2022 Annual Implementation Plan

for improving student outcomes

River Gum Primary School (5130)

Submitted for review by Robyn Trzeciak (School Principal) on 10 December, 2021 at 08:55 AM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 21 February, 2022 at 10:48 AM
Endorsed by Ben Goetjens (School Council President) on 22 March, 2022 at 07:17 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Through the self evaluation we have identified areas for improvement and development in 2022. We recognise the effects of the pandemic during 2021, and they way in which this required us to shift our focus to meet the changing needs of our school community, particularly in the areas of Engagement & Wellbeing. Our year has presented us with many new challenges and we have had to be innovative in our thinking and approaches to learning and wellbeing. Wellbeing home visits and check ins from classroom teachers and leadership and the redistribution of Foodbank resources were important pulse checks for tracking families through out the year. We were once more flexible in our delivery of remote learning and further adapted our teaching approaches to digital platforms based on feedback, while ensuring that all students had access

	to devices while at home. This year has also seen us continue to develop our use of the Improvement Cycle in our PLCs strongly linked to teacher professional learning. Despite remote learning we are embedding a learning culture built on trust, where teachers value collaboration and the use of evidence based research to inform their teaching. PLCs drive our school improvement agenda, with an emphasis placed on effective teaching strategies and reflection on their application through the improvement cycle drawing upon coaching, student formative feed back and micro data tools to inform team discussion. The work of 2021 has provided us with clear next steps and actions to move forwards into 2022.
Considerations for 2022	The Wellbeing Team will introduce a Scope and Sequence for RR developed by the Wellbeing Learning Specialist, as we transition from Resilience Project to RR as our primary SEL. 2022, will see us introduce a Behavior Framework linked to the values, with a clearly developed hierarchy of consequences for students. A restorative approach will be adopted, with exploration for relevant staff training for 2022. There will targeted effort to re engage all students and families to ensure our attendance data tracks upwards. Staff Wellbeing will be a focus as well. The English team will facilitate the implementation of the English Explicit Teaching Scope and Sequence in 2022. This approach focuses on high expectations for students in achieving reading comprehension, using the elements of the Scarborough Reading Rope providing a structure within the text study units for each year level. Our PLC will continue to build on our culture of reflection through the implementation of the RGPS Instructional Coaching model. Teachers will engage in two coaching cycles in 2022 with a learning specialist or leading teacher, using The Impact Cycle (Jim Knight).
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve learning growth for each student in English and Mathematics, with a particular focus upon Reading.
Target 2.1	By 2023 Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for: • Reading from 69 per cent to 75 per cent • Writing from 69 per cent to 75 per cent • Numeracy from 81 per cent to at least 85 per cent.
Target 2.2	By the end of 2023, increase the match rate between teacher judgements as assessed against the Victorian Curriculum in English Language Modes and Mathematics strands and NAPLAN Year 3 & Year 5 Reading and Number to 70%

Target 2.3	By 2023, triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes above 2020 benchmarks
Key Improvement Strategy 2.a Building practice excellence	Embed a consistently applied instructional model across the school
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build staff capability to challenge students at their point of leaning need
Key Improvement Strategy 2.c Evaluating impact on learning	Embed a culture of student and staff feedback
Goal 3	To improve student voice, learner agency and leadership.
Target 3.1	By 2023 the proportion of Years 4–6 students' positive endorsement of the Attitudes to School Survey factor Student voice and agency will be at or above 90 per cent, averaged over four years (84% in 2019).
Target 3.2	By 2023, School-based F–Year 6 student-staff surveys, and student led surveys will demonstrate improved engagement in learning, to be above 2020 benchmarks.
Target 3.3	

