

2022 Annual Implementation Plan

for improving student outcomes

St Albans East Primary School (4741)



Submitted for review by Paul Busuttil (School Principal) on 15 December, 2021 at 08:05 AM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 10 February, 2022 at 08:06 PM
Endorsed by Tammy Chamberlain (School Council President) on 06 April, 2022 at 09:39 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	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	St Albans East PS has had an ongoing commitment to building staff capacity in all areas of the curriculum. Strategic emphasis has been placed on developing teacher practice and implementing of school instructional models, The use of external coaches in Literacy and Numeracy has complemented this work, and enhanced the way in which triangulate data to inform planning and target the learning needs of our students. A significant emphasis at SAEPS has been put on 'How we work together - COLLABORATIVELY', in PLTs and as PLC, whereby we closely monitor student progress and growth. The structures and routines developed at SAEPS supplement our Response to Intervention (RTI) as whole school, providing targeted intervention for students either below, at or above standard, depending on cohort needs. Learning Specialist
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	<p>assigned to each team have enabled exemplar practice to be modelled to staff through the establishment of Learning Labs in each team.</p> <p>The 2022 AIP reflects a narrow and sharp focus of previous school priorities in order to consolidate and revisit HITS as a whole school. Working in the COVID landscape over the last 18months has presented many challenges and interruptions on our work as a whole staff towards further growing this work. The reinstatement of school priorities for 2022, will allow SAEPS to refocus and revise our work in order to consistently provide targeted intervention and differentiated curriculum for our students.</p> <p>COVID19 has had an impact on staff and students mental health and wellbeing the last 12 months, this is a space we with continue to monitor and support our school community throughout 2022.</p>
Considerations for 2022	<p>Considerations for 2022</p> <ul style="list-style-type: none"> - strengthen Response to intervention (RTI), monitoring and tracking students across whole school to target cohort needs - continued focus on building staff capacity - external coaches - Whole school professional learning Lyn Sharratt's work - The 14 Paramenters (Research based high impact improvement approaches) - continue to embed Student Agency/, Voice and Leadership in Reading - continue to implement SWPBS across the whole school - Allied Health Team to continue provide support to students and families - Focus on attendance and communication with parents
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
</p> <p>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>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve individual learning outcomes for all students with a focus on Literacy and Numeracy
Target 2.1	By 2022, using NAPLAN increase % of students demonstrating high benchmark growth in reading from 19% in 2017 to more than 25%.
Target 2.2	By 2022, using NAPLAN increase or maintain % of students demonstrating high benchmark growth in writing from 25% in 2017 to more than 25%.

Target 2.3	Reading Top Two Bands NAPLAN Increase the number of students in the top two NAPLAN bands in year 3 from 12% in 2017 to 42% in 2022. Increase the number of students in the top two NAPLAN bands in year 5 from 21% in 2017 to 45% in 2022.
Target 2.4	Reading Bottom Two Bands NAPLAN Decrease the number of students in the bottom two NAPLAN bands in year 3 from 23% in 2017 to 10% in 2022. Decrease the number of students in the bottom two NAPLAN bands in year 5 from 17% in 2017 to 10% in 2022.
Target 2.5	Numeracy Top Two Bands NAPLAN Increase the number of students in the top two NAPLAN bands in year 3 from 9% in 2017 to 36% in 2022. Increase the number of students in the top two NAPLAN bands in year 5 from 20% in 2017 to 32% in 2022.
Target 2.6	Numeracy Bottom Two Bands NAPLAN Decrease the number of students in the bottom two NAPLAN bands in year 3 from 40 % in 2017 to 21% in 2022. Decrease the number of students in the bottom two NAPLAN bands in year 5 from 31% in 2017 to 15% in 2022.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Consistently implement research based high impact instructional practices to further enhance staff capacity and improve student outcomes.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build consistent planning, documentation and implementation processes across the school to ensure a Guaranteed and Viable Curriculum.

