

2022 Annual Implementation Plan

for improving student outcomes

Garrang Wilam Primary School (5574)



GARRANG WILAM
PRIMARY SCHOOL TRUGANINA

Submitted for review by Natalie Nelson (School Principal) on 16 March, 2022 at 02:21 PM
Awaiting endorsement by Senior Education Improvement Leader
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	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	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	Thorough data analysis was used to determine the self evaluation level.
Considerations for 2022	<p>There are several considerations to be considered in 2022.</p> <ol style="list-style-type: none"> 1. Growth in enrolment of students hence comprehensive transition practices and individual assessments on students are imperative.(from 192 in 2021- 392 in 2022) 2. Growth in staff numbers (moving from 12 teachers and 5 integration aides in 2021 to 23 teachers and 9 integration aides)

	<p>in 2022). Focus needs to be on induction and professional learning.</p> <p>3. Composition of Leadership team has changed from Principal, Assistant Principal, Leading Teacher in 2021 to Principal, Assistant Principal, two Learning Specialists in 2022. Focus needs to be on role clarity.</p> <p>4. School review scheduled for Term 4, 2022.</p>
Documents that support this plan	

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	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 Reading
Target 2.1	To align the teacher judgement and top two bands of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 18% and NAPLAN judgement sat at 27% (1 student vs 7 students)
Target 2.2	To align the teacher judgement and top two bands of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 18% and NAPLAN judgement sat at 27% (1 student vs 7 students)

Target 2.3	To align the teacher judgement and bottom band of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 73% and NAPLAN judgement sat at 27% (3 students vs 7 students)
Target 2.4	To increase the percentage of our students in year 5 in the top two bands of reading from 27% (1 student) to 30% (approximately 10 students)
Key Improvement Strategy 2.a Curriculum planning and assessment	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Literacy
Goal 3	In 2022 we will continue to focus on 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 3.1	To improve student voice and agency from 65% in 2021 to 70% in 2022
Key Improvement Strategy 3.a Empowering students and building school pride	KIS 1B - Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

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.
<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>To increase the percentage of our students in year 3 in the top two bands of number from 0% teacher judgement to 20%</p> <p>To increase the percentage of our students in year 5 in the top two bands of number from 20% teacher judgement to 25%.</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</p>	Yes	<p>To align the teacher judgement and top two bands of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 18% and NAPLAN judgement sat at 27% (1 student vs 7 students)</p>	<p>To align the teacher judgement and top two bands of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 18% and NAPLAN judgement sat at 27% (1 student vs 7 students)</p>

continue to focus on student learning - with an increased focus on Reading		To align the teacher judgement and top two bands of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 18% and NAPLAN judgement sat at 27% (1 student vs 7 students)	To align the teacher judgement and top two bands of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 18% and NAPLAN judgement sat at 27% (1 student vs 7 students)
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In 2022 we will continue to focus on 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	To improve student voice and agency from 65% in 2021 to 70% in 2022	To improve student voice and agency from 65% in 2021 to 70% in 2022

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</p>
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	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	To increase the percentage of our students in year 3 in the top two bands of number from 0% teacher judgement to 20% To increase the percentage of our students in year 5 in the top two bands of number from 20% teacher judgement to 25%.	
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.	
Goal 2	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 Reading	
12 Month Target 2.1	To align the teacher judgement and top two bands of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 18% and NAPLAN judgement sat at 27% (1 student vs 7 students)	
12 Month Target 2.2	To align the teacher judgement and top two bands of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 18% and NAPLAN judgement sat at 27% (1 student vs 7 students)	
12 Month Target 2.3	To align the teacher judgement and bottom band of NAPLAN reading results in year 5 to be within 10% of each other. In 2021 teacher judgement sat at 73% and NAPLAN judgement sat at 27% (3 students vs 7 students)	

12 Month Target 2.4	To increase the percentage of our students in year 5 in the top two bands of reading from 27% (1 student) to 30% (approximately 10 students)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Literacy	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.	
Goal 3	In 2022 we will continue to focus on 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 3.1	To improve student voice and agency from 65% in 2021 to 70% in 2022	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	KIS 1B - 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

