2022 Annual Implementation Plan

for improving student outcomes

Frankston Primary School (1464)

Submitted for review by Renee Kennedy (School Principal) on 06 February, 2022 at 05:28 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	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

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

Enter your reflective comments	Please see reflective comments made in each sections FISO Self-Evaluation area for 2021 - these reflective comments have assisted in directing our forward movements in 2022 - see 2021 AIP monitoring document attached. Overall school data milestones in school practice improvement reflected in 2021 Staff Opinion Data as compared to similar schools. School Climate - 72%

	Leadership - 82% Professional Learning - 82% School Staff Wellbeing - 76% Overall data milestones in school practice improvement reflected in 2021 Parent Opinion data as compared to similar schools. Parent Community Engagement - 78% Effective Teaching - 80% Parent Participation and Involvement - 75% - equal to state
Considerations for 2022	Areas have been reflected on with comments through the end year 2021 AIP and with forward Action considerations for the 2022 year - see 2021 AIP Actions Outcomes and Monitoring document attached.
Documents that support this plan	2021 - AIP - Actions Outcomes and Monitoring.docx (0.2 MB)

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	Improve reading, writing and numeracy outcomes for all students.
Target 2.1	- By 2022, the percentage of Year 5 students making high relative NAPLAN growth in reading will be at or above 25 per cent. - By 2022, the percentage of students making high relative NAPLAN growth in writing will be at or above 25 per cent. - By 2022, the percentage of students making high relative NAPLAN growth in numeracy will be at or above 25 per cent.
Target 2.2	- By 2022, the percentage of students assessed in the top two bands of NAPLAN reading, will be 55 per cent or higher for Year 3 and 35 per cent or higher for Year 5. - By 2022, the percentage of students assessed in the top two bands of NAPLAN writing, will be 55 per cent or higher for Year 3 and 25 per cent or higher for Year 5.

	• By 2022, the percentage of students assessed in the top two bands of NAPLAN numeracy, will be 30 per cent or higher for Year 3 and 35 per cent or higher for Year 5.
Target 2.3	• By 2022, the percentage of F-6 students assessed at or above the expected level in reading and viewing will be at or above the 2018 benchmark. • By 2022, the percentage of F-6 students assessed at or above the expected level in writing will be at or above the 2018 benchmark. • By 2022, the percentage of F-6 students assessed at or above the expected level in all three Maths Strands will be at or above the 2018 benchmark.
Target 2.4	• Reading: PAT testing target (to be finalised by the school) • Numeracy: PAT testing target (to be finalised by the school)
Key Improvement Strategy 2.a Building practice excellence	Develop and embed a whole school evidenced-based instructional model for reading, writing and numeracy.
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and implement a consistent whole school approach to collecting, analysing and interpreting student achievement data in order to inform planning and promote the teaching of students at their point of need.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capacity through the development of a whole school peer observation, coaching
Goal 3	To improve student engagement.

Target 3.1	By 2022, the average number of absence days per student will be less than the school's 2015 – 2017 average of 17.14 absence days per student.
Target 3.2	By 2022, the Parent Opinion Survey score for 'Parent Participation and Involvement' will be at or above a 75 per cent approval rating.
Target 3.3	By 2022, the Parent Opinion Survey score for 'Teacher Communication' will be at or above an 85 per cent approval rating.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop a school attendance policy outlining clear strategies to improve student attendance.
Key Improvement Strategy 3.b Health and wellbeing	Review, develop, implement and monitor consistent whole school student wellbeing approaches.
Key Improvement Strategy 3.c Parents and carers as partners	Develop a 'parent as partners' plan (or similar), focusing on improved communication, engagement and parent participation.
Goal 4	To improve Language Learning outcomes for all students through a Language Program.
Target 4.1	Language Program to be staffed through a qualified Langauge Teacher.
Key Improvement Strategy 4.a Building practice excellence	Develop a school Language Program through a qualified Language Teacher.

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	1. Student Learning - 12 month target (a) At the end of Semester Two, students in Grade 2 - 6 will reflect 12 month learning growth improvement in each PAT Reading and Numeracy Scale Score. (b) At the end of Semester Two, we will increase the overall percentage of students above level against the Victorian Curriculum in English - Reading. (c) At the end of Semester Two, we will increase the overall percentage of students above level against the Victorian Curriculum in Mathematics - Number and Algebra. 2. Student Wellbeing - 12 month target (a) Student Opinion Survey Indicators will show growth in the following areas in 2022: * Emotional Awareness and Regulation from 74% in 2021 to 80%. * Student Voice and Agency from 73% in