Key Improvement Strategy 2.c Building practice excellence	Develop a professional learning culture that uses data to build teacher, team and leadership capacity to monitor impact with accountability on the effect on student outcomes.
Key Improvement Strategy 2.d Evaluating impact on learning	Action Plan to accelerate improvement
Goal 3	To promote a sense of student connection and deep involvement in learning.
Target 3.1	By 2022, to achieve overall levels of student satisfaction at or above 85 per cent on the Student Attitudes to School Survey as measured by the <i>Effective Teaching Practice for Cognitive Engagement factors (Differentiated Learning Challenge, Effective Teaching Time and Stimulated Learning)</i> .
Target 3.2	<i>By 2022, to improve overall average days of absence to 14 days and maintain or reduce the percentage of students with greater than 20 days of absence per year to 20 per cent. (similar schools 27 per cent).</i>
Target 3.3	By 2022, the percentage of Year 4-6 students responding positively to the student Attitudes to School Survey <i>Social Engagement</i> domain <i>Student Agency</i> factor to be at or above 80 per cent.
Key Improvement Strategy 3.a Empowering students and building school pride	To empower students to be advocates of their learning through goal setting and feedback.
Key Improvement Strategy 3.b	To examine the Growth Mindset approach to teaching and learning and incorporate into an aspirational culture at St Albans East Primary School.

Setting expectations and promoting inclusion	
Goal 4	To develop resilient students who display behaviours and attitudes that reflect the school values.
Target 4.1	By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent: <i>Social Engagement Domain Sense of Connectedness and Inclusion factors.</i>
Target 4.2	By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent: <i>Student Safety Domain</i>
Target 4.3	By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent: <i>Managing Bullying Domain</i>
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	To investigate and implement the School Wide Positive Behaviour Support Program framework for developing a climate of aspiration, respect and growth.
Key Improvement Strategy 4.b Building communities	To build upon community involvement in the school and student learning.

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</p> <p>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>NAPLAN By end of 2022, using NAPLAN increase % of students demonstrating high benchmark growth in reading from 19% in 2017 to more than 23%.</p> <p>By end of 2022, using NAPLAN increase % of students demonstrating high benchmark growth in writing from 12% in 2018 to more than 21%.</p> <p>12 Month Targets Reading AT and ABOVE Expected F&P Level</p> <p>The number of students at and above the expected F&P Benchmark level for Foundation to be at and above 85% in 2022.</p> <p>Increase the number of students at and above the expected F&P Benchmark level for grade 1 from 66% in 2020 to 80% in 2022.</p>

			<p>Increase the number of students at and above the expected F&P Benchmark level for grade 2 from 67% in 2020 to 85% in 2022.</p> <p>Increase the number of students at and above the expected F&P Benchmark level for grade 3 from 82% in 2020 to 85% in 2022.</p> <p>Increase the number of students at and above the expected F&P Benchmark level for grade 4 from 63% in 2020 to 80% in 2022.</p> <p>Increase the number of students at and above the expected F&P Benchmark level for grade 5 from 73% in 2020 to 85% in 2022.</p> <p>Increase the number of students at and above the expected F&P Benchmark level for grade 6 from 62% in 2020 to 80% in 2022.</p> <p>Happy, Active & Healthy Kids</p> <p>By the end of 2022, the percentage of Year 4-6 students responding positively to the Social Engagement, Sense of Connectedness and Inclusion factors on the Attitudes to School Survey domains and factors to be at or above 87%.</p> <p>Connected Schools</p> <p>Building Communities</p> <p>By the end of 2022 continue to maintain</p>
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			positive endorsement in parent participation and involvement at 87% or above. (PoS)
To improve individual learning outcomes for all students with a focus on Literacy and Numeracy	No	By 2022, using NAPLAN increase % of students demonstrating high benchmark growth in reading from 19% in 2017 to more than 25%.	
		By 2022, using NAPLAN increase or maintain % of students demonstrating high benchmark growth in writing from 25% in 2017 to more than 25%.	
		Reading Top Two Bands NAPLAN Increase the number of students in the top two NAPLAN bands in year 3 from 12% in 2017 to 42% in 2022. Increase the number of students in the top two NAPLAN bands in year 5 from 21% in 2017 to 45% in 2022.	
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To promote a sense of student connection and deep involvement in learning.	No	By 2022, to achieve overall levels of student satisfaction at or above 85 per cent on the Student Attitudes to School Survey as measured by the <i>Effective Teaching Practice for Cognitive Engagement factors (Differentiated Learning Challenge, Effective Teaching Time and Stimulated Learning)</i> .	
		<i>By 2022, to improve overall average days of absence to 14 days and maintain or reduce the percentage of students with</i>	

