaching Time 2021 - 86% 2022 – 86% Boys 2021 - 86% 2022 – 86%
			*Classroom Behaviour 2021 - 88% 2022 – 90% Boys 2021 - 81% 2022 – 85%
			*Learning Confidence 2021 - 88% 2022 – 90% Boys 2021 - 90% 2022 – 90%
			*Motivation and Interest 2021 - 87% 2022 – 90% Boys 2021 - 92% 2022 – 90%

			By 2022, improve the percentage of positive responses in the following Student Attitudes to School factors: Social Engagement *Sense of Inclusion 2021 - 91% 2022 – 90% Boys 2021 - 90% 2022 – 90% *Sense of Connectedness 2021 - 84% 2022 – 85% Boys 2021 - 84% 2022 – 85% School Safety *Respect for Diversity 2021 - 85% 2022 – 85% Student Relationships *Teacher Concern 2021 - 74% 2022 – 75% By 2022, improve School Staff Opinion Survey overall score (mean) responses in: *Student Feedback 2021 - 61% 2022 - 70% *Parent and Community Involvement 2021 - 72% 2022 – 75%

To improve individual learning growth and achievement in literacy and numeracy.	No	80% of students achieving beyond the expected level % of students working 12+ months ahead of expected level: Reading = 60%, Writing = 50%, Numeracy = 55% % of students working 18+ months ahead of the expected level: Reading= 30%, Writing = 20%, Numeracy = 20%	
		Increase the number of students achieving high growth in Reading, Writing and Number NAPLAN tests | *Domain*	*Percentage of students achieving high growth*	
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		Decrease the number of students achieving low growth in NAPLAN tests | *Domain*	*Percentage of students achieving low growth*	
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Student Voice and Agency	80%	90%	-	-
Motivation and Interest	41%	70%	31%	70%
Resilience	55%	80%	-	-

| To create a positive climate for learning, which empowers students and promotes and enhances student wellbeing and resilience. | No | By 2022, improve the percentage of positive responses in the following Student Attitudes to School factors: | |

Social Engagement

Domain	2018	2022	2018 - Boys	2022 - Boys
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Sense of Connectedness	51%	80%	41%	70%
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Student Behaviour	3.3	4.0

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Domain	2018	2022
Student Feedback	86%	90%
Parent and Community Involvement	84%	90%

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	*65% of students achieving beyond the expected level *30% of students working 12+ months ahead of expected level: *12% of students working 18+ months ahead of the expected level: Increase the number of students achieving high growth in Reading, Writing and Number NAPLAN tests *Reading 2021 - 37% 2022 – 35% *Writing 2021 - 22% 2022 – 30% *Numeracy 2021 -15% 2022 – 30% Decrease the number of students achieving low growth in NAPLAN tests *Reading 2021 - 21% 2022 – 20% *Writing 2021 - 24% 2022 – 20% *Numeracy 2021 - 47% 2022 – 20% Increase the 2018 data in the following Staff Opinion Survey factor: Collective focus on student learning - 2018 (92.9%) 2021 - 85% 2022 - 90%

Increase the proportion of students in the top two NAPLAN bands
Year 3
*Reading
2021 - 85%
2022 – 85%
*Writing
2021 - 75%
2022 – 85%
*Numeracy
2021 - 65%
2022 – 80%

Year 5
*Reading
2021 - 73%
2022 – 70%
*Writing
2021 - 45%
2022 – 45%
*Numeracy
2021 - 56%
2022 – 60%

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Effective Teaching for Cognitive Engagement
*Stimulating Learning
2021 - 84%
2022 – 85%
Boys
2021 - 86%
2022 – 86%
*Effective Teaching Time
2021 - 86%
2022 – 86%
Boys
2021 - 86%
2022 – 86%

*Classroom Behaviour
2021 - 88%
2022 – 90%
Boys
2021 - 81%
2022 – 85%

*Learning Confidence
2021 - 88%
2022 – 90%
Boys
2021 - 90%
2022 – 90%

*Motivation and Interest
2021 - 87%
2022 – 90%
Boys
2021 - 92%
2022 – 90%

By 2022, improve the percentage of positive responses in the following Student Attitudes to School factors:
Social Engagement
*Sense of Inclusion
2021 - 91%
2022 – 90%
Boys
2021 - 90%
2022 – 90%

