

2022 Annual Implementation Plan

for improving student outcomes

Brunswick South West Primary School (4304)



Brunswick South-West
Primary School

Submitted for review by Emma Fuller (School Principal) on 25 February, 2022 at 11:40 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 25 February, 2022 at 03:24 PM
Endorsed by Ann Jorgensen (School Council President) on 02 March, 2022 at 07:58 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Emerging
	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	Emerging
	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	The three areas which came from our school review early in term 4 are clearly aligned to what our staff and community were hoping to focus on. We recognise the importance of establishing documentation to support our learners, and our teachers, to ensure that we have consistency and understanding across the school. Linking this to the work that we want to undertake as PLC leaders, and focus on Learner agency so that students are able to identify their next point of learning, and to set clear goals and targets for themselves. In order to succeed, our children and staff need to have a clear sense of belonging. They need to know the work, and know what to do if they are unable to do the work. Professional learning growth is key here. The children and their well-being are at the very core of everything we do, and why we do what we do.
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	<p>The PLC structures were in place for 2021 however the PLC Improvement Cycle wasn't able to be unpacked and utilised effectively. In order for the PLC structure to be working effectively, we need to incorporate the peer observation process. This is going to be an area of work, alongside the work we will undertake with 'Future Focused Learning' , and learner agency to ensure that all of our students are targeted for individualised support, The staff have a strong sense of trust with each other, as indicated by the Staff Opinion Survey 2021, and also have an understanding that leadership are Instructional Leaders. This is a perfect opportunity to build on our Excellence in Teaching and Learning. We have a learning specialists who will be focusing on building the literacy curriculum documentation with the Principal and AP, PLC leaders who will form a major part of the leadership team with a focus on learner agency, and another AP who will act as the well-being leader with our MHIPS coordinator, ensuring we are able to work towards all the elements of the 2022 AIP together.</p>
<p>Considerations for 2022</p>	<p>In 2021 we established our school vision and values and we began to unpack our 'beliefs' as a staff. We believe that children need to be 'challenged', 'empowered' and 'engaged'. For us, this links perfectly with our School Strategic Plan. We will be focusing on building our curriculum documentation in literacy, the 'tutoring' (catch-up program), and peer observations in the classrooms. The Leadership Team will be working on the Leading Literacy Bastow Course ready to implement this work in 2023. To be empowered, students need to be given the tools to set their learning goals, and take ownership of their learning. Through our PLCs we will be working with Future Focused Learning to develop our school understanding around learner agency, and how this can look in the classroom. Teachers will be analysing data in their PLCs and focusing on how to build learning intentions using the achievement standards from the curriculum, and build the success criteria with their students. Finally, to be 'engaged' students have to have a sense of belonging, and recognise the importance of relationships with their peers and their teachers.</p>
<p>Documents that support this plan</p>	

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	Improve Literacy outcomes for all students.
Target 2.1	<p>NAPLAN—top two bands</p> <p>Increase the percentage of students in the top two bands in:</p> <ul style="list-style-type: none"> * Year 5 Spelling from 41% (2018–21) to 50% in 2024 * Year 5 Grammar and Punctuation from 46% (2018–21) to 50% in 2024 * Year 5 Writing from 24% (2018–21) to 30% in 2024 * Year 3 Spelling from 55% (2018–21) to 60% in 2024 * Year 3 Grammar and Punctuation from 65% (2018–21) to 75% in 2024

	<p>* Year 3 Writing from 53% (2018–21) to 70% in 2024</p>
<p>Target 2.2</p>	<p>NAPLAN—growth</p> <p>Increase the percentage of students making above benchmark growth in:</p> <ul style="list-style-type: none"> * Writing from 21% (2018–20) to 30% in 2024 * Reading from 28% (2018–20) to 35% in 2024 * Spelling from 22% (2018–20) to 30% in 2024 * Grammar and Punctuation from 23% (2018–20) to 30% in 2024 <p>Decrease the percentage of students making below benchmark growth in:</p> <ul style="list-style-type: none"> * Writing from 27% (2018–20) to 20% in 2024 * Reading from 18% (2018–20) to 15% in 2024 * Spelling from 23% (2018–20) to 20% in 2024 * Grammar and Punctuation from 32% (2018–20) to 25% in 2024
<p>Target 2.3</p>	<p>TEACHER JUDGEMENTS—growth</p>