				2021 to 80% in 2022. * Sense of Connectedness from 83% in 2021 to 87% in 2022. * Non-Experience of Bullying will remain above 90% in 2022. * Managing Bullying will increase to 90% in 2022. * Attitude to Attendance will remain above 90% in 2022. . (d) The 2022 average number of days absent YTD per student will be less than 13.5 days.
Improve reading, writing and numeracy outcomes for all students.	No		• By 2022, the percentage of Year 5 students making high relative NAPLAN growth in reading will be at or above 25 per cent. • By 2022, the percentage of students making high relative NAPLAN growth in writing will be at or above 25 per cent. • By 2022, the percentage of students making high relative NAPLAN growth in numeracy will be at or above 25 per cent.	
			• By 2022, the percentage of students assessed in the top two bands of NAPLAN reading, will be 55 per cent or higher for Year 3 and 35 per cent or higher for Year 5. • By 2022, the percentage of students assessed in the top two bands of NAPLAN writing, will be 55 per cent or higher for Year 3 and 25 per cent or higher for Year 5. • By 2022, the percentage of students assessed in the top two bands of NAPLAN numeracy, will be 30 per cent or higher for Year 3 and 35 per cent or higher for Year 5.	

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		• Reading: PAT testing target (to be finalised by the school) • Numeracy: PAT testing target (to be finalised by the school)	
To improve student engagement.	No	By 2022, the average number of absence days per student will be less than the school's 2015 – 2017 average of 17.14 absence days per student.	
		By 2022, the Parent Opinion Survey score for 'Parent Participation and Involvement' will be at or above a 75 per cent approval rating.	
		By 2022, the Parent Opinion Survey score for 'Teacher Communication' will be at or above an 85 per cent approval rating.	

To improve Language Learning outcomes for all students through a Language Program.	No	Language Program to be staffed through a qualified Langauge Teacher.	

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	1. Student Learning - 12 month target (a) At the end of Semester Two, students in Grade 2 - 6 will reflect 12 month learning growth improvement in each PAT Reading and Numeracy Scale Score. (b) At the end of Semester Two, we will increase the overall percentage of students above level against the Victorian Curriculum in English - Reading. (c) At the end of Semester Two, we will increase the overall percentage of students above level against the Victorian Curriculum in Mathematics - Number and Algebra. 2. Student Wellbeing - 12 month target (a) Student Opinion Survey Indicators will show growth in the following areas in 2022: * Emotional Awareness and Regulation from 74% in 2021 to 80%. * Student Voice and Agency from 73% in 2021 to 80% in 2022. * Sense of Connectedness from 83% in 2021 to 87% in 2022. * Non-Experience of Bullying will remain above 90% in 2022. * Managing Bullying will increase to 90% in 2022. * Attitude to Attendance will remain above 90% in 2022. . (d) The 2022 average number of days absent YTD per student will be less than 13.5 days.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

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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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	(a) Embed the whole school instructional model in Reading and Numeracy.
	(b) Build teacher capability in data literacy to inform teaching and learning that is targeted at meeting individual student leaning needs.
	(c) Build teacher practice capability through embedding and strengthening the school-wide approach to coaching and peer observation.
	(d) Develop a multi-tiered response to intervention in literacy and numeracy (TLI).
	(d) Establish PLC structures to support teacher collaboration and reflection to strengthen teaching practice.
Outcomes	Instructional Model: * Teaching Teams will collaboratively plan units of work with a focus on differentiation and meeting the needs of students using Frankston PS curriculum planning documentation, with particular focus on Reading and Mathematics. * Teachers will consistently and explicitly implement the school's Reading and Numeracy instructional model with whole school consistency and common language. * Teachers will demonstrate the confidence and skills in which they are incorporating high impact teaching strategies into classroom practice that underpin the school's Instructional Model. Data Literacy: * Teachers work individually and in Teaching Teams to confidently analyse student data, assess the need to adapt teacher classroom practice, refine approaches to assessment, curriculum planning and learning and teaching. * Teachers will implement differentiated teaching and learning to meet individual student learning needs. * Teaching Teams will complete Team weekly and 5 Weekly data review cycles Coaching: * Structured mentoring and coaching systems established across the school that support the building of teacher classroom practice. * Teachers will have had the opportunity to engage in peer observations, mentoring, coaching with a focus on building capabilities in curriculum planning, data literacy and classroom teaching practice. TLI: * Tutors will provide targeted academic support to students in Reading and Mathematics. PLC Approach: * School leaders will complete PLC training * Leaders will support teaching teams in the set up of PLC structures.

