**2022 Annual Implementation Plan**

Submitted for review by Joanne Ryan (School Principal) on 05 April, 2022 at 12:24 PM  
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 05 April, 2022 at 05:03 PM  
Endorsed by Daria Turnbull (School Council President) on 07 April, 2022 at 10:18 AM

**for improving student outcomes**

Lightning Reef Primary School (5541)



**Self-evaluation Summary - 2022**

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|  | 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 |

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| **Assessment** | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Embedding |
| Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. |

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| **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 |

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| **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 |

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| **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 |

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| **Enter your reflective comments** | Instructional models are strong- quality of instruction variable Assessment schedule clear and balanced Data discussion need to occur more frequently and to a deeper level at PLC and Team Planning There are 5 new teachers who will need to learn our school instruction models and expectations Student voice and agency will be prioritised in 2022 Disengaged and Challenging student behaviour still impacts student outcomes Attendance continues to be our greatest barrier and will continue to be a focus moving forward Staff allocation is aligned with priorities matching expertis PL opportunities for further development built into schedule Timetable allocation allows for coaching, mentoring and family meetings |
| **Considerations for 2022** | Wellbeing LT to take responsibility to manage attendance Inclusion LT to take responsibility to ensure individuals are considered, and IEPs are based on social, emotional and academic points of need. PSD students will transfer to DI Program PL for ES to upskill them in supporting students with additional needs will be targeted and occur each term LS will resume coaching across the senior school and support planning Literacy Specialists (Leanne) will coach/support Junior school planning Acting Principal will support Junior School Numeracy planning Peer observations and Learning walks to occur each terms Assessment Schedule and Instructional Models completed for Specialists PL for Student Agency and Voice Review Bullying Policy and action implantation within our SWPBS framework Targeted focus on comprehension questions specifically beyond the text  Opportunities for Middle Leaders to attend Bastow courses to advance their leadership skills |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| **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 student learning growth and achievement in literacy and numeracy F-6. \*\*\*DN - please note the literacy and numeracy goals have been combined as the KIS are similar\*\*\* |
| Target 2.1 | By 2022 the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN reading to be 25% or greater.  By 2022 the percentage of students making high relative learning growth from Year 3 to Year 5 on NAPLAN writing, to be 18% or greater. |
| Target 2.2 | By 2022 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN reading will increase from 7% to 25%.  By 2022 the percentage of Year 3 students achieving in the top 2 bands in NAPLAN reading will increase from 13% to 28%. |
| Target 2.3 | By 2022 the percentage of students making high relative learning growth from Year 3 to 5 on NAPLAN numeracy to be 25% or greater. |
| Target 2.4 | By 2022 the percentage of Year 5 students achieving in the top 2 bands in NAPLAN numeracy will increase from 3% to 20%.  By 2022 the percentage of Year 3 students achieving in the top 2 bands in NAPLAN numeracy will increase from 13% to 21%. |
| Target 2.5 | By 2022 the percentage of Year 5 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to 22%\*  By 2022 the percentage of Year 3 students achieving in the lower 2 NAPLAN Bands in numeracy will decrease from 44% to 22%\*       \*Does not include exempt students. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Implement a whole-school scoped and sequenced literacy and numeracy curriculum aligned with the Victorian Curriculum [CPA] |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Develop and embed an evidence-based instructional model for planning and teaching for literacy and numeracy [CPA] |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Build data literacy skills to inform collaborative planning for differentiated teaching and identify professional learning needs |