	<p>Increase, to levels reflected in NAPLAN results, the percentage of students (average Foundation–Year 6) exhibiting above expected growth in:</p> <ul style="list-style-type: none"> * Reading from 6.6% (2019) to 30% in 2024 * Writing from 7.6% (2019) to 30% in 2024 * Speaking and Listening from 6.0% (2019) to 30% in 2024
Target 2.4	<p>STAFF OPINION</p> <p>Components in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> * Guaranteed and viable curriculum from 78% in 2019 to 90% in 2024 * Teacher collaboration from 44% in 2020 to 80% in 2024 * Use pedagogical model from 50% in 2020 to 90% in 2024 * Professional learning through peer observation from 30% in 2020 to 80% in 2024
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and document a whole–school sequential curriculum plan in Literacy.
Key Improvement Strategy 2.b Building practice excellence	Build leader and teacher capacity, within PLCs, to collaboratively evaluate impact on learning; and use formative assessment to plan a differentiated curriculum that targets each student’s point of learning.
Key Improvement Strategy 2.c	Further develop, and consistently implement across the whole school, agreed instructional guidelines for teaching Literacy to enable consistent, high–quality instruction in every classroom.

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 2.d Building practice excellence	Build teacher capacity through enhanced Instructional Leadership and sharing practice within a dynamic PLC culture, characterised by coaching, modelling and peer observations.
Goal 3	Enhance student voice and agency.
Target 3.1	<p>STUDENT ATTITUDES</p> <p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% in 2019 to 90% in 2024
Target 3.2	<p>STAFF OPINION</p> <p>Factors in the SSS to reflect the following whole school endorsement:</p> <ul style="list-style-type: none"> • Promote student ownership of goals from 55% in 2020 to 90% in 2024 • Use student feedback to improve practice from 75% in 2020 to 90% in 202 • Seek feedback to improve practice from 71% in 2020 to 90% in 2024
Target 3.3	<p>PARENT OPINION</p> <p>Factors in the Parent Opinion Survey (POS) to reflect the following endorsement</p>

	<ul style="list-style-type: none"> • Student agency and voice from 62% in 2019 to 90% in 2024 • High expectations for success from 72% in 2019 to 90% in 2024
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and document a consistent whole-school strategy, including goal-setting, to empower students and develop self-regulating learners.
Key Improvement Strategy 3.b Building practice excellence	Further build teacher capacity to enhance student voice and learner agency.
Key Improvement Strategy 3.c Evaluating impact on learning	Enhance feedback to and from students; to improve student motivation, self-efficacy, and achievement.
Goal 4	Improve the wellbeing of all students.
Target 4.1	<p>STUDENT ATTITUDES</p> <p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> • Teacher concern from 64% in 2019 to 90% in 2024 • Sense of connectedness from 72% in 2019 to 90% in 2024 • Effective classroom behaviour from 70% in 2019 to 90% in 2024
Target 4.2	<p>PARENT OPINION</p> <p>Factors in the POS to reflect the following endorsement:</p>

	<ul style="list-style-type: none">• Confidence and resiliency skills from 70% in 2019 to 90% in 2024
Key Improvement Strategy 4.a Health and wellbeing	Further embed the whole-school approach to wellbeing.