	By 2023 the Staff Opinion survey will improve Trust in students and parents from 71% to 85%
Key Improvement Strategy 3.a Empowering students and building school pride	Enhance opportunities for student leadership development across the school
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build student and staff capacity to co-develop learning goals, success criteria, and to monitor learning growth, report upon achievements and identify next steps
Key Improvement Strategy 3.c Global citizenship	Identify local community and global opportunities for students to scope and engage in project and authentic learning challenges
Goal 4	To improve the social, emotional, physical health and wellbeing of students.
Target 4.1	By 2023 reduce the gender differential in the Years 4–6 Attitudes to School Survey for the Domains of • Managing bullying to comparable levels of at or above 90 per cent (89% in 2019) • Experiencing bullying to comparable levels of at or below 10 per cent (19% in 2019).
Target 4.2	School-based surveys/ focus groups will show progressive increases over 2020 benchmarks for identified factors such as growth mindset, positive attitudes, psychological and physical wellbeing of students.

Target 4.3	By 2023, reduce the average days accountable absence for F–Year 2 students from 17.9 (2018) to 14.5 days.
Key Improvement Strategy 4.a Health and wellbeing	Embed explicit development of social emotional learning capabilities across the curriculum.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Implement a whole school health and wellbeing framework inclusive of existing approaches (such as Respectful Relationships), and strengthened positive behaviours (such as the School Wide Positive Behaviour Support).
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Collaborate with parents/carers to implement a shared approach in support of student inclusion, engagement and wellbeing.

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	Learning Reading Targets: 1. Year 6 - 16 students in the top 2 bands as assessed at the end of the year using the DAL reading assessment. 2. Increase from 10% (2021) to >24% (approx 20 students) in the top 2 bands on Naplan. (assessed again at the end of year on DAL) 3. Year 4 - 25 Students in the top 2 bands as assessed at the end of the year using the DAL reading assessment. 4. Year 3 - Increase from 37% (2021) to > 40% of students in the top 2 bands on Naplan. 5. Year 2 - > 33% of students above core support as assessed on the Dibels composite score at end of year. 6. Year 1 - > 37% of students above core support as assessed on the Dibels composite score at end of year. 7. Foundation - > 15% of students above

			core support as assessed on the Dibels composite score at end of year. Wellbeing Targets: 1. Improve emotional and relational engagement from 77% to 82% 2. Proportion of students with less than 20 absent days to be 80% 3. Sense of confidence has improved from 82% to 87% positive 4. Experience of bullying has decreased from 18% saying they have been bullied to 13%

To improve learning growth for each student in English and Mathematics, with a particular focus upon Reading.	No	By 2023 Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for:
		
		  • Reading from 69 per cent to 75 per cent
		  • Writing from 69 per cent to 75 per cent
		  • Numeracy from 81 per cent to at least 85 per cent.	

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		By 2023, School-based F–Year 6 student-staff surveys, and student led surveys will demonstrate improved engagement in learning, to be above 2020 benchmarks.	
		By 2023 the Staff Opinion survey will improve Trust in students and parents from 71% to 85%	
To improve the social, emotional, physical health and wellbeing of students.	No	By 2023 reduce the gender differential in the Years 4–6 Attitudes to School Survey for the Domains of	

		• Managing bullying to comparable levels of at or above 90 per cent (89% in 2019) • Experiencing bullying to comparable levels of at or below 10 per cent (19% in 2019).	
		School-based surveys/ focus groups will show progressive increases over 2020 benchmarks for identified factors such as growth mindset, positive attitudes, psychological and physical wellbeing of students.	
		By 2023, reduce the average days accountable absence for F–Year 2 students from 17.9 (2018) to 14.5 days.	