Success Indicators	Early Indicators: * Teaching Team curriculum documentation will show effective planning for differentiation * Formative and summative assessment rubrics will show student learning growth in reading and mathematics * Effective completion of teacher learning cycles through coaching and peer observation * Effective completion of Team weekly and 5 Weekly data reviews. Student Achievement Data: Tutoring Learning Support - Reading: (a) 90% of students in the Reading tutor learning program will demonstrate 'moderate/high' learning progress in DIBELS every 4 - 5 PM review cycle. Tutor Learning Support - Numeracy: (b) 90% of students in the Numeracy tutor learning program will demonstrate 'moderate/high' learning progress from their pre-test to their post-test cycle. Late Indicators: Staff Opinion Survey increase in 2022: * Teacher Collaboration - increase to 70%. * Academic Emphasis - increase to 70%. * Collective Efficacy - increase to 70% * School Leadership endorsement - increase to 85% * Professional Learning endorsement - increase to 85% * Teaching and Learning - Practice Improvement endorsement - increase to 85% * Teaching and Learning - Planning endorsement - increase to 80% * Teaching and Learning - Implementation endorsement - increase to 80% * Teaching and Learning - Evaluation endorsement - increase to 80% * Understand Formative Assessment - increase from 67% in 2021. * Monitor Effectiveness Using Data - increase to 86% in 2022. * Skills to Measure Impact - increase to 86% in 2022. * Understand How to Analyse Data - increase to 65% in 2022. Student Achievement Data (a) At the end of Semester One, Prep DIBELS benchmark data will reflect a reduction in the % of students in the bottom two bands. (b) At the end of Semester One, Year One and Two DIBELS benchmark data will reflect an increase in the % of students in the top

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
two bands. (c) At the end of Semester One, Year 2 - 6 students will reflect 6 months learning growth in PAT Reading and Numeracy				
Instructional Model - High Impact Teaching Strategies Refine and embed Reading Instructional Model * P - 2 Instructional Model - refine and embed implementation of 2nd literacy hour * 3 - 6 Instructional Model - refine and embed Instructional Model * Student Learning Data - build and further develop teacher use of student learning data (formative and summative) to inform learning and teaching * Curriculum Planning - further build Team collaborative and targeted curriculum planning catering for differentiated student learning * Coaching and Peer Observation - implement structures that support teacher learning cycle * Professional Learning - schedule and organise with focus on building and refining teacher practice * Review and purchase resourcing requirements supporting learning and teaching. Implementation of Numeracy Instructional Model * Review effective classroom timetabling of Maths P - 6 * Professional learning - schedule and organise PMSS teacher professional learning focused on building teacher knowledge and practice * Curriculum Planning - build and support Team collaborative and targeted curriculum planning catering for differentiated student learning (Booker, Top Ten Resource, Peter Sullivan resources) * Coaching and Peer Observation - implement structures that support teacher learning cycle * Student Learning Data - build and further develop teacher use of student learning data (formative and summative) to inform learning	☑ Learning Specialist(s) ☑ Literacy Support ☑ Numeracy Leader ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$29,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

and teaching * Review and purchase resourcing requirements supporting learning and teaching.				
Data Literacy - Evaluating Impact on Learning * Schedule and organise professional learning to further build teacher capacity in data literacy - formative and summative - collecting, analysing, responding to and monitoring data throughout the year (NAPLAN, PAT, DIBELS, EOI, MOI, maths pre and post test, reading and maths rubrics). * Data Review Cycles - refine Team Weekly and Five Weekly Team Data Review Cycles - review data cycles and refine use of data / effectiveness of conversation for supporting student learning achievement. * Data Walls - begin implementation of digital Data Wall to assist in informing data review discussions, planning, monitoring and tracking of students – triangulate with teacher judgement. * Assessment Schedule - implementation of whole school assessment schedule. * Reading and Numeracy Rubric - build the relationship between rubric student learning progress updates, Data Wall and collaborative planning for student learning. * Learner Agency 3 - 6 - begin implementation of student learner agency focused on goal setting, self evaluation of learning using Reading and Numeracy Rubric.	☑ Learning Specialist(s) ☑ PLT Leaders ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Coaching - Build Practice Excellence * Staffing - implement staffing to support LS coaching and peer	☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1	$73,000.00

observation - LS 0.4 and 0.2 teacher release. * Commit and implement coaching and peer observation model - complete teacher learning cycle Term 1 - Term 4. * Building Leadership Development - 2 x leadership complete GROWTH coaching training (D & I LS and 5/6 PLT leader). * Coaching Culture - further build coaching culture that supports high level development of teacher practice.	☑ Team Leader(s)		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
Tutoring Learning - Intervention & Extension Literacy - Reading Focus Semester One * Staffing - employ TLI Literacy Teacher 1.0 * Monitor impact on learning Intervention - monitoring intervention student learning growth - continue structures in monitoring student learning growth (DIBELS PM and Benchmarking, cohort tracking (TLI assessment schedule) * Tier 2 support - continue support for students within classroom learning environment and informing classroom learning and teaching, including student IEPs * Maintain / Extension - continue learning program supporting identified high performing students to maintain or excel in their learning growth. Numeracy - Numeracy Focus Semester One * Staffing - employ TLI Numeracy Teacher 0.6 * Intervention Model - implement Numeracy Intervention Model informed by Peter Sullivan research. * Develop Numeracy Intervention timetable * Monitor impact on learning Intervention - monitoring student learning growth through implementation of maths pre and post testing schedule. * Review intervention model - continue to review and refine	☑ Learning Specialist(s) ☑ Numeracy Support ☑ Principal ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$31,500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