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>Learning: To accelerate over 70% of low or no growth students in 2021 to reach the expected level by the end of 2022 (Teacher judgement) in Number and Reading (those deemed as capable). NAPLAN—top two bands</p> <p>Increase the percentage of students in the top two bands in:</p> <ul style="list-style-type: none"> * Year 5 Spelling from 41% (2018–21) to 42% in 2022 * Year 5 Grammar and Punctuation from 46% (2018–21) to 47% in 2022 * Year 5 Writing from 24% (2018–21) to 26% in 2022 * Year 3 Spelling from 55% (2018–21) to 56% in 2022 * Year 3 Grammar and Punctuation from 65% (2018–21) to 67% in 2022 * Year 3 Writing from 53% (2018–21) to 57% in 2022

			<p>Speaking and Listening from 6.0% (2019) to 12% in 2024</p> <p>Teacher collaboration from 44% in 2020 to 60% at the end of 2022</p> <p>Professional learning through peer observation from 30% in 2020 to 60% at the end of 2022</p> <p>Student voice and agency from 57% in 2019 to 65% in 2022</p> <p>Seek feedback to improve practice from 71% in 2020 to 75% in 2022</p> <p>Student agency and voice from 62% in 2019 to 70% in 2022</p> <p>Teacher concern from 64% in 2019 to 75% in 2022</p> <p>Sense of connectedness from 72% in 2019 to 75% in 2022</p> <p>Effective classroom behaviour from 70% in 2019 to 75% in 2022</p> <p>Confidence and resiliency skills from 70% in 2019 to 75% in 2022</p>
Improve Literacy outcomes for all students.	No	<p>NAPLAN—top two bands</p> <p>Increase the percentage of students in the top two bands in:</p> <ul style="list-style-type: none"> * Year 5 Spelling from 41% (2018–21) to 50% in 2024 * Year 5 Grammar and Punctuation from 46% (2018–21) to 50% in 2024 * Year 5 Writing from 24% (2018–21) to 30% in 2024 * Year 3 Spelling from 55% (2018–21) to 60% in 2024 	

		<p>* Year 3 Grammar and Punctuation from 65% (2018–21) to 75% in 2024</p> <p>* Year 3 Writing from 53% (2018–21) to 70% in 2024</p>	
		<p>NAPLAN—growth</p> <p>Increase the percentage of students making above benchmark growth in:</p> <ul style="list-style-type: none"> * Writing from 21% (2018–20) to 30% in 2024 * Reading from 28% (2018–20) to 35% in 2024 * Spelling from 22% (2018–20) to 30% in 2024 * Grammar and Punctuation from 23% (2018–20) to 30% in 2024 <p>Decrease the percentage of students making below benchmark growth in:</p> <ul style="list-style-type: none"> * Writing from 27% (2018–20) to 20% in 2024 * Reading from 18% (2018–20) to 15% in 2024 * Spelling from 23% (2018–20) to 20% in 2024 * Grammar and Punctuation from 32% (2018–20) to 25% in 2024 	