*Sense of Connectedness
2021 - 84%
2022 – 85%
Boys
2021 - 84%
2022 – 85%

	School Safety *Respect for Diversity 2021 - 85% 2022 – 85% Student Relationships *Teacher Concern 2021 - 74% 2022 – 75% By 2022, improve School Staff Opinion Survey overall score (mean) responses in: *Student Feedback 2021 - 61% 2022 - 70% *Parent and Community Involvement 2021 - 72% 2022 – 75%	
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

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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Increase the 2018 data in the following Staff Opinion Survey factor:
Collective focus on student learning - 2018 (92.9%)
2021 - 85%
2022 - 90%

Increase the proportion of students in the top two NAPLAN bands
Year 3
*Reading
2021 - 85%
2022 – 85%
*Writing
2021 - 75%
2022 – 85%
*Numeracy
2021 - 65%
2022 – 80%

Year 5
*Reading
2021 - 73%
2022 – 70%
*Writing
2021 - 45%
2022 – 45%
*Numeracy
2021 - 56%
2022 – 60%

Increase the 2018 data in the following Student Attitudes to School factors:
Effective Teaching for Cognitive Engagement
*Stimulating Learning
2021 - 84%
2022 – 85%
Boys
2021 - 86%
2022 – 86%

*Effective Teaching Time
2021 - 86%
2022 – 86%
Boys
2021 - 86%
2022 – 86%

*Classroom Behaviour
2021 - 88%
2022 – 90%
Boys
2021 - 81%
2022 – 85%

*Learning Confidence
2021 - 88%
2022 – 90%
Boys
2021 - 90%
2022 – 90%

*Motivation and Interest
2021 - 87%
2022 – 90%
Boys
2021 - 92%
2022 – 90%

By 2022, improve the percentage of positive responses in the following Student Attitudes to School factors:
Social Engagement
*Sense of Inclusion
2021 - 91%
2022 – 90%
Boys
2021 - 90%
2022 – 90%

	*Sense of Connectedness 2021 - 84% 2022 – 85% Boys 2021 - 84% 2022 – 85% School Safety *Respect for Diversity 2021 - 85% 2022 – 85% Student Relationships *Teacher Concern 2021 - 74% 2022 – 75% By 2022, improve School Staff Opinion Survey overall score (mean) responses in: *Student Feedback 2021 - 61% 2022 - 70% *Parent and Community Involvement 2021 - 72% 2022 – 75%
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	• Build staff capability to identify appropriate diagnostic assessments to collect student data in reading, writing and numeracy. • Build staff capability to design formative and summative assessments to collect student data in reading, writing and numeracy. • Build staff capability to analyse student data • Build staff capability to monitor student learning growth. • Build staff capability to use student data to plan sequences of learning (cycle of learning – Grift & Sloper)

Outcomes	• Teachers use diagnostic, formative and summative assessment
	• Teachers design their own assessments including task outlines and rubrics
	• Teachers use agreed processes to record and analyse student learning data
	• Teachers use the Cycle of Inquiry to plan sequences of learning
	• Leaders support staff to improve their assessment practices through professional learning opportunities
	• PLC Leaders use cohort data to monitor, measure impact and identify learning priorities
	• Leaders use whole school data to monitor, measure impact and identify learning priorities

Success Indicators	Early Indicators
	• Assessment schedules demonstrate a variety of diagnostic, formative and summative assessment
	• PLC minutes show evidence of identifying effective assessments
	• PLC minutes show evidence of identifying developing and reflecting on a range of assessments
	• PLC minutes show evidence of analyzing and responding to data analysis
	• PLC minutes show evidence of using data to inform and implement cycles of learning
	* Pre and post assessments are recorded in the term planner
	• Pre and post assessments are linked to the sequence of learning
	• Individual staff and PLC's record student learning data eg: Data Walls
	• Mid-year: staff feedback demonstrates increased confidence in developing assessments and collating data
	• Mid-year: staff feedback demonstrates increased confidence in analysing data
	• Mid-year: staff feedback demonstrates increased confidence in planning sequences of learning (cycles of learning)
	Late Indicators
	• School staff survey: Instructional Leadership, Collective Efficacy, Guaranteed and Viable Curriculum, Student Feedback
	• Staff demonstrate changes to practice in designing, collating and analysing assessments
	• Staff demonstrate using data to inform and measure impact of student learning
	• Staff use multiple sources of data to plan, implement and monitor sequences of learning
	• Cycles of learning occurring at PLC level
	• Improved student outcomes in Literacy and Numeracy