| **Goal 4** | Provide a learning environment that engages and empowers all students in their learning. |
| Target 4.1 | By 2022 increase the percentage of positive responses for the *student voice and agency* factor on the Student Attitudes to School Survey from 57% to 80% |
| Target 4.2 | By 2022 increase the percentage of positive responses for the *stimulating learning* factor on the Parent Opinion Survey from 70% to 83%  By 2022 increase the percentage of positive responses for the *high expectations* factor on the Parent Opinion Survey from 82% to 90% |
| Target 4.3 | By 2022 increase the percentage of positive responses for the *collective efficacy* factor on the School Staff Survey from 19% to 50%  By 2022 increase the percentage of positive responses for the *trust in students and parents* factor on the School Staff Survey from 10% to 50%  By 2022 increase the percentage of positive responses for the *academic emphasis* factor on the School Staff Survey from 24% to 60% |
| Key Improvement Strategy 4.a Health and wellbeing | Build the capacity of all staff to have high expectations for learning, engagement and behaviour [H&W] |
| Key Improvement Strategy 4.b Empowering students and building school pride | Develop a whole school approach to activating student voice, agency and leadership in their learning [ES&BSP] |
| Key Improvement Strategy 4.c Building communities | Strengthen school community, parent and carer partnerships to promote high expectations for student achievement [BC] |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 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 | Targets for KIS1aAll Year 1 students will achieve expected level (L 18) in Reading this year with the exception of students on the DI program. Reduce the percentage of Year 1 to 6 students achieving below expected growth according to Teacher Judgement Growth:• Reading & Viewing from 45% (2021) to 25%• Writing from 45% (2021) to 30%• Number & Algebra from 60% (2021) to 30%Increase the percentage of students in NAPLAN Top 2 Bands:• Year 3 Writing 26% (2021) to 30%• Year 3 Numeracy 20% (2021) to 25%• Year 5 Writing 4% (2021) to 9%• Year 5 Numeracy 11% (2021) to 14%Target for KIS 1bReduce the percentage of student absences in the 20-29.5 days range from 13% to 8%Improve Attitudes to school survey - student voice and agency positive response from 50% (2021) to 62% |
| Improve student learning growth and achievement in literacy and numeracy F-6. \*\*\*DN - please note the literacy and numeracy goals have been combined as the KIS are similar\*\*\* | No | By 2022 the percentage of students making high relative learning growth from year 3 to 5 on NAPLAN reading to be 25% or greater.  By 2022 the percentage of students making high relative learning growth from Year 3 to Year 5 on NAPLAN writing, to be 18% or greater. |  |
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| Provide a learning environment that engages and empowers all students in their learning. | No | By 2022 increase the percentage of positive responses for the *student voice and agency* factor on the Student Attitudes to School Survey from 57% to 80% |  |
| By 2022 increase the percentage of positive responses for the *stimulating learning* factor on the Parent Opinion Survey from 70% to 83%  By 2022 increase the percentage of positive responses for the *high expectations* factor on the Parent Opinion Survey from 82% to 90% |  |
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| **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 | Targets for KIS1a All Year 1 students will achieve expected level (L 18) in Reading this year with the exception of students on the DI program.   Reduce the percentage of Year 1 to 6 students achieving below expected growth according to Teacher Judgement Growth: • Reading & Viewing from 45% (2021) to 25% • Writing from 45% (2021) to 30% • Number & Algebra from 60% (2021) to 30%  Increase the percentage of students in NAPLAN Top 2 Bands: • Year 3 Writing 26% (2021) to 30% • Year 3 Numeracy 20% (2021) to 25% • Year 5 Writing 4% (2021) to 9% • Year 5 Numeracy 11% (2021) to 14%  Target for KIS 1b Reduce the percentage of student absences in the 20-29.5 days range from 13% to 8% Improve Attitudes to school survey - student voice and agency positive response from 50% (2021) to 62% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 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 | Yes |
| **KIS 1.b**  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**