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	To increase the percentage of our students in year 3 in the top two bands of number from 0% teacher judgement to 20% To increase the percentage of our students in year 5 in the top two bands of number from 20% teacher judgement to 25%.
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	Action 1: Staff will utilise PLC's to plan collaboratively Action 2: PLCs will meet consistently and use data to inform practice
Outcomes	Leaders will: Create school based documentation to support a consistent and differentiated approach towards number and algebra Provide professional learning to support the teaching and learning of number and algebra Numeracy KLT will: - steer the development of the school wide numeracy documentation - provide targeted support for colleagues to extend mathematics practice - facilitate whole school moderation sessions - develop a whole school assessment schedule for numeracy - develop a varied scope and sequence to enable the shared distribution of physical resources to support student learning Teachers will: - actively participate in the PLC cycle - use PLC's to build teacher capacity in how to utilise the school instructional model in a numeracy session, focusing on the four

	<p>proficiencies</p> <ul style="list-style-type: none"> - identify and monitor students in need of targeted academic support - develop rich assessment tasks - participate in whole school moderation - show evidence of teacher differentiation in planning documentation - set learning goals, supported by data sourced from Essential Assessment, Mathematics Online Interview (MOI) and Mathletics <p>Students will:</p> <p>Participate in targeted learning at their individual level</p> <p>Co-create learning goals with teacher and share these learning goals with their family developing student voice and agency around their learning</p>			
<p>Success Indicators</p>	<p>By 2022, increase the Staff Attitudes to School Survey factor of collective participation from 68% to above 70%</p> <p>By 2022, increase the Staff Attitudes to School Survey factor of feedback from 68% to above 70%</p> <p>By 2022, increase the Staff Attitudes to School Survey factor of school level support from 76% to above 78%</p> <p>By 2022 all PLCs will develop, use and review a minimum of 3 PLC Action Plans</p> <p>By 2022 teachers will track student growth through the use of pre and post assessment, utilising tools such as essential assessment (year 1-6) and MOI (prep)</p>			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Mathematics curriculum documented in PLC/planning documents</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$1.00</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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Fluency activity for the beginning of each mathematics lesson	<input checked="" type="checkbox"/> All Staff	<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
Peer observations to model teacher practice in a specific focus area	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 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
Essential assessment is used to conduct pre-assessments	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<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
Goals to be co-created between students and teachers and shared with families	<input checked="" type="checkbox"/> All Staff	<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
Initial Mathematics Online Interviews (MOI) conducted	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Whole school professional learning session on using anecdotal notes as evidence to inform teaching practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Rich assessment task discussion in PLCs	<input checked="" type="checkbox"/> PLC Leaders	<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

Documentation in planners to show differentiation of learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<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
Develop a plan to extend students through the use of digital platforms such as Mathletics and Essential Assessment	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	See Goal 3			

Outcomes	See Goal 3			
Success Indicators	See Goal 3			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See Goal 3	<input checked="" type="checkbox"/> Administration Team	<input 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
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12 Month Target 2.4	To increase the percentage of our students in year 5 in the top two bands of reading from 27% (1 student) to 30% (approximately 10 students)
KIS 1 Curriculum planning and assessment	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Literacy
Actions	Action 1: Staff will utilise the PLCs to plan collaboratively Action 2: PLCs will meet consistently and use data to inform practice.
Outcomes	<p>Leaders will: Continually update and review school based documentation to support a consistent and differentiated approach towards teaching reading Provide professional learning to support the teaching and learning of reading</p> <p>Literacy KLT will: - steer the development of the school wide literacy documentation - facilitate whole school moderation sessions - develop a whole school assessment schedule for literacy - develop a varied scope and sequence to enable the shared distribution of physical resources to support student learning - develop, upskill staff and manage a whole school data tracking system</p> <p>Teachers will: - actively participate in the PLC cycle - use PLC's to improve teacher practice by engaging in professional learning and collaborative planning. - identify and monitor students in need of targeted academic support - develop rich assessment tasks and rubrics to make informed assessments - participate in whole school moderation -aligning their Fountas & Pinnell data with their teacher judgements - show evidence of teacher differentiation in planning documentation - set learning goals, supported by data sourced from Fountas & Pinnell, Early Years Online Interview (EYOI)</p> <p>Students will: Participate in targeted learning at their individual level Co-create learning goals with teacher and share these learning goals with their family developing student voice and agency around their learning</p>

