

2022 Annual Implementation Plan

for improving student outcomes

Ripponlea Primary School (4087)



Submitted for review by Natalie Rose (School Principal) on 29 March, 2022 at 12:44 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 29 March, 2022 at 12:52 PM
Endorsed by Tarryn Holland (School Council President) on 30 March, 2022 at 12:01 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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

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

Enter your reflective comments	<p>At the end of 2021, our school completed a review of the 2018-2021 Strategic Plan. The outcome of this review identified the following areas of focus for the next phase of school improvement:</p> <p>Our school wishes to continue to improve student learning and whilst literacy has improved through the focus of the last SSP, there is a need to focus on numeracy. School review panel members inclusive of the school's leadership team and teachers also identified that the analysis and use of data, including triangulating data sets, was an area for future improvement. The review also identified that whilst students were supported in their learning, there was scope for more</p>
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	<p>challenge and there was also a desire from parents for improvement in this area.</p> <p>The school is conscious that student wellbeing impacts student learning and this is especially important post COVID. The school identified improving wellbeing support and caring for the whole student as important in achieving this. The AtoSS factor, Teacher concern was also rated much lower than other survey factors. A continued focus on SWPBS implementation and other well-being strategies will continue to be embedded in 2022.</p> <p>The school wishes to continue developing student voice and agency and give students more ownership of their learning which ultimately increases their engagement. The school wishes to create a culture of challenge and extension to address the panel's findings. There is also a need to make learning more visible to students and increase their understanding of data and use this more in goal setting. The FISO rating for global citizenship was only emerging and the school wishes to build students' global citizenship skills.</p>
<p>Considerations for 2022</p>	<ul style="list-style-type: none"> - Mathematics needs to become a focus - Continue to focus on PLC collaborative practices - Build data literacy skills of all teachers and leaders - Continue SWPBS implementation - Implement wellbeing practices that target the whole child and build consistency across the school for social and emotional learning - Focus on students building a 'learner' identity' - Students to harness their skills in setting goals through a review of their assessment data
<p>Documents that support this plan</p>	<ul style="list-style-type: none"> - 2021 – 2025 Strategic Plan - Parent, student and staff opinion surveys - SWPBS Action 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 increase student learning in literacy and numeracy.
Target 2.1	To increase the percentage of Year 5 students with above NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 16% (2021) to 30% (2025) • Numeracy from 21% (2021) to 30% (2025) • Writing from 29% (2021) to 33% (2025)
Target 2.2	To decrease the percentage of Year 5 students with below NAPLAN Benchmark growth in: <ul style="list-style-type: none"> • Reading from 23% (2021) to 6% (2025) • Numeracy from 21% (2021) to 6% (2025) • Writing from 26% (2021) to 6% (2025)

Target 2.3	<p>To increase the percentage of students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy Year 5 from 26% (2021) to 40% (2025) • Writing at Year 5 from 27% (2021) to 35% (2025) • Reading at Year 5 from 64% (2021) to 70% (2025)
Target 2.4	<p>To increase the percentage of students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy Year 3 from 51% (2021) to 60% (2025) • Writing at Year 3 from 70% (2021) to 73% (2025) • Reading at Year 3 from 75% (2021) to 78% (2025)
Key Improvement Strategy 2.a Evaluating impact on learning	Improve data literacy skills.
Key Improvement Strategy 2.b Building practice excellence	Improve consistency of the PLC process.
Key Improvement Strategy 2.c Building practice excellence	Embed Instructional Model.
Goal 3	To improve student wellbeing.
Target 3.1	<p>To increase positive responses to the AtoSS factors</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 71% (2021) to 80% (2025) • Sense of inclusion from 85% (2021) to 88% (2025)