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
• Provide professional learning on designing formative and summative assessments • Provide professional learning on collecting, analysing and	☑ All Staff ☑ PLC Leaders	☑ PLP Priority	from: Term 1	$4,000.00

responding to data throughout the year. • Develop and implement a Professional Learning Plan to build staff knowledge and capacity to implement cycles of learning. • Establish processes for collecting, recording and monitoring school-wide data. • PLC's use data to inform the implementation of cycles of learning • SIT meetings regularly review, analyse and monitor whole school student learning data • Establish processes and timeline for regular moderation and assessment • Leaders and PLC's review agreed assessment schedule • Implement a range of assessments to gather student data (formative, summative, diagnostic) to inform planning and teaching • PLC's implement Cycles of Learning (Inquiry) • PLC meetings use guiding questions to drive assessment, planning and teaching • Recording and monitoring class and cohort learning data - Data Walls • Establish processes and timeline for regular moderation and assessment	☑ School Leadership Team		to: Term 4	☑ 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	• Develop leaders' and teachers' understanding of School Wide Positive Behaviour Support (SWPBS) Universal Prevention Action Plan through ongoing professional learning • Develop a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy
Outcomes	• Students articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework • Teachers collaboratively develop social skills lessons to teach SWPBS expected behaviours • Teachers understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours • Teachers collect and collaboratively analyse student behaviour data using the Learning Management System (LMS –

	Compass) • Teachers use consistent language to discuss positive behaviours, and major and minor behaviours • Teachers use the acknowledgement system with students • Leaders frequently monitor SWPBS behaviour data using the Learning Management System (LMS – Compass) • Leaders provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS • Parents and carers understand the desired school behaviours and the procedures for responding to major and minor behaviours • Students can articulate and regulate their emotions and identify the emotions of others.
Success Indicators	Early Indicators • Expected behaviours are displayed prominently throughout the school • Acknowledgement system used across the school • Regular meetings of the Student Action Team • Behaviour records in Learning Management System (LMS - Compass) • Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours • Use of SWPBS language evident in peer observations • Consistent emotional regulation anchor charts displayed across the school Late Indicators • Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award • Reduced exclusionary discipline recorded in learning management system • Reduced behavioural incidents related to emotional outbursts

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
• Establish a SWPBS team compromising relevant leaders, wellbeing staff and other school staff • Establish a Student Action Team • Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS • Implement a school-wide system to encourage expected	☑ All Staff ☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,594.00 ☑ Equity funding will be used

behaviour and discourage inappropriate behaviour (Acknowledgement System)				☐ Disability Inclusion Tier 2 Funding will be used
• Review the existing Learning Management System (LMS) to determine whether it is suitable for collecting and monitoring SWPBS data				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
• Establish processes and procedures for recording SWPBS data in the LMS				
• Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas				
• Review curriculum structure / timetable to allocate specific time for the teaching of social skills				
• Plan for and document the teaching of social skills each week in all classes				
• Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach				
• Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS				
• Establish a wellbeing team				
• Whole school Professional Learning re. SEARCH Framework, emotional regulation, Rights, Responsibilities and Respectful Relationships				
• Wellbeing anchor charts displayed in classrooms				
• Access behaviour support coaching - Sue Johnston				

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$9,594.00	$9,594.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$9,594.00**	**$9,594.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
• Provide professional learning on designing formative and summative assessments • Provide professional learning on collecting, analysing and responding to data throughout the year. • Develop and implement a Professional Learning Plan to build staff knowledge and capacity to implement cycles of learning. • Establish processes for collecting, recording and monitoring school-wide data. • PLC's use data to inform the implementation of cycles of learning • SIT meetings regularly review, analyse and monitor whole school student learning data • Establish processes and timeline for regular moderation and assessment • Leaders and PLC's review agreed assessment schedule • Implement a range of assessments to gather	$4,000.00

student data (formative, summative, diagnostic) to inform planning and teaching • PLC's implement Cycles of Learning (Inquiry) • PLC meetings use guiding questions to drive assessment, planning and teaching • Recording and monitoring class and cohort learning data - Data Walls • Establish processes and timeline for regular moderation and assessment	
• Establish a SWPBS team compromising relevant leaders, wellbeing staff and other school staff • Establish a Student Action Team • Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS • Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour (Acknowledgement System) • Review the existing Learning Management System (LMS) to determine whether it is suitable for collecting and monitoring SWPBS data • Establish processes and procedures for recording SWPBS data in the LMS • Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas • Review curriculum structure / timetable to allocate specific time for the teaching of social skills • Plan for and document the teaching of social skills each week in all classes • Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach • Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS • Establish a wellbeing team • Whole school Professional Learning re. SEARCH Framework, emotional regulation, Rights,	$5,594.00