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	Learning Reading Targets: 1. Year 6 - 16 students in the top 2 bands as assessed at the end of the year using the DAL reading assessment. 2. Increase from 10% (2021) to >24% (approx 20 students) in the top 2 bands on Naplan. (assessed again at the end of year on DAL)

	3. Year 4 - 25 Students in the top 2 bands as assessed at the end of the year using the DAL reading assessment.	
	4. Year 3 - Increase from 37% (2021) to > 40% of students in the top 2 bands on Naplan.	
	5. Year 2 - > 33% of students above core support as assessed on the Dibels composite score at end of year.	
	6. Year 1 - > 37% of students above core support as assessed on the Dibels composite score at end of year.	
	7. Foundation - > 15% of students above core support as assessed on the Dibels composite score at end of year.	
	Wellbeing Targets: 1. Improve emotional and relational engagement from 77% to 82%	
	2. Proportion of students with less than 20 absent days to be 80%	
	3. Sense of confidence has improved from 82% to 87% positive	
	4. Experience of bullying has decreased from 18% saying they have been bullied to 13%	
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	1.) Build staff capacity to implement the HITS (metacognitive strategies, questioning, feedback) through PLC by connecting the leadership team to each PLT as an instructional coach to represent their area of the school and current PEERS goal during leadership meetings, to inform: data analysis, whole school area's of focus, professional learning and learning walks. Instructional Coaches will implement the RGPS instructional coaching guide to ensure all teaching staff are coached 1 on 1 on current and past PEERS goals. 2.) Develop and implement a multi-tiered response to meet students individual learning needs both through tier 1 classroom instruction and tier 3 intervention and enrichment. 3.) Plan for personalised research-based professional learning linked to PEERS goals in PLCs aligned to priority curriculum areas of Reading & Mathematics and whole-school approaches aligned with the Guskey Model for Teacher Change.
Outcomes	- Teachers will participate in PEERS goal and reflect on current pedagogy while setting goals for improvement. - Teachers will reflect and apply professional learning to see a change in student learning outcomes leading to a change in their beliefs and attitudes. - Teachers will see an observable improvement in their pedagogy by analysing micro data sets specifically based on the HITS. - Teachers will learn from their peers by analysing videos of their peers practice during PLT meetings. - Students in need of targeted academic support will be identified and supported in a systematic manner for both intervention and enrichment. - Students will know the next steps in their learning based on the differentiated goals co-created with teachers and tutors. - Students learning outcomes will increase in reading and mathematics as teacher capacity grows. - Leaders will engage in instructional coaching cycles allowing them to learn along side teachers. - Leaders will actively participate in all PLT meetings to facilitate deep discussion and goal setting amongst their teams. - Leaders will deepen their understanding of the learning needs for staff and students in all areas of the school and personalise professional learning accordingly. - Learning Walks will become the norm as a part of the instructional coaching model.
Success Indicators	- Teachers' formative assessment data and teacher judgement data of student progress. - Classroom observations, coaching discussions and learning walks demonstrating take up of professional learning strategies. - Student feedback on differentiation, the instructional model, and use of common strategies. - Documentation and data from formative assessments. - A documented assessment schedule and evidence of teachers inputting data and moderating assessments. - Data walls indicating clearly student progress in growth and attainment. - Differentiated curriculum documents and evidence of student learning at different levels. - Data used to identify students for tailored supports. - Differentiated resources used in tailored supports. - Assessment data and student surveys from intervention groups.

	- Appointment/staffing of programs/Intervention and Extension Timetables. - Progress against Individual Education Plans. - Self-assessments against FISO continua, PLC Maturity Matrix, HITS continuum and Practice Principles reflective tool.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning in key priority curriculum areas on formative assessment and collecting, analysing, responding to and monitoring data throughout the year: Orton Gillingham Structured Synthetic Phonics x 10 Doug Lemov Reading Reconsidered (Year 6)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLT Leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$138,875.20 ☑ 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
Implement plans for coaching/mentoring/observation to build teacher excellence during explicit instruction focusing on the HITS, Glen Pearsall strategies, cognitive psychology and forthcoming Professional Readings.	☑ All Staff ☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$67,768.00 ☑ 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
Maintain and monitor whole school data spreadsheet for collecting and monitoring school-wide data in English & Mathematics with the purpose of building teacher capacity at developing IEP's connected to explicit learning targets.	☑ Leading Teacher(s) ☑ Teacher(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
Participate in the development of a whole school Instructional Playbook through meta-analysis, coaching and utilising the videos in the playbook as peer observation opportunities.	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$147,260.00 ☑ 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
Establish processes and documentation for regular moderation of assessment	☑ PLT Leaders	☐ PLP Priority	from: Term 1	$0.00