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| KIS 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 | | | | |
| **Actions** | - Implement an Additional Assistance Framework that supports students at risk across P-6 - Implement coaching support and professional learning to build upon teacher content and pedagogical knowledge in Writing and Numeracy to deliver differentiated instruction. - Implement termly PLCs inquiry cycles that focus upon student cohort growth in the priority areas of Writing and Numeracy. | | | | |
| **Outcomes** | Leaders will: Ensure resources are aligned with expertise (Speech, Reading Recovery, EMU,EAL & Home Reading Support) Oversee management and implementation of the programs (Speech, Reading Recovery, EMU, EAL & Home Reading Support) and the lines of communication between tutors and teachers remains effective Identify students to access the programs according to data Tutors/ Intervention Teachers will; Provide high quality instruction to the at-risk students on a regular basis Collaborate with classroom teachers to ensure consistent practices during weekly planning meetings Assess student progress and report back to Leadership Team Participate in PLC that they are attached to Classroom Teachers will:  Review data to plan weekly targeted learning tasks with the tutors attached to the team to ensure continuity of learning skills occur Share responsibility for teaching these students and their academic growth Provide differentiated learning opportunities for students at their point of need Collaboratively plan lessons that are aligned with Vic Curriculum and "I can" statements Students will: Participate in Intervention Complete additional homework tasks | | | | |
| **Success Indicators** | Students Reading skills P-6 will show accelerated growth according to Fountas and Pinnell BAS Students writing will show accelerated growth, based on Cold Write Pre Tests and Teacher Moderation Tasks post test using 6 plus 1 skills Students numeracy skills will show accelerated growth according to MOI and Essential Assessment  Teachers data and planning documentation will demonstrate an increase in differentiated and targeted guided teaching Coaching Notes will demonstrate cognitive shift in Teachers relating to pedagogy and teaching actions Practices and changes to pedagogy are visible in classrooms during classroom observations, peer observations and ‘learning walks’ | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Identify expertise within staffing profile to target at-risk and vulnerable cohorts across the school and commit to ongoing PL for intervention/Tutoring Teachers | | 🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $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 |
| Train two more part-time Reading Recovery Teachers and prioritize reading and writing intervention for Y1 cohort, who have not yet accessed the Tutoring program (PL costs) and continue extra RR tuition for identified students | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $68,423.00  🗹 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 |
| Allocate time for a high performing middle leader to cover training RR Teachers classes and support teachers in P/1 Literacy planning and implementation | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $74,394.00  🗹 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 |
| Allocate time to LS work schedule to allow her to oversee Yr 2-6 Student Learning and coach/support the Teaching Team to deliver quality instruction | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $29,435.00  🗹 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 |
| Allocate time to Principal work schedule to allow her to oversee P-1 Numeracy instruction and coach/support the Teaching Team to deliver quality instruction | | 🗹 Leadership Team  🗹 Principal | 🞎 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 |
| External experts to facilitate Professional Learning in Mathematics and Writing including modelling in classrooms each semester and working alongside Middle Leaders (TFI funding) | | 🗹 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 may include DET funded or free items |
| Implementing a suite of feedback strategies to build capacity of teachers, including Learning Walks, Peer observations, Coaching and co-teaching | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $8,000.00  🗹 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 |
| PLCs will collaboratively address student cohort growth in English and Mathematics via Inquiry Challenges in Terms 1-3 | | 🗹 PLC Leaders  🗹 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 |
| Allocate experts on teaching staff to support at-risk and vulnerable cohorts across the school in Yr 1 -5 including ongoing PL | | 🗹 Learning Specialist(s)  🗹 Literacy Support  🗹 Numeracy Support | 🗹 PLP Priority | from: Term 1  to: Term 4 | $62,162.00  🗹 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 |
| LS and new staff member to attend Bastow Numeracy planning professional learning | | 🗹 Learning Specialist(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 |
| Employ additional ESOs to support students who required additional assistance | | 🗹 Education Support | 🗹 PLP Priority | from: Term 1  to: Term 4 | $186,465.00  🗹 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 |
| Specialist PLC will collaboratively address student cohort growth in skills within the cross-curricula capabilities | | 🗹 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 |
| KIS 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | - Create a Wellbeing team to oversee student wellbeing and attendance. - Leading Teachers to provide staff coaching, feedback and professional learning.  - Implement refine and strengthen school policy and processes to improve attendance | | | | |