numeracy intervention model through Semester One.					
PLC Approach - Build Practice Excellence * School leaders will complete PLC training * Leaders will support teaching teams in the set up of PLC structures.	☑ PLC Leaders ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 3 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	(a) Refine and embed a whole school approach to student social and emotional wellbeing. (b) Establish student focus groups to promote student voice and proactively seek feedback on the promotion of student wellbeing and positive mental health. (c) Embed a range of approaches to maintain improved student attendance. (d) Establish clear processes and school wide procedures that support the implementation of the new Disability and Inclusion model.
Outcomes	Social and Emotional Wellbeing * A developed clear framework and documentation that outlines the school's focused approach connecting school values, student positive behaviours and support of social and emotional learning - underpinned within a Restorative Respectful Relationships Framework of a positive relational school. * Embedded Restorative Practice culture and practice within classrooms and whole school. * Teachers will plan for and implement social and emotional learning practice within classrooms.

	Student Attendance * Wellbeing Team will directly support the continued focus on improved student attendance and connectedness to school. Student Voice positively impacting student wellbeing and mental health * Wellbeing Team will develop and implement structured student voice forum groups established across the school that support student wellbeing and mental health. Implementation of Disability and Inclusion Model * Developed clear understandings and practice that supports the school in high level work in disability and inclusion * Defined and established clear role and responsibility for Disability and Inclusion Learning Specialist * Teachers will reflect developed knowledge and understanding of the learning needs of identified Tier 2 students and implement effective IEPs responding to targeted student needs.
Success Indicators	Early Indicators: * Teaching Team curriculum documentation will show effective planning for building and focusing on student social and emotional learning * Classroom teacher implementation of Restorative Practices and the curriculum of Respectful Relationships * Daily and regular circle time evident in every classroom * Teachers and Leaders implement effective restorative language daily within classrooms and across school * High student attendance rates maintained monitored through Panorama Report Kids Matter and School-Based Student Surveys: * 2022 School-based student surveys and student forum groups will reflect positive post-test improved level endorsement of student health and wellbeing improvement each term. Late Indicators - as per 12 month targets. Student Opinion Survey Indicators: * Emotional Awareness and Regulation increases from 74% in 2021 to 80% in 2022. * Student Voice and Agency increases from 73% in 2021 to 80% in 2022. * Sense of Connectedness will improve from 83% in 2021 to 87% in 2022. * Non-Experience of Bullying will remain above 90% in 2022. * Managing Bullying will increase to 90% in 2022. * Attitude to Attendance will remain above 90% in 2022.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

| Social and Emotional Learning -

* Establish Wellbeing Team and regular meeting schedule
* Develop a clear framework and documentation that outlines the school's social and emotional approach underpinned within a Restorative Practice Framework and our school values, supporting student positive behaviours through Respectful Relationships, Zones of Regulation and supports in social and emotional learning
* Embed and refine work in Restorative Practice, Respectful Relationships, Circle Time, Zones of Regulation
* Implement Green Room - to effectively support students in their social and emotional development
 * Management and clear BMP strategies for Tier 2 and Tier 3 behaviour students
* Review data collection for yard - utilise to support student behaviour development. Review Sentral and how Sentral data can be used more effectively for monitoring student behaviour and establishing supports for positive yard environment.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Student Focus Groups - Student Voice

* Complete Kids Matter Surveys P – 2 and 3 - 6 – Kids Matter Surveys
* Use Kids Matter Survey data to inform student forum groups and social/emotional groups (Engagement Program) – to start beginning of Term 1.
* Kids Matter data - to be turned into bar graph with view of overall pre and post survey school data to guide whole school, as well as cohort and class data.
* Student Leadership - build student leadership (SRC and 5/6 leaders).
* Implementation of Student Health Ambassador forum groups. | ☑ Assistant Principal
 ☑ Learning Specialist(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00