			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
Embed an agreed Mathematics scope and sequence, Literacy Scope and Sequence and instructional model.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$98,440.00 ☑ 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
Establish, resource and document an intervention & enrichment program with a heavy focus on the early years and year 6.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$157,668.00 ☑ 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
Develop, resource and Implement a New Arrival EAL program focusing on a gradual release to the general classroom.	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$204,243.00 ☑ 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
Implement and monitor the year 6 BOOST Project. Focusing on building opportunity, ownership, student agency and teamwork.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Teacher(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

Implement and trial a non-fiction embedded novel study reading unit in year 6. (Reading Reconsidered Doug Lemov)	☑ Assistant Principal ☑ Leadership Team ☑ Teacher(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
Develop, document and monitor an Oral Language specialist program in foundation.	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ 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
Implement and monitor a new homework approach in mathematics using the Rainbow Maths website	☑ Leading Teacher(s) ☑ Teacher(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
Establish processes and protocols around the implementation of decodable readers in the general classroom.	☑ Education Support ☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ 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
Engage with parents/carers to ensure appropriate supports. With a focus on parent engagement in their students learning. Including year level events as well as utilising technology platforms such as Facebook for parents connections like RGPS Bedtime Stories	☑ All Staff	☐ 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

Implement and develop a learning walk protocol that ensures meaningful observations connected to PLC's and instructional coaching cycles. One a protocol has been established we will determine the frequency.	☑ Leadership Team ☑ 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

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	1) Introduction of a documented curriculum year level Scope and Sequence for our SEL- RRRR, events and activities linked to SEL to embed and build a common language of emotional literacy, resilience and coping strategies/help seeking. 2) Develop a host of after school activities/clubs to re engage our students and families in active partnership with the school, enhancing a sense of connectedness and allowing our most vulnerable students, and those with attendance concerns to experience success. 3) Create, develop and document a school wide behaviour framework, with a hierarchy of consequences/restorative practices. Complete an application to become a SWPBS.
Outcomes	- Teachers, leaders and the school community will share a common understanding of the whole school approach. - All teachers will use consistent support plans F-6. - Leaders will strengthen engagement with regional and external support services. - At risk students will be identified and receive targeted support in a timely manner. - Students and families will be connected to Allied and Mental Health Services.

	- Students will feel supported and engaged in classrooms and contribute to a strong classroom culture. - Students will have strong relationships with peers. - Teachers and leaders will integrate SEL into school practice, policies and programs. - Students and families will feel supported and engaged via various specialist subjects, camps and after school programs. - Students with acute needs will receive individualised support with regular monitoring and student support group meetings with parents - Students will participate in a Weekly wellbeing Survey (PIVOT) with discussion time allocated in PLT's to discuss survey outcomes/goal
Success Indicators	- Observations of changes to classroom practices. - Documentation of policies and programs. - Curriculum documentation reflecting social and emotional learning. - Students engagement in after school programs (feedback, participation, observations). - PIVOT Data and AToS. - Teacher reports of wellbeing concerns. - Documentation of strategies students will use in classes and at school. - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement a SEL (RRRR) Scope and Sequence for SEL.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$71,200.00 ☑ 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