• Responsibilities and Respectful Relationships • Wellbeing anchor charts displayed in classrooms • Access behaviour support coaching - Sue Johnson	
Totals	$9,594.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
• Provide professional learning on designing formative and summative assessments • Provide professional learning on collecting, analysing and responding to data throughout the year. • Develop and implement a Professional Learning Plan to build staff knowledge and capacity to implement cycles of learning. • Establish processes for collecting, recording and monitoring school-wide data. • PLC's use data to inform the implementation of cycles of learning • SIT meetings regularly review, analyse and monitor whole school student learning data • Establish processes and timeline for regular moderation and assessment • Leaders and PLC's review agreed assessment schedule • Implement a range of assessments to gather student data (formative, summative, diagnostic) to inform planning and teaching • PLC's implement Cycles of Learning (Inquiry) • PLC meetings use guiding questions to drive assessment, planning and teaching • Recording and monitoring class and cohort	from: Term 1 to: Term 4	$4,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)

• learning data - Data Walls • Establish processes and timeline for regular moderation and assessment			
• Establish a SWPBS team compromising relevant leaders, wellbeing staff and other school staff • Establish a Student Action Team • Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS • Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour (Acknowledgement System) • Review the existing Learning Management System (LMS) to determine whether it is suitable for collecting and monitoring SWPBS data • Establish processes and procedures for recording SWPBS data in the LMS • Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas • Review curriculum structure / timetable to allocate specific time for the teaching of social skills • Plan for and document the teaching of social skills each week in all classes • Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach • Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS • Establish a wellbeing team • Whole school Professional Learning re. SEARCH Framework, emotional regulation, Rights, Responsibilities and Respectful Relationships • Wellbeing anchor charts displayed in classrooms • Access behaviour support coaching - Sue Johnston	from: Term 1 to: Term 4	$5,594.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services
Totals		$9,594.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Activities and Milestones	When		
	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
	from: Term 1 – Term 4		☑ Tier 1/Category: Whole school approach to positive mental health
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
•Provide professional learning on designing formative and summative assessments •Provide professional learning on collecting, analysing and responding to data throughout the year. •Develop and implement a Professional Learning Plan to build staff knowledge and capacity to implement cycles of learning. •Establish processes for collecting, recording and monitoring school-wide data. •PLC's use data to inform the implementation of cycles of learning •SIT meetings regularly review, analyse and monitor whole school student learning data •Establish processes and timeline for regular moderation and assessment •Leaders and PLC's review agreed assessment schedule •Implement a range of assessments to gather student data (formative,	☑ All Staff ☑ PLC Leaders ☑ School Leadership Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ External consultants Gray Ryan: GROWTH Coaching Mardi Gorman: Literacy Consultant Michael Minas : Numeracy Consultant ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site

summative, diagnostic) to inform planning and teaching •PLC's implement Cycles of Learning (Inquiry) •PLC meetings use guiding questions to drive assessment, planning and teaching •Recording and monitoring class and cohort learning data - Data Walls •Establish processes and timeline for regular moderation and assessment						
•Establish a SWPBS team compromising relevant leaders, wellbeing staff and other school staff •Establish a Student Action Team •Organise and schedule whole school professional learning to develop the knowledge and skills to implement SWPBS •Implement a school-wide system to encourage expected behaviour and discourage inappropriate behaviour (Acknowledgement System) •Review the existing Learning Management System (LMS) to determine whether it is suitable for collecting and	☑ All Staff ☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ SWPBS Leader/Team	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants SWPBS Coach	☑ On-site

monitoring SWPBS data •Establish processes and procedures for recording SWPBS data in the LMS •Display the SWPBS expected behaviours and shared vision prominently in all classrooms and learning areas •Review curriculum structure / timetable to allocate specific time for the teaching of social skills •Plan for and document the teaching of social skills each week in all classes •Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS coach •Organise Learning Walks to observe staff practice and collect data on student experiences of SWPBS •Establish a wellbeing team •Whole school Professional Learning re. SEARCH Framework, emotional regulation, Rights, Responsibilities and Respectful Relationships Wellbeing anchor charts displayed in classrooms •Access behaviour support coaching - Sue Johnston						