Success Indicators	<p>By 2022, increase the Staff Attitudes to School Survey factor of collective participation from 68% to above 70%</p> <p>By 2022, increase the Staff Attitudes to School Survey factor of feedback from 68% to above 70%</p> <p>By 2022, increase the Staff Attitudes to School Survey factor of school level support from 76% to above 78%</p> <p>By 2022 teachers will track student growth through the use of Data walls, utilising tools such as Fountas and Pinnell BAS, EOI (Prep) and phonemic awareness data tracking</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Reading curriculum documented in PLC planning documents including small group instruction planners.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Team Leader(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<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>Develop a professional learning plan that supports staff to teach reading, including teacher practices and the workshop model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</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
Take home readers are sent home each day and checked by all staff at least twice per week.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<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
Regular professional learning will be provided to staff on reading practices and the reader's workshop model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<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
New staff will have a thorough induction on how to teach Reading.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<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
School books and resources will be updated and purchased as the school grows to enable take home reading, classroom libraries and just right books in book boxes.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 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
Student shadowing and peer observations will inform mentor conversations and professional learning within the PLCs to improve teacher practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<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>Leadership will support PLCs to engage in cycles of inquiry into reading, evaluate and diagnose data, develop plans and evaluate students' success.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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>Classroom teachers will send home differentiated learning goals every 6 weeks to families. These learning goals will be informed by the Fountas and Pinnell continuum.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <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>Develop a professional learning plan that supports staff to identify and meet students' learning needs in particular students with disabilities.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 2</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>Professional learning on the reader's notebook for all staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</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>Selected students informed by reading data (approximately 83) will be taught reading in the tutoring program (TLI) throughout 2022.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</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
The tutors will be supported in their role fortnightly by the Assistant Principal through professional learning in addition to whole school professional learning on Reading.	<input checked="" type="checkbox"/> Assistant Principal	<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
Tutors will create teaching and learning plans for guided reading and phonics and phonemic awareness lesson, supported and monitored by the Assistant Principal and the Specialist PLC leader.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<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
Staff will engage in professional learning on recording anecdotal notes in reading informed by the Fountas and Pinnell skills and behaviour checklist.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Teachers will use the first 20 days of reading document to set up the reader's workshop model in each classroom.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input 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>Teachers will reference the GWPS Teaching and Learning Handbook to inform their teaching practices and reader's workshop routines and structures.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<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>Build further capacity of the GWPS instructional model, particularly for new staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<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>Provide staff with professional learning on Guided Reading through induction PL sessions, Career Start mentor sessions and PLCs.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader 	<p><input type="checkbox"/> PLP Priority</p>	<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
Staff will triangulate data and collaboratively moderate to make informed teacher judgements.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<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
Students will engage in practise NAPLAN tests. Teachers will collate data and use the data to inform teaching and learning plans.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Teachers will engage in professional learning on developing students learning goals. PLCs will support the goal development, developing strategies and evidence to inform student success.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
PLC leaders will participate in the PLC initiative professional learning and implement their learning as part of their PLCs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 3 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

