**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 variableAssessment schedule clear and balancedData discussion need to occur more frequently and to a deeper level at PLC and Team PlanningThere are 5 new teachers who will need to learn our school instruction models and expectationsStudent voice and agency will be prioritised in 2022Disengaged and Challenging student behaviour still impacts student outcomesAttendance continues to be our greatest barrier and will continue to be a focus moving forwardStaff allocation is aligned with priorities matching expertisPL opportunities for further development built into scheduleTimetable allocation allows for coaching, mentoring and family meetings |
| **Considerations for 2022** | Wellbeing LT to take responsibility to manage attendanceInclusion 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 ProgramPL for ES to upskill them in supporting students with additional needs will be targeted and occur each termLS will resume coaching across the senior school and support planningLiteracy Specialists (Leanne) will coach/support Junior school planningActing Principal will support Junior School Numeracy planningPeer observations and Learning walks to occur each termsAssessment Schedule and Instructional Models completed for SpecialistsPL for Student Agency and VoiceReview Bullying Policy and action implantation within our SWPBS frameworkTargeted 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.aPriority 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.bPriority 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.aCurriculum planning and assessment  | Implement a whole-school scoped and sequenced literacy and numeracy curriculum aligned with the Victorian Curriculum [CPA] |
| Key Improvement Strategy 2.bCurriculum planning and assessment  | Develop and embed an evidence-based instructional model for planning and teaching for literacy and numeracy [CPA] |
| Key Improvement Strategy 2.cCurriculum 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.aHealth and wellbeing  | Build the capacity of all staff to have high expectations for learning, engagement and behaviour [H&W] |
| Key Improvement Strategy 4.bEmpowering 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.cBuilding 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% |  |
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| **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.aPriority 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 effectiveIdentify students to access the programs according to dataTutors/ Intervention Teachers will;Provide high quality instruction to the at-risk students on a regular basisCollaborate with classroom teachers to ensure consistent practices during weekly planning meetingsAssess student progress and report back to Leadership TeamParticipate in PLC that they are attached toClassroom Teachers will: Review data to plan weekly targeted learning tasks with the tutors attached to the team to ensure continuity of learning skills occurShare responsibility for teaching these students and their academic growthProvide differentiated learning opportunities for students at their point of needCollaboratively plan lessons that are aligned with Vic Curriculum and "I can" statementsStudents will:Participate in InterventionComplete additional homework tasks |
| **Success Indicators** | Students Reading skills P-6 will show accelerated growth according to Fountas and Pinnell BASStudents writing will show accelerated growth, based on Cold Write Pre Tests and Teacher Moderation Tasks post test using 6 plus 1 skillsStudents 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 teachingCoaching Notes will demonstrate cognitive shift in Teachers relating to pedagogy and teaching actionsPractices 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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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.bPriority 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 dataCo-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 studentsEnsure the PWO works closely with high-risk students, families and services to provide critical links between school, home and servicesTeachers will: Contact families according to attendance procedures flow chart and to provide regular updates and phone hugsRefer concerns to Welfare Team via Wellbeing LTAssist to develop and implement appropriate plan/sStudents will: Contribute at SSG and the development of appropriate planValue being at school and can articulate their achievementsParents/Carers will: Get their children to school on time and collect at 3.15Inform school of any absence and why via phone, email, ClassDojo, noteContribute 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 decreaseDocumentation of support measures and processes are followed with regards to Students Attendance PlansIncrease the positive responses to social engagement factors: Sense of Connectedness, Sense of Inclusion in the ATOSS by 5% from 2021 resultIncrease 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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 2to: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 1to: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 2to: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

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| **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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to: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 1to:Term 4 | $5,000.00 | 🗹 School-based staffing🗹 CRT |
| Allocate additional ES to implement the SPAIDE program  | from:Term 1to: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 1to: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 1to:Term 4 | $9,429.03 | 🗹 School-based staffing🗹 CRT🗹 OtherSSSOs 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 1to: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 2to: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 1to: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 1to: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 2to: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 1to:Term 4 |   |  |
| Classroom Consumables and spare bookpacks | from:Term 1to:Term 4 | $5,000.00 | 🗹 OtherStudent consumables |
| Laptops and ICT programs | from:Term 1to:Term 4 | $22,000.00 | 🗹 Teaching and learning programs and resources |
| Additional Leadership Staff | from:Term 1to:Term 4 | $40,000.00 | 🗹 School-based staffing🗹 Professional development (excluding CRT costs and new FTE) |
| Additional CRTS to support staff illnesses | from:Term 1to:Term 4 | $30,822.80 | 🗹 CRT |
| Non-Curriculum Consumables | from:Term 1to:Term 4 | $50,900.00 | 🗹 Teaching and learning programs and resources🗹 OtherWelfare, 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 1to:Term 4 |   |  |
| Classroom Consumables and spare bookpacks | from:Term 1to:Term 4 |   |  |
| Laptops and ICT programs | from:Term 1to:Term 4 |   |  |
| Additional Leadership Staff | from:Term 1to:Term 4 |   |  |
| Additional CRTS to support staff illnesses | from:Term 1to:Term 4 |   |  |
| Non-Curriculum Consumables | from:Term 1to: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 1to: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 1to:Term 4 |   |  |
| Laptops and ICT programs | from:Term 1to:Term 4 |   |  |
| Additional Leadership Staff | from:Term 1to:Term 4 |   |  |
| Additional CRTS to support staff illnesses | from:Term 1to:Term 4 |   |  |
| Non-Curriculum Consumables | from:Term 1to: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 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Moderated assessment of student learning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultantsReading Recovery Tutor CEO | 🗹 Off-siteTBC 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 1to: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 1to:Term 4 | 🗹 Planning🗹 Curriculum development🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultantsLiteracy 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 1to: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 1to: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 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff🗹 Academy program/course | 🗹 Off-siteHybrid of online and in person PL |
| Employ additional ESOs to support students who required additional assistance  | 🗹 Education Support | from:Term 1to: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 1to: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 resourcesSWPBS
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 1to: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 1to:Term 4 | 🗹 Planning🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions🗹 Communities of Practice | 🗹 Internal staff🗹 Departmental resourcesSpeech 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 1to:Term 4 | 🗹 Planning🗹 Preparation🗹 Design of formative assessments | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff🗹 Departmental resourcesInclusion 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 2to: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 1to: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 |