Develop a Wellbeing Guide Book for all Staff.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 1	$8,760.00 ☑ 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	
Coordinate Ardoch, Smith Family, ACE foundation, Smile Squad and other external support services to enhance opportunities for wellbeing and engagement.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$60,954.00 ☑ 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	
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders with regards to Behavior Framework.	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$42,154.00 ☑ 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
Develop and provide curriculum resources and professional learning for staff which reflect social and emotional learning focus.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$18,560.00 ☑ 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
Establish a regular time for the Wellbeing Team to meet.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator	☐ 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
Establish after school activities/clubs/social clubs/grade 6 electives and interschool sports to enhance healthy minds and bodies.	☑ All Staff ☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,835.00 ☑ 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	
Ensure timely check ins with families of at risk students including Koorie, PSD, OOHC, those with poor attendance, to develop SSG, Attendance and Behaviour support plans.	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$64,312.00 ☑ 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	
Provide access to and promote information in appropriate community languages and engage translation services through the RESP audit and community project. Employment of MEA.	☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00	

	☑ Student Wellbeing Co-ordinator		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
Provide opportunities for all students to participate in school activities.	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$18,000.00 ☑ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$1,427,306.20	$1,427,306.20	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$1,427,306.20**	**$1,427,306.20**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise professional learning in key priority curriculum areas on formative assessment and collecting, analysing, responding to and monitoring data throughout the year: Orton Gillingham Structured Synthetic Phonics x 10 Doug Lemov Reading Reconsidered (Year 6)	$138,875.20
Implement plans for coaching/mentoring/observation to build teacher excellence during explicit instruction focusing on the HITS, Glen Pearsall strategies, cognitive psychology and forthcoming Professional Readings.	$67,768.00
Participate in the development of a whole school Instructional Playbook through meta-analysis, coaching and utilising the videos in the playbook as peer observation opportunities.	$147,260.00
Embed an agreed Mathematics scope and sequence, Literacy Scope and Sequence and instructional model.	$98,440.00

Establish, resource and document an intervention & enrichment program with a heavy focus on the early years and year 6.	$157,668.00
Develop, resource and Implement a New Arrival EAL program focusing on a gradual release to the general classroom.	$204,243.00
Develop, document and monitor an Oral Language specialist program in foundation.	$3,000.00
Establish processes and protocols around the implementation of decodable readers in the general classroom.	$10,000.00
Develop and implement a SEL (RRRR) Scope and Sequence for SEL.	$71,200.00
Develop a Wellbeing Guide Book for all Staff.	$8,760.00
Coordinate Ardoch, Smith Family, ACE foundation, Smile Squad and other external support services to enhance opportunities for wellbeing and engagement.	$60,954.00
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders with regards to Behavior Framework.	$42,154.00
Develop and provide curriculum resources and professional learning for staff which reflect social and emotional learning focus.	$18,560.00
Establish after school activities/clubs/social clubs/grade 6 electives and interschool sports to enhance healthy minds and bodies.	$20,835.00
Ensure timely check ins with families of at risk students including Koorie, PSD, OOHC, those with poor attendance, to develop SSG, Attendance and Behaviour support plans.	$64,312.00

Provide opportunities for all students to participate in school activities.	$18,000.00
Totals	$1,132,029.20

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Schedule and organise professional learning in key priority curriculum areas on formative assessment and collecting, analysing, responding to and monitoring data throughout the year: Orton Gillingham Structured Synthetic Phonics x 10 Doug Lemov Reading Reconsidered (Year 6)	from: Term 1 to: Term 4	$138,875.20	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Implement plans for coaching/mentoring/observation to build teacher excellence during explicit instruction focusing on the HITS, Glen Pearsall strategies, cognitive psychology and forthcoming Professional Readings.	from: Term 1 to: Term 4	$67,768.00	☑ School-based staffing ☑ CRT
Participate in the development of a whole school Instructional Playbook through meta-analysis, coaching and utilising the videos in the playbook as peer observation opportunities.	from: Term 1 to: Term 4	$147,260.00	☑ School-based staffing ☑ Teaching and learning programs and resources