		<i>greater than 20 days of absence per year to 20 per cent. (similar schools 27 per cent).</i>	
		By 2022, the percentage of Year 4-6 students responding positively to the student Attitudes to School Survey <i>Social Engagement</i> domain <i>Student Agency</i> factor to be at or above 80 per cent.	
To develop resilient students who display behaviours and attitudes that reflect the school values.	No	By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent: <i>Social Engagement</i> Domain <i>Sense of Connectedness</i> and <i>Inclusion</i> factors.	
		By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent: <i>Student Safety</i> Domain	

		<p>By 2022 the percentage of Year 4-6 students responding positively to the following student Attitudes to School Survey domains and factors to be at or above 90 per cent:</p> <p><i>Managing Bullying Domain</i></p>	
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12 Month Target 1.1	<p>NAPLAN</p> <p>By end of 2022, using NAPLAN increase % of students demonstrating high benchmark growth in reading from 19% in 2017 to more than 23%.</p> <p>By end of 2022, using NAPLAN increase % of students demonstrating high benchmark growth in writing from 12% in 2018 to more than 21%.</p> <p>12 Month Targets Reading AT and ABOVE Expected F&P Level</p> <p>The number of students at and above the expected F&P Benchmark level for Foundation to be at and above 85% in 2022.</p> <p>Increase the number of students at and above the expected F&P Benchmark level for grade 1 from 66% in 2020 to 80% in 2022.</p> <p>Increase the number of students at and above the expected F&P Benchmark level for grade 2 from 67% in 2020 to 85% in 2022.</p>

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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

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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	<p>By the end of 2022, the percentage of Year 4-6 students responding positively to the Social Engagement, Sense of Connectedness and Inclusion factors on the Attitudes to School Survey domains and factors to be at or above 87%.</p> <p>Connected Schools</p> <p>Building Communities</p> <p>By the end of 2022 continue to maintain positive endorsement in parent participation and involvement at 87% or above. (PoS)</p>
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Whole School Level</p> <p>Continue to embed data literacy of teachers and education support staff to inform understanding of student needs and progress, and identifying students requiring additional support.</p> <p>Continue data analysis and moderation in PLT and PLC to build staff capacity to differentiate learning for all students.</p> <p>Ongoing professional learning and coaching with external Literacy and Numeracy consultants in the use of data to inform targeted planning, and the implementation of high impact teaching and learning strategies.</p> <p>Continue to align professional learning priorities with the PLT and PLC schedule. EG Lyn Sharratt - The 14 Paramenters</p> <p>Embed a professional learning cycle that focuses on building pedagogical knowledge and consistency as a whole school through coaching, planning and PLT.</p> <p>The School Improvement Team (SIT) will continue to monitor and track student growth across the whole school.</p> <p>Classroom Level</p> <p>Learning Specialist assigned to each team in 2022 to build staff capacity and consistency.</p> <p>Learning Labs re-established across each year level to model exemplar classroom practice.</p> <p>Use of PLC/ PLT for staff to collaboratively plan units of work with a focus on differentiation that is data driven and needs basis.</p> <p>Individual Level</p> <p>Continue to develop the capacity of the Learning Specialist through weekly coaching sessions with Instructional Leaders, external consultants and structured professional learning.</p> <p>Continue to embed small group targeted Response to intervention for students (Tutoring Program)</p> <p>Continue to use the FISO Improvement Cycle to plan and implement RTI within the classroom</p> <p>Work with ES and teaching staff to collaboratively develop and monitor and evaluate student individual learning goals using Seesaw</p>