		<p>TEACHER JUDGEMENTS—growth</p> <p>Increase, to levels reflected in NAPLAN results, the percentage of students (average Foundation–Year 6) exhibiting above expected growth in:</p> <ul style="list-style-type: none"> * Reading from 6.6% (2019) to 30% in 2024 * Writing from 7.6% (2019) to 30% in 2024 * Speaking and Listening from 6.0% (2019) to 30% in 2024 	
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Enhance student voice and agency.	No	<p>STUDENT ATTITUDES</p> <p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> • Student voice and agency from 57% in 2019 to 90% in 2024 	
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		<ul style="list-style-type: none"> • Student agency and voice from 62% in 2019 to 90% in 2024 • High expectations for success from 72% in 2019 to 90% in 2024 	
Improve the wellbeing of all students.	No	<p>STUDENT ATTITUDES</p> <p>Factors in the AToSS to reflect the following percentage of positive responses:</p> <ul style="list-style-type: none"> • Teacher concern from 64% in 2019 to 90% in 2024 • Sense of connectedness from 72% in 2019 to 90% in 2024 • Effective classroom behaviour from 70% in 2019 to 90% in 2024 	
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<p>Goal 1</p>	<p>2022 Priorities Goal
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<p>12 Month Target 1.1</p>	<p>Learning: To accelerate over 70% of low or no growth students in 2021 to reach the expected level by the end of 2022 (Teacher judgement) in Number and Reading (those deemed as capable). NAPLAN—top two bands</p> <p>Increase the percentage of students in the top two bands in:</p> <ul style="list-style-type: none"> * Year 5 Spelling from 41% (2018–21) to 42% in 2022 * Year 5 Grammar and Punctuation from 46% (2018–21) to 47% in 2022 * Year 5 Writing from 24% (2018–21) to 26% in 2022 * Year 3 Spelling from 55% (2018–21) to 56% in 2022 * Year 3 Grammar and Punctuation from 65% (2018–21) to 67% in 2022 * Year 3 Writing from 53% (2018–21) to 57% in 2022 <p>Speaking and Listening from 6.0% (2019) to 12% in 2024 Teacher collaboration from 44% in 2020 to 60% at the end of 2022 Professional learning through peer observation from 30% in 2020 to 60% at the end of 2022 Student voice and agency from 57% in 2019 to 65% in 2022 Seek feedback to improve practice from 71% in 2020 to 75% in 2022 Student agency and voice from 62% in 2019 to 70% in 2022 Teacher concern from 64% in 2019 to 75% in 2022 Sense of connectedness from 72% in 2019 to 75% in 2022 Effective classroom behaviour from 70% in 2019 to 75% in 2022 Confidence and resiliency skills from 70% in 2019 to 75% in 2022</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

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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	<p>Effective classroom behaviour from 70% in 2019 to 75% in 2022</p> <p>Confidence and resiliency skills from 70% in 2019 to 75% in 2022</p>
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs in literacy and numeracy</p> <p>Develop a targeted tutor learning approach to support students who have not made expected growth in numeracy and literacy</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> Have Identified up to 50 students across the school, in need of targeted academic support or intervention and discuss needs as part of SIT meetings Participate in the COP PLC Data Literacy # 1 to Attend PLC meetings regularly as co-learners to ensure differentiation is identified and acted upon across the school Ensure that every teacher is part of a coaching/mentoring cycle at least twice a year, and document this accordingly <p>Teachers will:</p> <ul style="list-style-type: none"> Confidently and accurately identify student learning needs, using the SPA platform to monitor growth and identify students requiring support Engage in reflective practice, evaluate and plan curriculum, assessments, lessons through their PLCs Participate in the Professional Learning around Learner Agency to support their understanding of curriculum and unpacking the LI and SC with the students Evaluate student data effectively in their PLCs to plan for the next point of learning Use one hour of their APT for self-improvement, including peer-observations <p>Students will:</p> <ul style="list-style-type: none"> Know the intent of the lesson and be able to articulate this Participate in small group intervention/extension as required Receive instruction based on their needs