Goal 3	In 2022 we will continue to focus on 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 3.1	To improve student voice and agency from 65% in 2021 to 70% in 2022
KIS 1 Empowering students and building school pride	KIS 1B - Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Action 1: Establish peer observation and coaching practices and protocols focusing on improving student voice and agency. Action 2: Embedding social emotional learning to build resilience and encourage positive mental health in all students.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Establish student leadership roles and responsibilities - Provide professional learning for staff around implementation of SWPBS / Respectful Relationships - Provide professional learning for staff on writing and reviewing effective IEP's - Build staff capacity to identify and respond to signs of student distress and emerging mental health concerns. - Schedule and honour time in the timetable to facilitate staff participating in coaching and observational practice - Support PLC's to write, review and analyse compass chronicles and school incident data <p>SWPBS / RR KLT will:</p> <ul style="list-style-type: none"> - Undertake a review of the School Behaviour Matrix incorporating student voice - Develop an approach to explicitly teach social and emotional learning (aligning RRRR and SWPBS) - Develop, implement and analyse student wellbeing surveys - Undertake professional learning in RRRR to support their team with implementation of schoolwide SEL program <p>Wellbeing team will:</p> <ul style="list-style-type: none"> - Directly support students' mental health and/or provide referrals - Encourage family involvement to provide wraparound supports for students with mental and/or physical health concerns - Liaise with SSS team to mobilise resources to support students <p>Teachers will:</p> <ul style="list-style-type: none"> - Establish classroom environments using whole school approaches, school values and expectations - Support and strengthen school structures (SWPBS Behaviour matrix and the student behaviour continuum) - Develop informative, useful and targeted IEP's that are consistently and regularly updated in collaboration with parents for relevant students

	<ul style="list-style-type: none"> - Explicitly teach the RRRR mandated curriculum topics throughout the year, incorporated into relevant curriculum areas - Actively promote, prompt and redirect student behaviour both in the classroom and in the yard reinforcing school values, SWPBS matrix and resilience - Review and analyse cohort specific chronicle data to inform SEL teaching <p>Students will:</p> <ul style="list-style-type: none"> - provide feedback on school behaviour matrix and behaviour continuum - engage in behaviour reflection sessions with members of leadership after serious incidents as required - engage in lessons and strategies to build resilience and improve overall mental health 			
Success Indicators	<p>By 2022, increase the Student Attitudes to School Survey factor of emotional awareness and regulation from 75% to above 80%</p> <p>By 2022, increase the Student Attitudes to School Survey factor of being good / very good at developing peer relationships from 85% to above 90%</p> <p>By 2022, reduce chronicle incident data (specifically related to outside interactions) by 10% from Term 1 to Term 4.</p> <p>By 2022, 'build resilience and a resilient supportive environment' will be maintained at 85% despite doubling of student and staff population.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appoint a learning specialist with a focus on Wellbeing/ SWPBS/ RR	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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>Become a Respectful Relationship lead school and share best practice with a cluster of partner schools</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> SWPBS Leader/Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Revisit the SWPBS matrix and behaviour continuum incorporating student voice</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</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>Update SWPBS School policy documentation to incorporate Respectful Relationships and Zones of Regulation</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> SWPBS Leader/Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Introduce and monitor a whole school acknowledgement system to support implementation of SWPBS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Review and analyse SWPBS / Chronicle incident data every term to inform teaching and ensure appropriate student supports	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> SWPBS Leader/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
Development of consistent school definition of consent and implementation of mandatory consent lessons in every year level	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Implementation of school therapy dog to support with Tier 1 / Tier 2 and Tier 3 student support in line with SWPBS framework	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used <input 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>Creation of school wellbeing database to record and monitor students of concern, PSD students and students from vulnerable cohorts.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team 	<p><input type="checkbox"/> PLP Priority</p>	<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>Student Forum to promote and encourage student voice and agency</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> SWPBS Leader/Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 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>Provide parent information sessions relating to:</p> <ol style="list-style-type: none"> 1. Teaching of consent and Respectful Relationships 2. Introduction to SWPBS 3. Puberty / Body Image education 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) 	<p><input type="checkbox"/> PLP Priority</p>	<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
Review and improve school incident recording / chronicle system	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Conduct RR audit and develop RR Action plan to support and monitor implementation of whole school initiative	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Engage a Pacifica Cultural Liaison Community Member, for the purpose of engaging Pacifica students and families with our school community.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Appointment of Community Liaison to focus on attendance, welfare support, PSD students, equity funded students and family supports	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <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