Outcomes	<p>Whole School Level Fortnightly Learning Specialists meetings with the School Improvement Team (SIT) scheduled and evidenced in termly calendars, building the capacity of 'Middle Leaders.' Fortnightly Response to Intervention meetings with the School Improvement Team (SIT) scheduled and evidenced in termly calendars, to track, monitor and evaluate student learning in Reading. Planned Curriculum Days, PLC and PLT meetings developing whole school knowledge, understandings and skills in high impact teaching and learning, e.g. Lyn Sharratt's work-'The 14 Parameters.'</p> <p>Classroom Level Classroom observations in the Learning Labs and peer feedback to be a part of coaching cycle. Exemplar classrooms visited frequently within the team, with a particular focus on the High Impact Teaching Strategies and Instructional Model. Teachers to discuss, track and monitor student growth and Response to Intervention with the School Improvement Team. Evidence of consistent analysis of student data using the Du Fours questioning and FISO Improvement Cycle in PLT and PLC.</p> <p>Individual Level Teachers continue to embed consistent practices using the Instructional Model and High Impact Teaching Strategies in literacy and numeracy. Improved pedagogical knowledge and understanding to plan and differentiate learning in Literacy and Numeracy, including the work of Lyn Sharratt - The 14 Parameters. Documented Improvement Cycle that targets specific students through the RTI cycle</p>
Success Indicators	<p>Whole School Level PDP aligned goals to meet 12 months targets in Literacy and Numeracy. PLT and PLC schedule is reflective of school priorities and responsive to staff professional learning needs and student learning needs. All staff to implement tiered approach to Response to Intervention including ILPs and the student referral process. School Improvement Team to monitor and track the impact of teaching and learning. Reduced variability among classroom teachers with the implementation of the schools Instructional Model and High Impact Teaching Strategies.</p> <p>Classroom Level Student learning goals are visible and articulated in Literacy and Numeracy. Teachers using a high level of analysis to triangulate student data to inform planning. Instructional models are embedded in planning documentation and classroom practice.</p>

	Individual Level Evidence of Learning Lab peer feedback observed in classroom practice. Students who are on a response to intervention program to be placed on an individual learning plan			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to embed, implement and monitor HITS through Instructional Model, the scope and sequence and planning documentation in literacy and numeracy. Lyn Sharratt Professional Learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <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
Embed whole school targeted professional learning, planning and coaching cycle that is informed by Instructional Leaders, Learning Specialists,	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$190,000.00 <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
Response to Intervention staff (Prep to Year 6)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$427,572.00 <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
Literacy & Numeracy Consultants	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$190,000.00 <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
Speech & Language RTI (Speech Pathologist)	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$106,000.00

			to: Term 4	<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
School Counsellor	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$84,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Whole school Level Refine whole school approach to wellbeing to considerations at the leadership, teacher and student levels via implementation of SWPBS and PLC professional learning. Establish a whole school approach to social-emotional learning or belonging and engagement through the Resilience, Rights and Respectful Relationships (RRRR) program. Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year			

	<p>through our partnership with Berry Street Education Model. Continue to embed routines and prioritise time throughout the school day, and in class to revisit these regularly through the whole school Getting Started Program. Implement House Spirit to strengthen school structures and connectedness. Ensure all students can re-engage in all forms of Specialist programs.</p> <p>Classroom Level Implement and embed wellbeing program at the classroom level. EG RRRR and Getting Started Program Implement agreed approach to monitoring and responding to student wellbeing concerns through our Behaviour Management Procedure and SWPBS Tier approach. Continue to enhance and embed Getting Started Program implementation using SWPBS approaches, Behaviour Management Procedure and Berry Street strategies. Build staff capacity to collect, analyse, monitor and respond to student engagement data. Eg Minor and Major COMPASS Strengthen in-class relationships through collaborative learning. Conduct regular check-ins/conferencing with students at the classroom level using the Zones of Regulation & SWPBS Tier approach.</p> <p>Individual level Target counselling for individual students with acute needs. Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills. Build relationships and engage with families of at-risk students. Assign teachers to conduct daily check-ins with at-risk students. Ensure all students know there is someone who cares about them.</p>
Outcomes	<p>Whole School Level Teachers will incorporate trauma informed practices in classes and in planning units of work. Teachers will model and are consistent in agreed routines through implementation of the school's Matrix of Expected Behaviours. Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing. Leaders will strengthen engagement with regional and external support agencies. Teachers and leaders will integrate social-emotional learning into school practice, policies and programs.</p> <p>Classroom Level Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. Classrooms will continue to implement a whole school wellbeing program (Getting Started, RRRR). Students will feel supported and engaged in home groups and contribute to a strong classroom culture. At-risk students will be identified and receive targeted support in a timely manner.</p>