Embed an agreed Mathematics scope and sequence, Literacy Scope and Sequence and instructional model.	from: Term 1 to: Term 4	$98,440.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Establish, resource and document an intervention & enrichment program with a heavy focus on the early years and year 6.	from: Term 1 to: Term 4	$157,668.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Develop, resource and Implement a New Arrival EAL program focusing on a gradual release to the general classroom.	from: Term 1 to: Term 4	$204,243.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Develop, document and monitor an Oral Language specialist program in foundation.	from: Term 1 to: Term 4	$3,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Establish processes and protocols around the implementation of decodable readers in the general classroom.	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources
Develop and implement a SEL (RRRR) Scope and Sequence for SEL.	from: Term 1 to: Term 4	$71,200.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Develop a Wellbeing Guide Book for all Staff.	from: Term 1 to: Term 1	$8,760.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Coordinate Ardoch, Smith Family, ACE foundation, Smile Squad and other external support services to	from: Term 1	$60,954.00	☑ School-based staffing ☑ Support services

enhance opportunities for wellbeing and engagement.	to: Term 4		
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders with regards to Behavior Framework.	from: Term 1 to: Term 4	$42,154.00	☑ School-based staffing
Develop and provide curriculum resources and professional learning for staff which reflect social and emotional learning focus.	from: Term 1 to: Term 4	$18,560.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Establish after school activities/clubs/social clubs/grade 6 electives and interschool sports to enhance healthy minds and bodies.	from: Term 1 to: Term 4	$20,835.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Ensure timely check ins with families of at risk students including Koorie, PSD, OOHC, those with poor attendance, to develop SSG, Attendance and Behaviour support plans.	from: Term 1 to: Term 4	$64,312.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services
Provide opportunities for all students to participate in school activities.	from: Term 1 to: Term 4	$18,000.00	☑ Teaching and learning programs and resources
Totals		$1,132,029.20	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Leased iPads for every student.	$166,591.00
Leadership Professional Development	$37,000.00
Classroom Consumables	$13,000.00
Wellbeing- Additional Foundation Teacher	$78,686.00
Totals	$295,277.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Leased iPads for every student.	from: Term 1 to: Term 4	$166,591.00	☑ Assets
Leadership Professional Development	from: Term 1 to: Term 4	$37,000.00	☑ Professional development (excluding CRT costs and new FTE)
Classroom Consumables	from: Term 1 to: Term 4	$13,000.00	☑ Assets
Wellbeing- Additional Foundation Teacher	from: Term 1 to: Term 4	$78,686.00	☑ School-based staffing
Totals		$295,277.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Leased iPads for every student.	from: Term 1 to: Term 4		
Leadership Professional Development	from: Term 1 to: Term 4		

Classroom Consumables	from: Term 1 to: Term 4		
Wellbeing- Additional Foundation Teacher	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Leased iPads for every student.	from: Term 1 to: Term 4		
Leadership Professional Development	from: Term 1 to: Term 4		
Classroom Consumables	from: Term 1 to: Term 4		
Wellbeing- Additional Foundation Teacher	from: Term 1 to: Term 4		

Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning in key priority curriculum areas on formative assessment and collecting, analysing, responding to and monitoring data throughout the year: Orton Gillingham Structured Synthetic Phonics x 10 Doug Lemov Reading Reconsidered (Year 6)	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLT Leaders ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ Literacy Leaders ☑ External consultants Orton Gillingham Structured Synthetic Phonics Doug Lemov Reading Reconsidered (Year 6) ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Implement plans for coaching/mentoring/observation to build teacher excellence during explicit instruction focusing on the HITS, Glen Pearsall strategies, cognitive psychology and forthcoming Professional Readings.	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Develop and implement a SEL (RRRR) Scope and Sequence for SEL.	☑ Assistant Principal	from: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site

	☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator	to: Term 4	☑ Curriculum development	☑ PLC/PLT Meeting		