 ☐ Equity funding will be used

 ☐ Disability Inclusion Tier 2 Funding will be used

 ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

Student Attendance * Parent Communication – Team messaging to occur on regular intervals to remind parents of attendance. * Absence Card - develop absence card for each student to go home at least once a term as a reminder to parents of own child's attendance * Term 1 Parent Teacher Interviews – flagging of concerned students. * Weekly monitoring of students – students identified and individual IEP Attendance plans developed with AP of high risk attendance students. * Whole School Celebrations - develop schedule for on-going celebrations of attendance and positive rewards * Attendance Data Wall - develop - assist with monitoring * Attendance certificates Semester One and Semester Two - ALL students showing improved attendance results	☑ Assistant Principal ☑ Learning Specialist(s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Disability and Inclusion Model - * Staffing - employment of Disability and Inclusion LS 1.0 * Staffing - employment of ES staff member to support Tier 2 student learning needs within classroom. * Professional Learning - build teacher and ES knowledge in D & I process and capability in IEP development, SSG protocols, review and monitoring of required adjustments to support student learning * Professional Learning - build staff capability in supporting wide range of learning difficulties through suite of targeted evidence-based professional learning. * Support of staff through CRT release * Additional Funds - to fund as required through first year implementation.	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$195,481.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$200,128.00	$199,985.00	$143.00
Disability Inclusion Tier 2 Funding	$210,289.00	$211,981.00	-$1,692.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$410,417.00**	**$411,966.00**	**-$1,549.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Instructional Model - High Impact Teaching Strategies Refine and embed Reading Instructional Model * P - 2 Instructional Model - refine and embed implementation of 2nd literacy hour * 3 - 6 Instructional Model - refine and embed Instructional Model * Student Learning Data - build and further develop teacher use of student learning data (formative and summative) to inform learning and teaching * Curriculum Planning - further build Team collaborative and targeted curriculum planning catering for differentiated student learning * Coaching and Peer Observation - implement structures that support teacher learning cycle * Professional Learning - schedule and organise with focus on building and refining teacher practice * Review and purchase resourcing requirements supporting learning and teaching.	$29,000.00

Implementation of Numeracy Instructional Model * Review effective classroom timetabling of Maths P - 6 * Professional learning - schedule and organise PMSS teacher professional learning focused on building teacher knowledge and practice * Curriculum Planning - build and support Team collaborative and targeted curriculum planning catering for differentiated student learning (Booker, Top Ten Resource, Peter Sullivan resources) * Coaching and Peer Observation - implement structures that support teacher learning cycle * Student Learning Data - build and further develop teacher use of student learning data (formative and summative) to inform learning and teaching * Review and purchase resourcing requirements supporting learning and teaching.	
Data Literacy - Evaluating Impact on Learning * Schedule and organise professional learning to further build teacher capacity in data literacy - formative and summative - collecting, analysing, responding to and monitoring data throughout the year (NAPLAN, PAT, DIBELS, EOI, MOI, maths pre and post test, reading and maths rubrics). * Data Review Cycles - refine Team Weekly and Five Weekly Team Data Review Cycles - review data cycles and refine use of data / effectiveness of conversation for supporting student learning achievement. * Data Walls - begin implementation of digital Data Wall to assist in informing data review discussions, planning, monitoring and tracking of students – triangulate with teacher judgement. * Assessment Schedule - implementation of whole school assessment schedule.	$15,000.00

* Reading and Numeracy Rubric - build the relationship between rubric student learning progress updates, Data Wall and collaborative planning for student learning. * Learner Agency 3 - 6 - begin implementation of student learner agency focused on goal setting, self evaluation of learning using Reading and Numeracy Rubric.	
Coaching - Build Practice Excellence * Staffing - implement staffing to support LS coaching and peer observation - LS 0.4 and 0.2 teacher release. * Commit and implement coaching and peer observation model - complete teacher learning cycle Term 1 - Term 4. * Building Leadership Development - 2 x leadership complete GROWTH coaching training (D & I LS and 5/6 PLT leader). * Coaching Culture - further build coaching culture that supports high level development of teacher practice.	$73,000.00
Tutoring Learning - Intervention & Extension Literacy - Reading Focus Semester One * Staffing - employ TLI Literacy Teacher 1.0 * Monitor impact on learning Intervention - monitoring intervention student learning growth - continue structures in monitoring student learning growth (DIBELS PM and Benchmarking, cohort tracking (TLI assessment schedule) * Tier 2 support - continue support for students within classroom learning environment and informing classroom learning and teaching, including student IEPs * Maintain / Extension - continue learning program supporting identified high performing students to maintain	$31,500.00