<p>Create and celebrate a calendar of Cultural Events to harness community and student engagement and celebrate diversity.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input 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 may include DET funded or free items</p>
<p>Staff Professional learning supporting inclusive practice and engagement for LGBTIQ students. to build capacity for teaching Social Emotional Learning (SEL).</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 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>Professional learning to promote and support resilience and positive mental health among staff and students</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input 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>

				<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
Introduce an SWPBS / RR Key Learning Team to monitor and support whole school implementation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> SWPBS Leader/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
Development and implementation of Puberty / Body image unit for grade 5/6 students	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 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
Development of regular token reward (Class Dojo) system to further embed SWPBS	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<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
Introduction of SWPBS coaching cycles for staff seeking support with managing classroom behaviours and / or effective support for students with additional needs	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$22,000.00	\$0.00	\$22,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$22,000.00	\$0.00	\$22,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Mathematics curriculum documented in PLC/planning documents	\$1.00
Essential assessment is used to conduct pre-assessments	\$1,000.00
Develop a professional learning plan that supports staff to teach reading, including teacher practices and the workshop model.	\$5,000.00
Selected students informed by reading data (approximately 83) will be taught reading in the tutoring program (TLI) throughout 2022.	\$3,000.00
Become a Respectful Relationship lead school and share best practice with a cluster of partner schools	\$10,000.00
Implementation of school therapy dog to support with Tier 1 / Tier 2 and Tier 3 student support in line with SWPBS framework	\$500.00

Engage a Pacifica Cultural Liaison Community Member, for the purpose of engaging Pacifica students and families with our school community.	\$5,000.00
Appointment of Community Liaison to focus on attendance, welfare support, PSD students, equity funded students and family supports	\$15,000.00
Totals	\$39,501.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Essential assessment is used to conduct pre-assessments	from: Term 1 to: Term 4		
Develop a professional learning plan that supports staff to teach reading, including teacher practices and the workshop model.	from: Term 1 to: Term 4		
Selected students informed by reading data (approximately 83) will be taught reading in the tutoring program (TLI) throughout 2022.	from: Term 1 to: Term 4		
Engage a Pacifica Cultural Liaison Community Member, for the purpose of engaging Pacifica students and families with our school community.	from: Term 1 to: Term 4		

Appointment of Community Liaison to focus on attendance, welfare support, PSD students, equity funded students and family supports	from: Term 1 to: Term 4		
Totals			

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
Mathematics curriculum documented in PLC/planning documents	from: Term 1 to: Term 4		
Become a Respectful Relationship lead school and share best practice with a cluster of partner schools	from: Term 1 to: Term 4		
Implementation of school therapy dog to support with Tier 1 / Tier 2 and Tier 3 student support in line with SWPBS framework	from: Term 1 to: Term 4		

Totals			
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Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category

Totals			
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Mathematics curriculum documented in PLC/planning documents	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Numeracy Portal and Toolkit <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Essential assessment is used to conduct pre-assessments	<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"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Whole school professional learning session on using anecdotal notes as evidence to inform teaching practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Reading curriculum documented in PLC planning documents including small group instruction planners.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources <i>literacy Toolkit</i>	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan that supports staff to teach reading, including teacher practices and the workshop model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Update SWPBS School policy documentation to incorporate Respectful Relationships and Zones of Regulation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Introduce and monitor a whole school acknowledgement system to support implementation of SWPBS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Student voice, including input and feedback		<input checked="" type="checkbox"/> Departmental resources SWPBS Coach and RR Regional Team resources	
Engage a Pacifica Cultural Liaison Community Member, for the purpose of engaging Pacifica students and families with our school community.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> External consultants Junior and Bridgette as Pacifica Cultural Liaison Community members	<input checked="" type="checkbox"/> On-site