| **Outcomes** | Leaders will: Collate, analyse and respond to data Co-ordinate SIT priorities and manage Attendance Procedures  Communicate importance of regular attendance to the school community via newsletter, website, notes, plans, Facebook, ClassDojo, phone  Liase with DET personnel to co-ordinate support for truant students Ensure the PWO works closely with high-risk students, families and services to provide critical links between school, home and services Teachers will:  Contact families according to attendance procedures flow chart and to provide regular updates and phone hugs Refer concerns to Welfare Team via Wellbeing LT Assist to develop and implement appropriate plan/s Students will:  Contribute at SSG and the development of appropriate plan Value being at school and can articulate their achievements Parents/Carers will:  Get their children to school on time and collect at 3.15 Inform school of any absence and why via phone, email, ClassDojo, note Contribute to the development and implementation of an appropriate plan | | | | |
| **Success Indicators** | Attendance data will show an increase of attendance across the school in all year levels over each term. Late arrivals/Early departures data will show a decrease Documentation of support measures and processes are followed with regards to Students Attendance Plans Increase the positive responses to social engagement factors: Sense of Connectedness, Sense of Inclusion in the ATOSS by 5% from 2021 result Increase the positive responses to Student Voice and Agency in the ATOSS by 10% from 2021 results | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Designate a 0.65 LT to lead the Attendance and Student Wellbeing Team, ensuring the well being of the students in our care are supported as required | | 🗹 Leading Teacher(s)  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $70,719.00  🗹 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 |
| Designate PWO (0.6) time to provide tailored mental health support for students and families living in trauma. | | 🗹 Education Support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $61,356.50  🞎 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 the implementation of Attendance Policy / processes  - flow chart to be distributed and promoted within the school community - Re-engagement Plan - Staged Enrolment Plan - Attendance Improvement Plan | | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Wellbeing 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 |
| Review SENTRAL Incidents and Acknowledgements regularly to determine actions required | | 🗹 All Staff  🗹 School Improvement Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  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 |
| Agenda item at Weekly SIT Meeting and Welfare Meeting to maintain focus on behaviour and address concerns immediately | | 🗹 Leading Teacher(s)  🗹 School Improvement Team  🗹 Wellbeing 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 |
| SSGs/ Attendance plans implemented for students whose absenteeism falls into critical level (above 10 days) including parents, carers, external agencies | | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 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 |
| Include Attendance expectations into the Parent/Carer Induction presentation for all new enrolments | | 🗹 Principal | 🞎 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 |
| Designate a 0.69 LT to lead Disability and Inclusion, ensuring appropriate supports are in place for students as required | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $91,640.97  🞎 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 |
| Identify students who can access the DI Program via PSD, NDIS, NCDD or school identified processes and complete funding applications where applicable | | 🗹 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 may include DET funded or free items |
| Develop deep knowledge of individual student strengths and areas for improvement based on data to drive teaching and learning | | 🗹 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 may include DET funded or free items |
| Allocate additional ES to implement the SPAIDE program | | 🗹 Education Support | 🗹 PLP Priority | from: Term 1  to: Term 4 | $18,561.97  🗹 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 implement a professional learning sequence for ES and Teachers that is built on increasing knowledge and understanding of catering for individual needs | | 🗹 All Staff  🗹 Leading 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 |
| SSGs implemented for students in DI program including parents, carers, external agencies | | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $9,429.03  🗹 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 |
| Regular SSGs implemented for students identified as either Koorie, living in OOHC, or deemed at risk by the school. | | 🗹 All Staff | 🞎 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 |
| Coach staff in current best practice for supporting students' wellbeing and mental health, especially the most vulnerable | | 🗹 Disability Inclusion Coordinator  🗹 Education Support  🗹 Student Wellbeing Co-ordinator | 🗹 PLP Priority | from: Term 2  to: Term 3 | $53,517.00  🗹 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 professional learning at Whole School and Individual level for teachers to build capacity to write, implement and review quality IEPs and BSPs. | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 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 |
| Include a Whole School Incursion "U R Strong" to further develop a whole school shared understanding and language that promotes positive friendships | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 2 | $8,230.00  🞎 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