or excel in their learning growth. Numeracy - Numeracy Focus Semester One * Staffing - employ TLI Numeracy Teacher 0.6 * Intervention Model - implement Numeracy Intervention Model informed by Peter Sullivan research. * Develop Numeracy Intervention timetable * Monitor impact on learning Intervention - monitoring student learning growth through implementation of maths pre and post testing schedule. * Review intervention model - continue to review and refine numeracy intervention model through Semester One.	
Social and Emotional Learning - * Establish Wellbeing Team and regular meeting schedule * Develop a clear framework and documentation that outlines the school's social and emotional approach underpinned within a Restorative Practice Framework and our school values, supporting student positive behaviours through Respectful Relationships, Zones of Regulation and supports in social and emotional learning * Embed and refine work in Restorative Practice, Respectful Relationships, Circle Time, Zones of Regulation * Implement Green Room - to effectively support students in their social and emotional development * Management and clear BMP strategies for Tier 2 and Tier 3 behaviour students * Review data collection for yard - utilise to support student behaviour development. Review Sentral and how Sentral data can be used more effectively for monitoring student behaviour and establishing supports for positive yard environment.	$7,000.00
Disability and Inclusion Model - * Staffing - employment of Disability and Inclusion LS 1.0	$195,481.00

* Staffing - employment of ES staff member to support Tier 2 student learning needs within classroom. * Professional Learning - build teacher and ES knowledge in D & I process and capability in IEP development, SSG protocols, review and monitoring of required adjustments to support student learning * Professional Learning - build staff capability in supporting wide range of learning difficulties through suite of targeted evidence-based professional learning. * Support of staff through CRT release * Additional Funds - to fund as required through first year implementation.	
Totals	$350,981.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Instructional Model - High Impact Teaching Strategies Refine and embed Reading Instructional Model * P - 2 Instructional Model - refine and embed implementation of 2nd literacy hour * 3 - 6 Instructional Model - refine and embed Instructional Model * Student Learning Data - build and further develop teacher use of	from: Term 1 to: Term 4	$15,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

student learning data (formative and summative) to inform learning and teaching * Curriculum Planning - further build Team collaborative and targeted curriculum planning catering for differentiated student learning * Coaching and Peer Observation - implement structures that support teacher learning cycle * Professional Learning - schedule and organise with focus on building and refining teacher practice * Review and purchase resourcing requirements supporting learning and teaching. Implementation of Numeracy Instructional Model * Review effective classroom timetabling of Maths P - 6 * Professional learning - schedule and organise PMSS teacher professional learning focused on building teacher knowledge and practice * Curriculum Planning - build and support Team collaborative and targeted curriculum planning catering for differentiated student learning (Booker, Top Ten Resource, Peter Sullivan resources) * Coaching and Peer Observation - implement structures that support teacher learning cycle * Student Learning Data - build and further develop teacher use of			

student learning data (formative and summative) to inform learning and teaching * Review and purchase resourcing requirements supporting learning and teaching.			
Data Literacy - Evaluating Impact on Learning * Schedule and organise professional learning to further build teacher capacity in data literacy - formative and summative - collecting, analysing, responding to and monitoring data throughout the year (NAPLAN, PAT, DIBELS, EOI, MOI, maths pre and post test, reading and maths rubrics). * Data Review Cycles - refine Team Weekly and Five Weekly Team Data Review Cycles - review data cycles and refine use of data / effectiveness of conversation for supporting student learning achievement. * Data Walls - begin implementation of digital Data Wall to assist in informing data review discussions, planning, monitoring and tracking of students – triangulate with teacher judgement. * Assessment Schedule - implementation of whole school assessment schedule.	from: Term 1 to: Term 4	$15,000.00	☑ CRT

* Reading and Numeracy Rubric - build the relationship between rubric student learning progress updates, Data Wall and collaborative planning for student learning. * Learner Agency 3 - 6 - begin implementation of student learner agency focused on goal setting, self evaluation of learning using Reading and Numeracy Rubric.			
Coaching - Build Practice Excellence * Staffing - implement staffing to support LS coaching and peer observation - LS 0.4 and 0.2 teacher release. * Commit and implement coaching and peer observation model - complete teacher learning cycle Term 1 - Term 4. * Building Leadership Development - 2 x leadership complete GROWTH coaching training (D & I LS and 5/6 PLT leader). * Coaching Culture - further build coaching culture that supports high level development of teacher practice.	from: Term 1 to: Term 4	$70,500.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)

Tutoring Learning - Intervention & Extension Literacy - Reading Focus Semester One * Staffing - employ TLI Literacy Teacher 1.0 * Monitor impact on learning Intervention - monitoring intervention student learning growth - continue structures in monitoring student learning growth (DIBELS PM and Benchmarking, cohort tracking (TLI assessment schedule) * Tier 2 support - continue support for students within classroom learning environment and informing classroom learning and teaching, including student IEPs * Maintain / Extension - continue learning program supporting identified high performing students to maintain or excel in their learning growth. Numeracy - Numeracy Focus Semester One * Staffing - employ TLI Numeracy Teacher 0.6 * Intervention Model - implement Numeracy Intervention Model informed by Peter Sullivan research. * Develop Numeracy Intervention timetable * Monitor impact on learning Intervention - monitoring student learning growth through	from: Term 1 to: Term 4	$31,500.00	☑ School-based staffing

