

2022 Annual Implementation Plan

for improving student outcomes

Swan Hill North Primary School (4743)



Submitted for review by Brea Terris (School Principal) on 25 February, 2022 at 07:31 AM
Endorsed by Joseph Summerhayes (Senior Education Improvement Leader) on 09 March, 2022 at 12:08 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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	Shifting from FISO to FISO 2.0 has enabled the school to reflect on where we are with current practices. At the end of 2021 we did a review of FISO to support us with this work. There has been a re-structure of the Leadership team to move into a SIT. This is reflected in the meeting schedules to build the capacity of this team.	

Considerations for 2022	Continue to work on the implementation of PLCS. That will be the big work for 2022. There has been a focus on that at the beginning of the school year. All Leadership positions were advertised at the end of the 2021 school year to support building capacity of all staff.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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	Students have agency in their learning.
Target 2.1	By 2023 the proportion of Year 4-6 students indicating positive endorsement of <i>Student voice and agency</i> in the Student Attitudes to School Survey will increase to 75 per cent from 70 per cent in 2019.
Target 2.2	By 2023 the proportion of staff indicating positive endorsement of <i>Promote ownership of learning goals</i> in the School Staff Survey will increase to 80 per cent from 73 per cent in 2019
Key Improvement Strategy 2.a	Enhance students' skills for accessing and using data to inform their learning progress

Empowering students and building school pride	
Key Improvement Strategy 2.b Empowering students and building school pride	Develop the capacity and structures that promote mutual feedback between students and teachers
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Enhance students' ability for setting and monitoring their own learning goals.
Goal 3	All students show at least one year's growth for one year's learning in literacy and numeracy.
Target 3.1	By 2023 the percentage of students achieving medium or high relative learning growth in NAPLAN reading will increase <ul style="list-style-type: none"> • for Year 3 to Year 5 matched cohort from 70 per cent in 2019 to 85 per cent • for Year 5 to Year 7 matched cohort from 80 per cent in 2019 to 85 per cent
Target 3.2	By 2023 the proportion of students achieving medium or high relative growth in NAPLAN numeracy will increase <ul style="list-style-type: none"> • For Year 3 to Year 5 matched cohort from 67 per cent in 2019 to 75 per cent • For Year 5 to Year 7 matched cohort maintained to at least 78 per cent
Target 3.3	The average Effect Size as measured by PAT testing, December to December for Years 2 to 6 maintains or exceeds the 2019 averages of 0.75 for reading and 0.62 for mathematics.

Key Improvement Strategy 3.a Evaluating impact on learning	Embed teacher capacity to analyse data to drive student learning.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Enhance teacher capacity to differentiate student learning
Key Improvement Strategy 3.c Evaluating impact on learning	Enhance capacity for promoting feedback between teachers, between students and between teachers and students
Goal 4	All students are culturally and emotionally connected to school
Target 4.1	By 2023 the proportion of Year 4-6 students indicating positive endorsement in the Student Attitudes to School survey will increase for <ul style="list-style-type: none"> • Sense of connectedness to 85 per cent from 78 per cent in 2019 • Sense of inclusion to 90 per cent from 87 per cent in 2019 • Respect for diversity to 85 per cent from 80 per cent in 2019
Target 4.2	By 2023 the proportion of staff indicating positive endorsement in the School Staff Survey for <i>Parent and community involvement</i> will increase to 80 per cent from 76 per cent in 2019
Target 4.3	By 2023 the proportion of parents in the indicating positive endorsement in the Parent Opinion Survey for <i>Parent participation and involvement</i> will increase to 90 per cent from 85 per cent in 2019.

<p>Key Improvement Strategy 4.a Setting expectations and promoting inclusion</p>	<p>Enhance teacher capacity to deliver a positive education framework</p>
<p>Key Improvement Strategy 4.b Building communities</p>	<p>Develop collective capacity to promote Indigenous cultural learning and understanding within curriculum and extra-curricular</p>
<p>Key Improvement Strategy 4.c Setting expectations and promoting inclusion</p>	<p>Embed teacher capacity to promote positive behaviours</p>
<p>Key Improvement Strategy 4.d Empowering students and building school pride</p>	<p>By 2023 the proportion of Year 4-6 students indicating positive endorsement of Motivation and interest in the Student Attitudes to School Survey will increase to 85 per cent from 83 per cent in 2019.</p>