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| --- | --- | --- | --- |
| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $750,234.80 | $750,234.80 | $0.00 |
| Disability Inclusion Tier 2 Funding | $91,640.97 | $91,640.97 | $0.00 |
| Schools Mental Health Fund and Menu | $15,299.63 | $15,299.63 | $0.00 |
| **Total** | $857,175.40 | $857,175.40 | $0.00 |

Activities and Milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Train two more part-time Reading Recovery Teachers and prioritize reading and writing intervention for Y1 cohort, who have not yet accessed the Tutoring program (PL costs) and continue extra RR tuition for identified students | $68,423.00 |
| Allocate time for a high performing middle leader to cover training RR Teachers classes and support teachers in P/1 Literacy planning and implementation | $74,394.00 |
| Allocate time to LS work schedule to allow her to oversee Yr 2-6 Student Learning and coach/support the Teaching Team to deliver quality instruction | $29,435.00 |
| Implementing a suite of feedback strategies to build capacity of teachers, including Learning Walks, Peer observations, Coaching and co-teaching | $8,000.00 |
| Allocate experts on teaching staff to support at-risk and vulnerable cohorts across the school in Yr 1 -5 including ongoing PL | $62,162.00 |
| Employ additional ESOs to support students who required additional assistance | $186,465.00 |
| Designate a 0.65 LT to lead the Attendance and Student Wellbeing Team, ensuring the well being of the students in our care are supported as required | $70,719.00 |
| Review SENTRAL Incidents and Acknowledgements regularly to determine actions required | $2,000.00 |
| SSGs/ Attendance plans implemented for students whose absenteeism falls into critical level (above 10 days) including parents, carers, external agencies | $5,000.00 |
| Designate a 0.69 LT to lead Disability and Inclusion, ensuring appropriate supports are in place for students as required | $91,640.97 |
| Allocate additional ES to implement the SPAIDE program | $18,561.97 |
| Develop and implement a professional learning sequence for ES and Teachers that is built on increasing knowledge and understanding of catering for individual needs | $3,000.00 |
| SSGs implemented for students in DI program including parents, carers, external agencies | $9,429.03 |
| Regular SSGs implemented for students identified as either Koorie, living in OOHC, or deemed at risk by the school. | $10,000.00 |
| Coach staff in current best practice for supporting students' wellbeing and mental health, especially the most vulnerable | $53,517.00 |
| Provide professional learning at Whole School and Individual level for teachers to build capacity to write, implement and review quality IEPs and BSPs. | $5,000.00 |
| Include a Whole School Incursion "U R Strong" to further develop a whole school shared understanding and language that promotes positive friendships | $8,230.00 |
| **Totals** | $705,976.97 |