implementation of maths pre and post testing schedule. * Review intervention model - continue to review and refine numeracy intervention model through Semester One.			
Social and Emotional Learning - * Establish Wellbeing Team and regular meeting schedule * Develop a clear framework and documentation that outlines the school's social and emotional approach underpinned within a Restorative Practice Framework and our school values, supporting student positive behaviours through Respectful Relationships, Zones of Regulation and supports in social and emotional learning * Embed and refine work in Restorative Practice, Respectful Relationships, Circle Time, Zones of Regulation * Implement Green Room - to effectively support students in their social and emotional development * Management and clear BMP strategies for Tier 2 and Tier 3 behaviour students * Review data collection for yard - utilise to support student behaviour development. Review Sentral and how Sentral data can be used more effectively for monitoring student behaviour and establishing supports for positive yard environment.	from: Term 1 to: Term 4	$7,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

Totals		$139,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Instructional Model - High Impact Teaching Strategies Refine and embed Reading Instructional Model * P - 2 Instructional Model - refine and embed implementation of 2nd literacy hour * 3 - 6 Instructional Model - refine and embed Instructional Model * Student Learning Data - build and further develop teacher use of student learning data (formative and summative) to inform learning and teaching * Curriculum Planning - further build Team collaborative and targeted curriculum planning catering for differentiated student learning * Coaching and Peer Observation - implement structures that support teacher learning cycle * Professional Learning - schedule and organise with focus on building and refining teacher practice * Review and purchase resourcing requirements supporting learning	from: Term 1 to: Term 4	$14,000.00	☑ Teaching and learning programs and resources •

and teaching.

Implementation of Numeracy Instructional Model
* Review effective classroom timetabling of Maths P - 6
* Professional learning - schedule and organise PMSS teacher professional learning focused on building teacher knowledge and practice
* Curriculum Planning - build and support Team collaborative and targeted curriculum planning catering for differentiated student learning (Booker, Top Ten Resource, Peter Sullivan resources)
* Coaching and Peer Observation - implement structures that support teacher learning cycle
* Student Learning Data - build and further develop teacher use of student learning data (formative and summative) to inform learning and teaching
* Review and purchase resourcing requirements supporting learning and teaching. | | | |
| Data Literacy - Evaluating Impact on Learning

* Schedule and organise professional learning to further build teacher capacity in data literacy - formative and summative - collecting, analysing, responding to and monitoring data throughout | from:
Term 1
to:
Term 4 | $0.00 | |

the year (NAPLAN, PAT, DIBELS, EOI, MOI, maths pre and post test, reading and maths rubrics). * Data Review Cycles - refine Team Weekly and Five Weekly Team Data Review Cycles - review data cycles and refine use of data / effectiveness of conversation for supporting student learning achievement. * Data Walls - begin implementation of digital Data Wall to assist in informing data review discussions, planning, monitoring and tracking of students – triangulate with teacher judgement. * Assessment Schedule - implementation of whole school assessment schedule. * Reading and Numeracy Rubric - build the relationship between rubric student learning progress updates, Data Wall and collaborative planning for student learning. * Learner Agency 3 - 6 - begin implementation of student learner agency focused on goal setting, self evaluation of learning using Reading and Numeracy Rubric.			
Coaching - Build Practice Excellence	from: Term 1	$2,500.00	

* Staffing - implement staffing to support LS coaching and peer observation - LS 0.4 and 0.2 teacher release. * Commit and implement coaching and peer observation model - complete teacher learning cycle Term 1 - Term 4. * Building Leadership Development - 2 x leadership complete GROWTH coaching training (D & I LS and 5/6 PLT leader). * Coaching Culture - further build coaching culture that supports high level development of teacher practice.	to: Term 4		
Disability and Inclusion Model - * Staffing - employment of Disability and Inclusion LS 1.0 * Staffing - employment of ES staff member to support Tier 2 student learning needs within classroom. * Professional Learning - build teacher and ES knowledge in D & I process and capability in IEP development, SSG protocols, review and monitoring of required adjustments to support student learning * Professional Learning - build staff capability in supporting wide range of learning difficulties through suite of targeted evidence-based	from: Term 1 to: Term 4	$195,481.00	☑ Professional learning for school-based staff • Whole school ☑ Teaching and learning programs and resources • Other to be determined as required ☑ Equipment, adaptive technology, devices, or materials to support learning • Sensory resources • Inclusive recreation equipment and resources

professional learning. * Support of staff through CRT release * Additional Funds - to fund as required through first year implementation.			☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion Leader ☑ CRT • CRT (to attend Profile meetings) • CRT (to attend staff PL) • CRT (to attend school planning)
Totals		$211,981.00	