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>By the end of 2022 the percentage of students achieving above the expected level for teacher judgement in Reading and Viewing from P-6 will increase to 27%.</p> <p>By the end of 2022 the percentage of students achieving above the expected level for teacher judgement in Number and Algebra from P-6 will increase to 19%.</p> <p>By the end of 2022 the proportion of Year 4-6 students indicating positive endorsement in the Student Attitudes to School survey will increase for:</p> <ul style="list-style-type: none"> -Sense of connectedness to 80 per cent from 77 per cent in 2021 <p>By the end of 2022 the proportion staff indicating positive endorsement in the Staff Opinion survey will increase for:</p> <ul style="list-style-type: none"> -Teacher Collaboration to 51 per cent from 48 per cent in 2021

Students have agency in their learning.	No	By 2023 the proportion of Year 4-6 students indicating positive endorsement of <i>Student voice and agency</i> in the Student Attitudes to School Survey will increase to 75 per cent from 70 per cent in 2019.	
		By 2023 the proportion of staff indicating positive endorsement of <i>Promote ownership of learning goals</i> in the School Staff Survey will increase to 80 per cent from 73 per cent in 2019	
All students show at least one year's growth for one year's learning in literacy and numeracy.	No	By 2023 the percentage of students achieving medium or high relative learning growth in NAPLAN reading will increase <ul style="list-style-type: none"> • for Year 3 to Year 5 matched cohort from 70 per cent in 2019 to 85 per cent • for Year 5 to Year 7 matched cohort from 80 per cent in 2019 to 85 per cent 	
		By 2023 the proportion of students achieving medium or high relative growth in NAPLAN numeracy will increase <ul style="list-style-type: none"> • For Year 3 to Year 5 matched cohort from 67 per cent in 2019 to 75 per cent 	

		<ul style="list-style-type: none"> • For Year 5 to Year 7 matched cohort maintained to at least 78 per cent 	
		The average Effect Size as measured by PAT testing, December to December for Years 2 to 6 maintains or exceeds the 2019 averages of 0.75 for reading and 0.62 for mathematics.	
All students are culturally and emotionally connected to school	No	<p>By 2023 the proportion of Year 4-6 students indicating positive endorsement in the Student Attitudes to School survey will increase for</p> <ul style="list-style-type: none"> • Sense of connectedness to 85 per cent from 78 per cent in 2019 • Sense of inclusion to 90 per cent from 87 per cent in 2019 • Respect for diversity to 85 per cent from 80 per cent in 2019 	
		By 2023 the proportion of staff indicating positive endorsement in the School Staff Survey for <i>Parent and community involvement</i> will increase to 80 per cent from 76 per cent in 2019	
		By 2023 the proportion of parents in the indicating positive endorsement in the Parent Opinion Survey for <i>Parent participation</i>	

		<i>and involvement will increase to 90 per cent from 85 per cent in 2019.</i>	
--	--	---	--

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<p>By the end of 2022 the percentage of students achieving above the expected level for teacher judgement in Reading and Viewing from P-6 will increase to 27%.</p> <p>By the end of 2022 the percentage of students achieving above the expected level for teacher judgement in Number and Algebra from P-6 will increase to 19%.</p> <p>By the end of 2022 the proportion of Year 4-6 students indicating positive endorsement in the Student Attitudes to School survey will increase for:</p> <p>-Sense of connectedness to 80 per cent from 77 per cent in 2021</p> <p>By the end of 2022 the proportion staff indicating positive endorsement in the Staff Opinion survey will increase for:</p> <p>-Teacher Collaboration to 51 per cent from 48 per cent in 2021</p>	
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.
12 Month Target 1.1	<p>By the end of 2022 the percentage of students achieving above the expected level for teacher judgement in Reading and Viewing from P-6 will increase to 27%.</p> <p>By the end of 2022 the percentage of students achieving above the expected level for teacher judgement in Number and Algebra from P-6 will increase to 19%.</p> <p>By the end of 2022 the proportion of Year 4-6 students indicating positive endorsement in the Student Attitudes to School survey will increase for:</p> <p>-Sense of connectedness to 80 per cent from 77 per cent in 2021</p> <p>By the end of 2022 the proportion staff indicating positive endorsement in the Staff Opinion survey will increase for:</p> <p>-Teacher Collaboration to 51 per cent from 48 per cent in 2021</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	Through the PLC Framework: <ul style="list-style-type: none"> •Continue to develop consistency in evidenced based Literacy and Numeracy teaching throughout the school, linked to Swan Hill North PS Instructional Model •Build capacity of staff to analyse data and support students at their point of need.
Outcomes	<ul style="list-style-type: none"> •Leadership will collaborative put together PLC structures that promote inquiry cycles with students at the centre •PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessment and lessons