	Unpack the Learning Intentions and build success criteria using Bloom's Taxonomy (Learner Agency)			
Success Indicators	<p>Classroom observations and learning walks observing Learner Agency and targeted grouping</p> <p>Teachers' will have formative assessment data and teacher judgement data for all students Teacher records and observations of student progress Data used to identify students for tailored supports Differentiated resources used Increase in the positive responses in the Staff Opinion Survey "use data for curriculum planning"</p> <p>Student feedback on their Learning and Learner Agency Increase in positive responses for Learning through AToSS Progress against Individual Learning Plans</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the Instructional Model to ensure differentiation is catered for in numeracy and literacy, and Leadership to build their capacity around this through participating in the Bastow Leading Literacy Course.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on formative assessment	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ensure that the Tutoring Program is running each term in number and reading, and that information is shared with teachers and PLC teams to support continued learning in the classroom	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Walks will occur across the school to feed-back observations on differentiation in literacy and numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
For teachers to input their data into SPA regularly, and collect data to ensure individual needs are met.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>The Learning Specialist and Principal will observe classroom practice and mentor/coach teachers in regard to differentiation and assessment</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>The assistant principal will support the PLCs to analyse the data effectively and use SPA to record data to support planning for individual needs</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>The TLI will report to PLCs to support planning for these students and provide goals for the IEPs for these students</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,281.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<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
The Leadership Team will work together to ensure that whole school data is utilised to track students for the TLI	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers understand that the Achievement Standards are the Learning Intentions of the curriculum and are using these for planning.	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
PLC leadership and all staff will undertake Professional Learning from Future Focused Learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers are engaged in unpacking Learning Intentions with learners who are developing success criteria against levels of Bloom's.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<p>Establish a multi-tiered response model to support students' mental health with the MHIPS coordinator to embed positive mental health approaches in staff professional practice</p> <p>To develop staff capability in ensuring teaching and learning supports students' wellbeing and mental health across the school.</p>			
Outcomes	<p>Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs</p> <p>Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leaders will be able to recognise, respond to and refer students or teachers to mental health emergencies</p> <p>Wellbeing team will directly support students' mental health and/or provide referrals</p>			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of our wellbeing response Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability will be taught and planned for in PLCs Classroom and peer observations - focused on the SEL program to support pedagogy where required Documentation of frameworks to reflect MHIPS Curriculum documentation reflecting social and emotional learning Teacher surveys on effectiveness of the MHIPS support in school Data used to identify students in need of targeted support</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes, particularly with school counsellors through On-Psych, and the referral processes.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Organise workshops with wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student mental health across the school. This will provide opportunities for student voice and agency in SEL and wellbeing.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$10,000.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Establishing the role of the MHIPS coordinator and the welfare coordinator to ensure role clarity.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <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
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
To use the survey result from MCRI to inform student wellbeing needs in Years 2 and 4.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Ensure teachers are supported with their SEL programs across the school and provide staff development through PLCs to support the linking of capabilities across the curriculum.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ensure that all students at risk have an IEP and/or behaviour plan to support them in their emotional/social and academic learning.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will begin training with Safe Schools to support our understanding of student needs across the school. We will begin our action to become a 'Safe School'.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<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
Parents will have a deep understanding of our processes around behaviour and wellbeing through articles, reports and information sessions around our matrix and behaviour expectations flowchart. Parents and staff will be able to articulate our school values and vision.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue in developing our relationship with Waratah to support students on our site, particularly when working towards our Inclusive Schools plan, supporting each other with student needs, and ensuring that Waratah are included in our school's daily life and community events.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$3,281.00	\$3,281.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$3,281.00	\$3,281.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
The TLI will report to PLCs to support planning for these students and provide goals for the IEPs for these students	\$3,281.00
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes, particularly with school counsellors through On-Psych, and the referral processes.	\$3,000.00
Totals	\$6,281.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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The TLI will report to PLCs to support planning for these students and provide goals for the IEPs for these students	from: Term 1 to: Term 4	\$3,281.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes, particularly with school counsellors through On-Psych, and the referral processes.	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Support services
Totals		\$3,281.00	

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
Review the Instructional Model to ensure differentiation is catered for in numeracy and literacy, and Leadership to build their capacity around this through participating in the Bastow Leading Literacy Course.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Teachers understand that the Achievement Standards are the Learning Intentions of the curriculum and are using these for planning.	<input checked="" type="checkbox"/> PLT Leaders	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Lee Crockett - Future Focused Learning	<input checked="" type="checkbox"/> On-site
PLC leadership and all staff will undertake Professional Learning from Future Focused Learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Lee Crockett - Future Focused Learning	<input checked="" type="checkbox"/> On-site
Teachers are engaged in unpacking Learning Intentions with learners who are developing success criteria against levels of Bloom's.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Lee Crockett - Future Focused Learning	<input checked="" type="checkbox"/> On-site

Ensure teachers are supported with their SEL programs across the school and provide staff development through PLCs to support the linking of capabilities across the curriculum.	<input checked="" type="checkbox"/> Assistant Principal	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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff will begin training with Safe Schools to support our understanding of student needs across the school. We will begin our action to become a 'Safe School'.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Safe Schools	<input checked="" type="checkbox"/> On-site