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
Sub Program Support	$60,985.00

Totals		$60,985.00	

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Sub Program Support	from: Term 1 to: Term 3	$60,985.00	☑ Teaching and learning programs and resources
Totals		$60,985.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Sub Program Support	from: Term 1 to: Term 3	$0.00	
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Sub Program Support	from: Term 1 to: Term 3	$0.00	

Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Instructional Model - High Impact Teaching Strategies Refine and embed Reading Instructional Model * P - 2 Instructional Model - refine and embed implementation of 2nd literacy hour * 3 - 6 Instructional Model - refine and embed Instructional Model * Student Learning Data - build and further develop teacher use of student learning data (formative and summative) to inform learning and teaching * Curriculum Planning - further build Team collaborative and targeted curriculum planning catering for differentiated student learning * Coaching and Peer Observation - implement structures that support teacher learning cycle * Professional Learning - schedule and organise with focus on building and refining	☑ Learning Specialist(s) ☑ Literacy Support ☑ Numeracy Leader ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Teaching partners ☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ Off-site Possible school visits - to be determined.

teacher practice * Review and purchase resourcing requirements supporting learning and teaching. Implementation of Numeracy Instructional Model * Review effective classroom timetabling of Maths P - 6 * Professional learning - schedule and organise PMSS teacher professional learning focused on building teacher knowledge and practice * Curriculum Planning - build and support Team collaborative and targeted curriculum planning catering for differentiated student learning (Booker, Top Ten Resource, Peter Sullivan resources) * Coaching and Peer Observation - implement structures that support teacher learning cycle * Student Learning Data - build and further develop teacher use of student learning data (formative and summative) to inform learning and teaching * Review and purchase resourcing requirements supporting learning and					

teaching.						
Data Literacy - Evaluating Impact on Learning * Schedule and organise professional learning to further build teacher capacity in data literacy - formative and summative - collecting, analysing, responding to and monitoring data throughout the year (NAPLAN, PAT, DIBELS, EOI, MOI, maths pre and post test, reading and maths rubrics). * Data Review Cycles - refine Team Weekly and Five Weekly Team Data Review Cycles - review data cycles and refine use of data / effectiveness of conversation for supporting student learning achievement. * Data Walls - begin implementation of digital Data Wall to assist in informing data review discussions, planning, monitoring and tracking of students – triangulate with teacher judgement. * Assessment Schedule -	☑ Learning Specialist(s) ☑ PLT Leaders ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Learning Specialist ☑ Departmental resources Network EIL	☑ On-site

implementation of whole school assessment schedule. * Reading and Numeracy Rubric - build the relationship between rubric student learning progress updates, Data Wall and collaborative planning for student learning. * Learner Agency 3 - 6 - begin implementation of student learner agency focused on goal setting, self evaluation of learning using Reading and Numeracy Rubric.						
PLC Approach - Build Practice Excellence * School leaders will complete PLC training * Leaders will support teaching teams in the set up of PLC structures.	☑ PLC Leaders ☑ Principal ☑ School Improvement Team	from: Term 3 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Departmental resources Formal PLC Training	☑ Off-site Formal PLC Training
Social and Emotional Learning - * Establish Wellbeing Team and regular meeting schedule * Develop a clear framework and documentation that outlines the school's social	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ External consultants Real Schools - Adam Voigt	☑ On-site

and emotional approach underpinned within a Restorative Practice Framework and our school values, supporting student positive behaviours through Respectful Relationships, Zones of Regulation and supports in social and emotional learning * Embed and refine work in Restorative Practice, Respectful Relationships, Circle Time, Zones of Regulation * Implement Green Room - to effectively support students in their social and emotional development * Management and clear BMP strategies for Tier 2 and Tier 3 behaviour students * Review data collection for yard - utilise to support student behaviour development. Review Sentral and how Sentral data can be used more effectively for monitoring student behaviour and establishing supports for positive yard environment.	☑ School Improvement Team					
Disability and Inclusion Model -	☑ Assistant Principal	from: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site

* Staffing - employment of Disability and Inclusion LS 1.0 * Staffing - employment of ES staff member to support Tier 2 student learning needs within classroom. * Professional Learning - build teacher and ES knowledge in D & I process and capability in IEP development, SSG protocols, review and monitoring of required adjustments to support student learning * Professional Learning - build staff capability in supporting wide range of learning difficulties through suite of targeted evidence-based professional learning. * Support of staff through CRT release * Additional Funds - to fund as required through first year implementation.	☑ Learning Specialist(s)	to: Term 4	☑ Moderated assessment of student learning	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Departmental resources Disability and Inclusion professional learning as available - D & I suite.	