	<ul style="list-style-type: none"> •Teachers will confidently and accurately identify learning needs of students and provide differentiated supports for students to work at their level •Students will be supported to understand what their next steps in learning are and co-create learning goals. 			
Success Indicators	<ul style="list-style-type: none"> •Literacy and Numeracy instructional model visible in classrooms - posters/charts & teaching content-Literacy and Numeracy instructional model evidenced in planning documents •Data collected to evidence student growth in PLCs •Classroom observations and learning walks demonstrating consistent implementation of instructional model in Literacy and Numeracy. •Consistent planning documents show evidence of student learning and differentiation at different levels •PLC minutes and reflection show progression of Inquiry cycles with students at the centre. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule professional learning sessions for staff focusing on the implementation of the whole school literacy program	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$71,115.99 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning walks and classroom observations to determine consistent implementation of the instructional model.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$10,000.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator		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
Identification of student for TLI and run MacLit (Years 3-6) and MiniLit (Years P-2) intervention programs for these students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <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
Establish processes and structures for collecting and monitoring school-wide data.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Build capacity of Instructional Leaders to lead staff in implementing the PLC cycle.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	A staff member has been employed to oversee the MHWC and the implementation of SWPB Framework across the school. Identifying and making adjustments for students while implementing the Disability and Inclusion Framework.			
Outcomes	<ul style="list-style-type: none"> •Leadership will develop role clarity for Teaching and Learning Leader and MHWC. •Teachers will develop individual Learning Plans, Behaviour Plans and Wellbeing Plans that will reflect and support implementation of multi tiered systems of support. •Staff will demonstrate a deeper understanding around mental health literacy. 			

Success Indicators	<ul style="list-style-type: none"> •Planning documents will evidence the the Wellbeing Programs being explicitly taught. •Teachers will continue to follow up on student absences and develop an attendance plan if students have ongoing absences in conjunction with Leadership. •Leadership will take minutes from Student Support Group meetings and use these documents to support ILPS and teachers planning to ensure reasonable adjustments are being made for students. •Strategies identified for specific students will be documented and impact monitored in plans. •Leaders will use the MHiPS survey results from parents, staff and students to evaluate practice •Leaders will use Sentral and Student check in data over the year shows a reduction of students at risk. •Teachers will have an Increased understanding of mental health literacy. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Students identified as requiring Tier 2 or 3 supports from SWPB or MHWC are supported appropriately and in a timely manner.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,458.80 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Support Group meetings held for identified students each term to update Individual Education Plans	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1	\$17,200.00

	<input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing Scope and Sequence curriculum (RRRR) taught and documented in team weekly planners	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Professional learning provided for all staff - Mental Health in Primary Schools	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS documents reviewed, completed and displayed in classrooms.	<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
Dedicated staff member to take on Disability Inclusion training and role requirements	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$95,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Investigate Therapy dog	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Sentral is used to log attendance, SWPB incidents and send correspondence to families about attendance.	<input checked="" type="checkbox"/> Administration Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,534.40 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$197,029.97	\$197,029.97	\$0.00
Disability Inclusion Tier 2 Funding	\$141,884.58	\$141,884.58	\$0.00
Schools Mental Health Fund and Menu	\$15,404.27	\$15,404.27	\$0.00
Total	\$354,318.82	\$354,318.82	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule professional learning sessions for staff focusing on the implementation of the whole school literacy program	\$71,115.99
Learning walks and classroom observations to determine consistent implementation of the instructional model.	\$10,000.00
Identification of student for TLI and run MacLit (Years 3-6) and MiniLit (Years P-2) intervention programs for these students.	\$30,000.00
Establish processes and structures for collecting and monitoring school-wide data.	\$5,000.00
Build capacity of Instructional Leaders to lead staff in implementing the PLC cycle.	\$10,000.00
Students identified as requiring Tier 2 or 3 supports from SWPB or MHWC are supported appropriately and in a timely manner.	\$34,458.80
Student Support Group meetings held for identified students each term to update Individual Education Plans	\$17,200.00