	<ul style="list-style-type: none"> • Teacher concern from 70% (2021) to 80% (2025) • Perseverance from 74% (2021) to 84% (2025) • Sense of connectedness from 76% (2021) to 85% (2025)
Target 3.2	To increase positive responses on Parent Opinion Survey factor <i>Confidence and resiliency skills</i> from 76% (2020) to 82% (2025).
Target 3.3	To increase positive responses on Staff Opinion Survey Teaching and learning – Implementation - <i>Support growth and learning of the whole student</i> from 89% (2020) to 92% (2025).
Key Improvement Strategy 3.a Building practice excellence	Embed SWPBS
Key Improvement Strategy 3.b Health and wellbeing	Implement evidence-based wellbeing initiatives.
Key Improvement Strategy 3.c Building practice excellence	Increase teacher capability in wellbeing.
Goal 4	To improve student voice and agency.
Target 4.1	<p>To increase positive response on the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 61% (2020) to 75% (2025) • T & L – implementation Promote student ownership of learning 67% (2020) to 80% (2025)

Target 4.2	<p>To increase positive responses AtoSS factors:</p> <ul style="list-style-type: none"> • Student voice and goal setting from 66% (2021) to 75% (2025) • Self-regulation and goal setting from 84% (2021) to 88% (2025) • Motivation and Interest from 75% (2021) to 80% (2025)
Target 4.3	<p>To increase the percentage positive response on the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 72% (2020) to 78% (2025) • Student motivation & support from 66% (2020) to 75% (2025) • Student voice and agency from 67% (2020) to 75% (2025)
Key Improvement Strategy 4.a Building practice excellence	Develop teacher understanding of student voice and agency.
Key Improvement Strategy 4.b Empowering students and building school pride	Improve student goal setting.
Key Improvement Strategy 4.c Evidence-based high-impact teaching strategies	Improve the use of feedback.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>1.1 To increase the percentage of Year 5 students with above NAPLAN Benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 16% (2021) to 19% (2022) • Numeracy from 21% (2021) to 24% (2022) • Writing from 29% (2021) to 30% (2022) <p>1.2 To decrease the percentage of Year 5 students with below NAPLAN Benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 23% (2021) to 18% (2022) • Numeracy from 21% (2021) to 17% (2022) • Writing from 26% (2021) to 21% (2022) <p>1.3 To increase the percentage of students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy Year 5 from 26% (2021) to 29% (2022) • Writing at Year 5 from 27% (2021) to 29% (2022)

			<ul style="list-style-type: none"> • Reading at Year 5 from 64% (2021) to 66% (2022) <p>1.4 To increase the percentage of students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy Year 3 from 51% (2021) to 54% (2022) • Writing at Year 3 from 70% (2021) to 71% (2022) • Reading at Year 3 from 75% (2021) to 76% (2022) <p>2.1 To increase positive responses to the AtoSS factors</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 71% (2021) to 74% (2022) • Sense of inclusion from 85% (2021) to 86% (2022) • Teacher concern from 70% (2021) to 73% (2022) • Perseverance from 74% (2021) to 77% (2022) • Sense of connectedness from 76% (2021) to 79% (2022) <p>2.2 To increase positive responses on Parent Opinion Survey factor Confidence and resiliency skills from 76% (2020) to 78% (2022)</p> <p>2.3 To increase positive responses on Staff Opinion Survey Teaching and Learning – Implementation - Support growth and learning of the whole student from 89% (2020) to 90% (2022)</p>
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To increase student learning in literacy and numeracy.	No	<p>To increase the percentage of Year 5 students with above NAPLAN Benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 16% (2021) to 30% (2025) • Numeracy from 21% (2021) to 30% (2025) 	