	<p>Individual Level Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate. Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing using SWPBS Tiered 2 & 3 approach. Families of at-risk students will receive regular communication and support from the school. Students will experience more success in classes. Students and families will be connected to allied health and mental health services.</p>			
Success Indicators	<p>Whole School Level Observations of changes to classroom practices. Documentation of frameworks, policies or programs. Internal and external professional learning attendance and shared readings for staff are documented. Shared PL goals documented in staff PDPs. Curriculum documentation reflecting social and emotional learning.</p> <p>Classroom Level Students engagement in wellbeing programs (feedback, participation, classroom observations). Samples of student work. Documentation of resources for wellbeing programs. Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. Teacher surveys on effectiveness of programs, referral process. Documented evidence of student wellbeing concerns and follow up.</p> <p>Individual Level Data used to identify students in need of targeted support. Data of counselling services accessed by students and families. Student pre and post support surveys developed and implemented. Documentation of self management strategies students will use in classes and at school to self regulate social & emotional behaviour. Student engagement and assessment data (ATSS). Appointment/staffing of programs. (Counsellor/ Speech/ Leading Teacher)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Develop a student leadership model.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,500.00 <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 implement SWPBS across the school.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$986,778.00	\$1,053,072.00	-\$66,294.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$986,778.00	\$1,053,072.00	-\$66,294.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue to embed, implement and monitor HITS through Instructional Model, the scope and sequence and planning documentation in literacy and numeracy. Lyn Sharratt Professional Learning	\$40,000.00
Embed whole school targeted professional learning, planning and coaching cycle that is informed by Instructional Leaders, Learning Specialists,	\$190,000.00
Response to Intervention staff (Prep to Year 6)	\$427,572.00
Literacy & Numeracy Consultants	\$190,000.00
Speech & Language RTI (Speech Pathologist)	\$106,000.00
School Counsellor	\$84,000.00
Develop a student leadership model.	\$5,500.00
Continue to implement SWPBS across the school.	\$10,000.00

Totals	\$1,053,072.00
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to embed, implement and monitor HITS through Instructional Model, the scope and sequence and planning documentation in literacy and numeracy. Lyn Sharratt Professional Learning	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Embed whole school targeted professional learning, planning and coaching cycle that is informed by Instructional Leaders, Learning Specialists,	from: Term 1 to: Term 4	\$190,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Response to Intervention staff (Prep to Year 6)	from: Term 1 to: Term 4	\$427,572.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Literacy & Numeracy Consultants	from: Term 1 to: Term 4	\$190,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Speech & Language RTI (Speech Pathologist)	from: Term 1 to: Term 4	\$106,000.00	<input checked="" type="checkbox"/> Support services
School Counsellor	from: Term 1	\$84,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop a student leadership model.	from: Term 1 to: Term 4	\$5,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Continue to implement SWPBS across the school.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$1,053,072.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue to embed, implement and monitor HITS through Instructional Model, the scope and sequence and planning documentation in literacy and numeracy. Lyn Sharratt Professional Learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Lyn Sharratt	<input checked="" type="checkbox"/> On-site
Embed whole school targeted professional learning, planning and coaching cycle that is informed by Instructional Leaders, Learning Specialists,	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Response to Intervention staff (Prep to Year 6)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Literacy & Numeracy Consultants	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<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	<input checked="" type="checkbox"/> External consultants Paul Ledwidge Fiona Day	<input checked="" type="checkbox"/> On-site

Speech & Language RTI (Speech Pathologist)	✓ Allied Health	from: Term 1 to: Term 4	✓ Design of formative assessments ✓ Demonstration lessons	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff	✓ On-site
School Counsellor	✓ Allied Health	from: Term 1 to: Term 4	✓ Peer observation including feedback and reflection	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff	✓ On-site
Develop a student leadership model.	✓ Leadership Team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Collaborative Inquiry/Action Research team	✓ PLC/PLT Meeting	✓ Internal staff ✓ External consultants House Spirit	✓ On-site
Continue to implement SWPBS across the school.	✓ All Staff	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Collaborative Inquiry/Action Research team	✓ Professional Practice Day ✓ PLC/PLT Meeting	✓ School improvement partnerships ✓ Departmental resources SWPBS Coach	✓ On-site