Wellbeing Scope and Sequence curriculum (RRRR) taught and documented in team weekly planners	\$5,000.00
Professional learning provided for all staff - Mental Health in Primary Schools	\$20,000.00
SWPBS documents reviewed, completed and displayed in classrooms.	\$10,000.00
Dedicated staff member to take on Disability Inclusion training and role requirements	\$95,000.00
Investigate Therapy dog	\$0.00
Totals	\$307,774.79

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Schedule professional learning sessions for staff focusing on the implementation of the whole school literacy program	from: Term 1 to: Term 4	\$91,115.99	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Learning walks and classroom observations to determine consistent implementation of the instructional model.	from: Term 2 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Identification of student for TLI and run MacLit (Years 3-6) and MiniLit (Years P-2) intervention programs for these students.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

Establish processes and structures for collecting and monitoring school-wide data.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Build capacity of Instructional Leaders to lead staff in implementing the PLC cycle.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Students identified as requiring Tier 2 or 3 supports from SWPB or MHWC are supported appropriately and in a timely manner.	from: Term 1 to: Term 4	\$13,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Student Support Group meetings held for identified students each term to update Individual Education Plans	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Wellbeing Scope and Sequence curriculum (RRRR) taught and documented in team weekly planners	from: Term 1 to: Term 4	\$7,913.98	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Professional learning provided for all staff - Mental Health in Primary Schools	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
SWPBS documents reviewed, completed and displayed in classrooms.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$197,029.97	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Schedule professional learning sessions for staff focusing on the implementation of the whole school literacy program	from: Term 1 to: Term 4	\$0.00	
Students identified as requiring Tier 2 or 3 supports from SWPB or MHWC are supported appropriately and in a timely manner.	from: Term 1 to: Term 4	\$21,458.80	
Student Support Group meetings held for identified students each term to update Individual Education Plans	from: Term 1 to: Term 4	\$7,200.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend Profile meetings)
Dedicated staff member to take on Disability Inclusion training and role requirements	from: Term 1 to: Term 4	\$95,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator • Education Support Staff • Other AP
Totals		\$123,658.80	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Professional learning provided for all staff - Mental Health in Primary Schools	from: Term 1 to: Term 4	\$10,000.00	
Investigate Therapy dog	from: Term 2 to: Term 3	\$5,404.27	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Staff Release CRT This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Animal Therapy Dog Connect
Totals		\$15,404.27	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
The Mental Health and Wellbeing Coordinator role has been topped up from 0.7 to 1.0 in time fraction.	\$18,225.58
Totals	\$18,225.58

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
The Mental Health and Wellbeing Coordinator role has been topped up from 0.7 to 1.0 in time fraction.	from: Term 1	\$0.00	

	to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
The Mental Health and Wellbeing Coordinator role has been topped up from 0.7 to 1.0 in time fraction.	from: Term 1 to: Term 4	\$18,225.78	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion Leader
Totals		\$18,225.78	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
The Mental Health and Wellbeing Coordinator role has been topped up from 0.7 to 1.0 in time fraction.	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule professional learning sessions for staff focusing on the implementation of the whole school literacy program	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site
Learning walks and classroom observations to determine consistent implementation of the instructional model.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist 	<input checked="" type="checkbox"/> On-site

Establish processes and structures for collecting and monitoring school-wide data.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Build capacity of Instructional Leaders to lead staff in implementing the PLC cycle.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Students identified as requiring Tier 2 or 3 supports from SWPB or MHC are supported appropriately and in a timely manner.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources EIL D and I staff	<input checked="" type="checkbox"/> On-site
Wellbeing Scope and Sequence curriculum (RRRR) taught and documented in team weekly planners	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Wellbeing Team					
Professional learning provided for all staff - Mental Health in Primary Schools	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources D and I staff	<input checked="" type="checkbox"/> On-site
SWPBS documents reviewed, completed and displayed in classrooms.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Dedicated staff member to take on Disability Inclusion training and role requirements	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Wellbeing Staff SSO	<input checked="" type="checkbox"/> On-site