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To improve student voice and agency.	No	<p>To increase positive response on the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 61% (2020) to 75% (2025) • T & L – implementation Promote student ownership of learning 67% (2020) to 80% (2025) 	
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- Numeracy Year 3 from 51% (2021) to 54% (2022)
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- 2.1 To increase positive responses to the AtoSS factors
- Emotional awareness and regulation from 71% (2021) to 74% (2022)
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<ol style="list-style-type: none"> 1. Use PLC structures to collaboratively reflect, evaluate and plan essential learnings in Mathematics, with a focus on differentiation. 2. Build teacher capacity to understand, analyse and respond to assessment data. 3. Develop consistency and teacher confidence in the use of the RPS Mathematics Instructional Model- GRR F-6.
<p>Outcomes</p>	<ol style="list-style-type: none"> 1. Leaders will build data literacy of teachers to inform understanding of student needs and identify students requiring additional support. 2. Teachers will implement differentiated teaching and learning to meet individual student needs. 3. Tutors and teachers work in collaboration to develop IEP's and target students at their point of need in mathematics and

	literacy. 4. An agreed model of Mathematics will be evident across the school. 5. A visible culture of mathematics with increased teacher and student confidence and knowledge.			
Success Indicators	Early indicators <ul style="list-style-type: none"> • Student feedback and reflections recorded in their maths journals or Seesaw accounts. • Differentiated curriculum documents and evidence of student learning at different levels. • Data walls indicating student progress. • Student IEP's with a numeracy focus. Late indicators <ul style="list-style-type: none"> • Post-test results from PAT-Maths & MOI as well as growth in the TLI students through pre and post in the domain of number & algebra – digital library as in 2021. • Student perception and survey data from PIVOT or school identified surveys – pre and post results. PAT-Maths targets - decrease percentage of students one year below expected level Year 1-6. (SPA Data sets & Panorama Means)			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Modelling and coaching from PMSS specialists (Stef and Braden) & Maths Consultant Charles Lovitt. Leadership in consultations with PMSS specialist will develop a plan to enable this, including a focus in sub schools and the introduction of learning walks.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>All PLC teams will focus on Numeracy and trial the introduction of data walls. Jane undertaking coursework in LDAP to help improve staff data literacy skills and support students to develop SMART goals. Re-visiting time, content, and purpose of assessment schedule.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Developing a culture of Mathematics by working with staff, students and families. Parent info sessions, workshops, family nights, World Mathematics Championships, creating opportunities within the community.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy Leader 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Improve staff data literacy to support students to develop SMART goals and build in student reflections and feedback on completed mathematics to support future teaching. Learning Tutors to develop progress reports and establish student learning goals in consultation with classroom teachers.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homegroup teachers 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$3,500.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ol style="list-style-type: none"> 1. Continue to embed tiered strategies to support student' social regulation and engagement through the Schoolwide Positive Behaviour Support (SWPBS) framework. 2. Establish a whole school approach to social and emotional wellbeing. 3. Developing student 'learner identity' and dispositions. 			
Outcomes	<ol style="list-style-type: none"> 1. Leaders will establish agreed monitoring processes for the wellbeing of all students. 2. Teachers will implement and model consistent aspects of the SWBS framework. 3. Teachers will plan for and implement social and emotional learning within their curriculum areas. 4. Students will feel supported and engaged in their learning and contribute to a strong classroom learning culture. 5. Students will build greater self-awareness as learners and improve resiliency and self-confidence in their social and academic skills. 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> • Health and wellbeing dashboards – Life Skills Go • COMPASS data on students' pre & post • Matrix – social play outside play redeveloped • RRRR evident in teacher planning documentation <p>Late indicators</p> <ul style="list-style-type: none"> • Students, staff and parent perception survey results – AToSS & PIVOT Wellbeing • Student learner profiles & personal goals 			