Activities and Milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Train two more part-time Reading Recovery Teachers and prioritize reading and writing intervention for Y1 cohort, who have not yet accessed the Tutoring program (PL costs) and continue extra RR tuition for identified students | from: Term 1  to: Term 4 | $68,823.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Allocate time for a high performing middle leader to cover training RR Teachers classes and support teachers in P/1 Literacy planning and implementation | from: Term 1  to: Term 4 | $74,394.00 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources |
| Allocate time to LS work schedule to allow her to oversee Yr 2-6 Student Learning and coach/support the Teaching Team to deliver quality instruction | from: Term 1  to: Term 4 | $29,435.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT |
| Implementing a suite of feedback strategies to build capacity of teachers, including Learning Walks, Peer observations, Coaching and co-teaching | from: Term 1  to: Term 4 | $8,000.00 | 🗹 School-based staffing  🗹 CRT |
| Allocate experts on teaching staff to support at-risk and vulnerable cohorts across the school in Yr 1 -5 including ongoing PL | from: Term 1  to: Term 4 | $62,162.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) |
| Employ additional ESOs to support students who required additional assistance | from: Term 1  to: Term 4 | $186,465.00 | 🗹 School-based staffing |
| Designate a 0.65 LT to lead the Attendance and Student Wellbeing Team, ensuring the well being of the students in our care are supported as required | from: Term 1  to: Term 4 | $70,719.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) |
| Review SENTRAL Incidents and Acknowledgements regularly to determine actions required | from: Term 1  to: Term 4 | $2,000.00 | 🗹 CRT |
| SSGs/ Attendance plans implemented for students whose absenteeism falls into critical level (above 10 days) including parents, carers, external agencies | from: Term 1  to: Term 4 | $5,000.00 | 🗹 School-based staffing  🗹 CRT |
| Allocate additional ES to implement the SPAIDE program | from: Term 1  to: Term 4 | $18,567.97 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Support services |
| Develop and implement a professional learning sequence for ES and Teachers that is built on increasing knowledge and understanding of catering for individual needs | from: Term 1  to: Term 4 | $3,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| SSGs implemented for students in DI program including parents, carers, external agencies | from: Term 1  to: Term 4 | $9,429.03 | 🗹 School-based staffing  🗹 CRT  🗹 Other  SSSOs and other DET personel |
| Regular SSGs implemented for students identified as either Koorie, living in OOHC, or deemed at risk by the school. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 CRT |
| Coach staff in current best practice for supporting students' wellbeing and mental health, especially the most vulnerable | from: Term 2  to: Term 3 | $53,517.00 | 🗹 School-based staffing |
| Provide professional learning at Whole School and Individual level for teachers to build capacity to write, implement and review quality IEPs and BSPs. | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| **Totals** |  | $601,512.00 |  |

Activities and Milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Designate a 0.69 LT to lead Disability and Inclusion, ensuring appropriate supports are in place for students as required | from: Term 1  to: Term 4 | $91,640.97 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Leading Teacher |
| **Totals** |  | $91,640.97 |  |

Activities and Milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Include a Whole School Incursion "U R Strong" to further develop a whole school shared understanding and language that promotes positive friendships | from: Term 2  to: Term 2 |  |  |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Bullying prevention | $15,000.00 |
| Classroom Consumables and spare bookpacks | $5,000.00 |
| Laptops and ICT programs | $22,000.00 |
| Additional Leadership Staff | $40,000.00 |
| Additional CRTS to support staff illnesses | $30,000.00 |
| Non-Curriculum Consumables | $50,900.00 |
| **Totals** | $162,900.00 |

Additional Funding Planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Bullying prevention | from: Term 1  to: Term 4 |  |  |
| Classroom Consumables and spare bookpacks | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Other  Student consumables |
| Laptops and ICT programs | from: Term 1  to: Term 4 | $22,000.00 | 🗹 Teaching and learning programs and resources |
| Additional Leadership Staff | from: Term 1  to: Term 4 | $40,000.00 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) |
| Additional CRTS to support staff illnesses | from: Term 1  to: Term 4 | $30,822.80 | 🗹 CRT |
| Non-Curriculum Consumables | from: Term 1  to: Term 4 | $50,900.00 | 🗹 Teaching and learning programs and resources  🗹 Other  Welfare, breakfast club, computer applications |
| **Totals** |  | $148,722.80 |  |