	<p>ATOSS - targets to increase by 10%</p> <ul style="list-style-type: none"> - Individual and Social Wellbeing – Resilience – Year 6) Females 44% low 56% normal and Males 64% low 36% normal - Low confidence in Year 6 females & Year 6 males 69% & 57% - Increase stimulated learning in girls in Year 6. - Motivation and Interest low in both females and males – Year 6 2022 59% 69% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Teachers will continue to implement the Resilience, Rights and Respectful Relationships curriculum. Respectful relationships implementation. Introduce the learning dispositions wheel and the learner's strengths & traits.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Respectful Relationships Implementation Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$3,596.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>SWPBS next steps to be identified as per SAS. Targeting outdoor play and expected social behaviours – schoolwide consultation for the matrix with teachers and student input. Identification of students with increased wellbeing needs and compass tracking for SWPBS team support.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Introduce 'Life Skills Go' program for children with emerging and complex wellbeing issues.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,661.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to embed a range of strategies to support emotional literacy. Continue to provide Art Therapy across Years F-6.	<input checked="" type="checkbox"/> Homegroup teachers	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,221.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$7,257.00	\$7,257.00	\$0.00
Disability Inclusion Tier 2 Funding	\$138,945.00	\$138,945.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$146,202.00	\$146,202.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Teachers will continue to implement the Resilience, Rights and Respectful Relationships curriculum. Respectful relationships implementation. Introduce the learning dispositions wheel and the learner's strengths & traits.	\$3,596.00
Introduce 'Life Skills Go' program for children with emerging and complex wellbeing issues.	\$3,661.00
Continue to embed a range of strategies to support emotional literacy. Continue to provide Art Therapy across Years F-6	\$10,221.00
Totals	\$17,478.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Teachers will continue to implement the Resilience, Rights and Respectful Relationships curriculum. Respectful relationships implementation. Introduce the learning dispositions wheel and the learner's strengths & traits.	from: Term 1 to: Term 4	\$3,596.00	<input checked="" type="checkbox"/> School-based staffing
Introduce 'Life Skills Go' program for children with emerging and complex wellbeing issues.	from: Term 1 to: Term 4	\$3,661.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$7,257.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to embed a range of strategies to support emotional literacy. Continue to provide Art Therapy across Years F-6	from: Term 1 to: Term 4	\$10,221.00	<input checked="" type="checkbox"/> Other •
Totals		\$10,221.00	

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
Intervention specialist, inclusion officer	\$50,596.00
Increase workforce - Integration Aides,	\$88,594.00
Totals	\$139,190.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Intervention specialist, inclusion officer	from: Term 2 to: Term 4	\$0.00	
Increase workforce - Integration Aides,	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Intervention specialist, inclusion officer	from: Term 2	\$50,596.00	<input checked="" type="checkbox"/> Professional learning for school-based staff

	to: Term 4		<ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator
Increase workforce - Integration Aides,	from: Term 1 to: Term 4	\$78,128.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Totals		\$128,724.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Intervention specialist, inclusion officer	from: Term 2 to: Term 4	\$0.00	
Increase workforce - Integration Aides,	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Modelling and coaching from PMSS specialists (Stef and Braden) & Maths Consultant Charles Lovitt. Leadership in consultations with PMSS specialist will develop a plan to enable this, including a focus in sub schools and the introduction of learning walks.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <p>Charles Lovitt</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model 	<input checked="" type="checkbox"/> On-site
All PLC teams will focus on Numeracy and trial the introduction of data walls. Jane undertaking coursework in LDAP to help improve staff data literacy skills and support students to develop SMART goals. Re-visiting time, content, and purpose of assessment schedule.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Improve staff data literacy to support students to develop SMART goals and build in student reflections and feedback on completed mathematics to support future teaching. Learning Tutors to develop progress	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homegroup teachers 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist 	<input checked="" type="checkbox"/> On-site

reports and establish student learning goals in consultation with classroom teachers.						
Teachers will continue to implement the Resilience, Rights and Respectful Relationships curriculum. Respectful relationships implementation. Introduce the learning dispositions wheel and the learner's strengths & traits.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Respectful Relationships Intake Support	<input checked="" type="checkbox"/> On-site
Introduce 'Life Skills Go' program for children with emerging and complex wellbeing issues.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Life Skills Go	<input checked="" type="checkbox"/> On-site
Continue to embed a range of strategies to support emotional literacy. Continue to provide Art Therapy across Years F-6	<input checked="" type="checkbox"/> Homegroup teachers	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Simona Weinstein & Natalie Baron - Indigo Art Therapy	<input checked="" type="checkbox"/> On-site