Additional Funding Planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Bullying prevention | from: Term 1  to: Term 4 |  |  |
| Classroom Consumables and spare bookpacks | from: Term 1  to: Term 4 |  |  |
| Laptops and ICT programs | from: Term 1  to: Term 4 |  |  |
| Additional Leadership Staff | from: Term 1  to: Term 4 |  |  |
| Additional CRTS to support staff illnesses | from: Term 1  to: Term 4 |  |  |
| Non-Curriculum Consumables | from: Term 1  to: Term 4 |  |  |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Bullying prevention | from: Term 1  to: Term 4 | $15,299.63 | 🗹 Tier 1/Category: Bullying prevention  **This activity will use Mental Health Menu staffing**   * + Staff Release   Berry Street Education Model  **This activity will use Mental Health Menu programs**   * + Bullying prevention and Cyber safety programs   Berry Street  Bully Stoppers  **This activity will use Foundation Resources (DET Funded initiatives or other free resources)**   * + Bully Stoppers training modules and resources |
| Classroom Consumables and spare bookpacks | from: Term 1  to: Term 4 |  |  |
| Laptops and ICT programs | from: Term 1  to: Term 4 |  |  |
| Additional Leadership Staff | from: Term 1  to: Term 4 |  |  |
| Additional CRTS to support staff illnesses | from: Term 1  to: Term 4 |  |  |
| Non-Curriculum Consumables | from: Term 1  to: Term 4 |  |  |
| **Totals** |  | $15,299.63 |  |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Train two more part-time Reading Recovery Teachers and prioritize reading and writing intervention for Y1 cohort, who have not yet accessed the Tutoring program (PL costs) and continue extra RR tuition for identified students | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Reading Recovery Tutor CEO | 🗹 Off-site  TBC every fortnight |
| Allocate time to LS work schedule to allow her to oversee Yr 2-6 Student Learning and coach/support the Teaching Team to deliver quality instruction | 🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| External experts to facilitate Professional Learning in Mathematics and Writing including modelling in classrooms each semester and working alongside Middle Leaders (TFI funding) | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Curriculum development  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  Literacy Solutions Michael Minnas | 🗹 On-site |
| Implementing a suite of feedback strategies to build capacity of teachers, including Learning Walks, Peer observations, Coaching and co-teaching | 🗹 Leadership Team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice | 🗹 Internal staff  🗹 Academy program/course | 🗹 On-site |
| Allocate experts on teaching staff to support at-risk and vulnerable cohorts across the school in Yr 1 -5 including ongoing PL | 🗹 Learning Specialist(s)  🗹 Literacy Support  🗹 Numeracy Support | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Design of formative assessments  🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy Leaders | 🗹 On-site |
| LS and new staff member to attend Bastow Numeracy planning professional learning | 🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Academy program/course | 🗹 Off-site  Hybrid of online and in person PL |
| Employ additional ESOs to support students who required additional assistance | 🗹 Education Support | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Designate a 0.69 LT to lead Disability and Inclusion, ensuring appropriate supports are in place for students as required | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 🗹 Curriculum development  🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Departmental resources  SWPBS ASD Coach SSSOs | 🗹 On-site |
| Develop deep knowledge of individual student strengths and areas for improvement based on data to drive teaching and learning | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Design of formative assessments  🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Allocate additional ES to implement the SPAIDE program | 🗹 Education Support | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice | 🗹 Internal staff  🗹 Departmental resources  Speech Therapist | 🗹 On-site |
| Develop and implement a professional learning sequence for ES and Teachers that is built on increasing knowledge and understanding of catering for individual needs | 🗹 All Staff  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Departmental resources  Inclusion Coach SWPBS Coach SSSO | 🗹 On-site |
| Coach staff in current best practice for supporting students' wellbeing and mental health, especially the most vulnerable | 🗹 Disability Inclusion Coordinator  🗹 Education Support  🗹 Student Wellbeing Co-ordinator | from: Term 2  to: Term 3 | 🗹 Demonstration lessons | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Provide professional learning at Whole School and Individual level for teachers to build capacity to write, implement and review quality IEPs and BSPs. | 🗹 Leadership Team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Learning Specialist  🗹 Literacy Leaders  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |