

2022 Annual Implementation Plan

for improving student outcomes

Skye Primary School (1222)



Submitted for review by Jane Briffa (School Principal) on 08 December, 2021 at 10:16 AM
Endorsed by Tristan Lanarus (Senior Education Improvement Leader) on 18 February, 2022 at 11:45 AM
Endorsed by Rachael Dekker (School Council President) on 21 February, 2022 at 12:53 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	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	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	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	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	<ol style="list-style-type: none"> 1. Student agency will need to be a priority 2. Wellbeing - AToSS survey data reflects concerns across several areas; also reflects inequity in gender responses. 3. Feedback to students is an identified gap in the evaluation dimensions - use of data to provide feedback, individual conferences and goal setting for next steps of learning.
---------------------------------------	--

Considerations for 2022	1. Staffing - New LS position to support further Curriculum Development 2. Feedback - PLC inquiry focus, Rubric PD, Peer Coaching / Triads 3. Leadership / Middle management - TLI, DI, SWPBS, HAPL, Student Well-being.
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	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To improve reading outcomes for all students</p>
Target 2.1	<p>By 2021 the percentage of students achieving in the top 2 bands in NAPLAN reading will increase from 53% to 55% for year 3 and from 25% to 40% in year 5.</p> <p>By 2021 the percentage of students achieving in the bottom 2 bands in NAPLAN reading will decrease from 11 % to 5% for year 3 and from 30% to 15% in year 5.</p>
Target 2.2	<p>By 2021 the percentage of Year 5 students (matched cohort) assessed as 'medium and high growth' in NAPLAN reading will increase from 64% to 75%</p>

Target 2.3	<p>By 2021 the percentage positive response on the staff survey for <i>Teacher Efficacy</i> will increase from 53% to 75%.</p> <p>By 2021 the percentage positive response on the staff survey for <i>Academic Emphasis</i> will increase from 58% to 75%.</p>
Key Improvement Strategy 2.a Building practice excellence	<p>Develop and embed a whole-school model for the teaching of reading.</p> <p>AIP Actions could include:</p> <ul style="list-style-type: none"> Identify quality practice in the teaching of reading. Gain agreement on essential learnings for reading.
Key Improvement Strategy 2.b Building practice excellence	<p>Develop a whole-school professional learning strategy to build the capacity of staff to implement the model with fidelity.</p> <p>AIP Actions could include:</p> <ul style="list-style-type: none"> Provide opportunities for teachers to identify and observe high quality practice in the teaching of reading. Outline expectations for the implementation of high-impact strategies in reading. Develop protocols for observation and feedback to build
Key Improvement Strategy 2.c Curriculum planning and assessment	<p>Implement an agreed assessment program that triangulates data to assess and track progress of individual students and cohorts of students.</p>
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	<p>Develop protocols and embed practices for professional learning teams to review data and plan learning sequences and tasks that are differentiated and challenging for all students</p>
Goal 3	<p>To improve numeracy outcomes for all students</p>
Target 3.1	<p>By 2021 the percentage of students achieving in the top 2 bands in NAPLAN numeracy will increase from 26% to 55% for year 3 and from 20% to 40% in year 5.</p> <p>By 2021 the percentage of students achieving in the bottom 2 bands in NAPLAN numeracy will decrease from 9 % to 5% for year 3 and from 20% to 10% in year 5.</p>

Target 3.2	By 2021 the percentage of Year 5 students (matched cohort) assessed as 'medium and high growth' in NAPLAN numeracy will increase from 57% to 75%.
Target 3.3	By 2021 the percentage positive response on the staff survey for <i>Teacher Efficacy</i> will increase from 53% to 75%. By 2021 the percentage positive response on the staff survey for <i>Academic Emphasis</i> will increase from 58% to 75%.
Key Improvement Strategy 3.a Building practice excellence	Build teacher capacity to plan and use rich learning tasks that require multiplicative thinking and reasoning.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build the capacity of teachers to utilise high impact teaching strategies:
Key Improvement Strategy 3.c Evaluating impact on learning	Build data literacy for staff to plan differentiated teaching and learning and track learning growth.
Goal 4	To build an aspirational and high achieving learning community.
Target 4.1	By 2021 the percentage of positive response on the student survey for <i>Stimulating Learning</i> will be at or above 75%. By 2021 the percentage positive response on the student survey for <i>Learning Confidence</i> will be at or above 75%. By 2021 the percentage positive response on the student survey for <i>Student Safety</i> will be at or above 75%.
Target 4.2	By 2021 the percentage positive response on the staff survey for <i>Shielding and Buffering</i> will increase from 61% to 78%.

Target 4.3	By 2021 the percentage positive response on the parent survey for <i>Managing Bullying</i> will increase from 70% to 85%.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Develop a staged response to behaviour management in classrooms and the playground to address tier 1, 2 and 3 behaviours.
Key Improvement Strategy 4.b Health and wellbeing	Build teacher knowledge and skills to understand and cater for the wellbeing and engagement needs of all students.
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Build a culture of high expectations for all students; one that builds student motivation and engagement in deep 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>KIS 1A: LEARNING READING</p> <ol style="list-style-type: none"> 1. Percentage of Year 3 students in the Top 2 bands (NAPLAN) will increase from 55% to 60%. 2. Percentage of Year 5 students in the Top 2 bands (NAPLAN) will increase from 25% to 30% 3. Percentage of Yr 5 students assessed as medium to high (NAPLAN Relative Growth) will be increase from 71% to 75%. 4. Percentage of Grade 3-6 students assessed as At or Above Expected Level (Teacher Judgement) in Reading will increase to an average of 80%. <p>NUMERACY</p> <ol style="list-style-type: none"> 5. Percentage of P-2 students assessed At or Above Expected Level (Teacher Judgement) in Numeracy will increase from an average of 90% to 100%. 6. Percentage of students assessed as making Medium to High growth (Teacher Judgement) in Numeracy will increase to an average of 80% across Years 3-6.

			<p>KIS 1B: WELLBEING</p> <ol style="list-style-type: none"> 1. Percentage of positive responses to Learner Agency (AToSS) will increase from 57% to 70% 2. Percentage of positive responses to Stimulating Learning (AtoSS) will increase from 60% to 75%. 3. Percentage of positive responses to endorsement in Resilience (Atoss) will improve from 35% to 50%.
To improve reading outcomes for all students	No	<p>By 2021 the percentage of students achieving in the top 2 bands in NAPLAN reading will increase from 53% to 55% for year 3 and from 25% to 40% in year 5.</p> <p>By 2021 the percentage of students achieving in the bottom 2 bands in NAPLAN reading will decrease from 11 % to 5% for year 3 and from 30% to 15% in year 5.</p>	
		<p>By 2021 the percentage of Year 5 students (matched cohort) assessed as 'medium and high growth' in NAPLAN reading will increase from 64% to 75%</p>	
		<p>By 2021 the percentage positive response on the staff survey for <i>Teacher Efficacy</i> will increase from 53% to 75%.</p> <p>By 2021 the percentage positive response on the staff survey for <i>Academic Emphasis</i> will increase from 58% to 75%.</p>	

To improve numeracy outcomes for all students	No	<p>By 2021 the percentage of students achieving in the top 2 bands in NAPLAN numeracy will increase from 26% to 55% for year 3 and from 20% to 40% in year 5.</p> <p>By 2021 the percentage of students achieving in the bottom 2 bands in NAPLAN numeracy will decrease from 9 % to 5% for year 3 and from 20% to 10% in year 5.</p>	
		<p>By 2021 the percentage of Year 5 students (matched cohort) assessed as 'medium and high growth' in NAPLAN numeracy will increase from 57% to 75%.</p>	
		<p>By 2021 the percentage positive response on the staff survey for <i>Teacher Efficacy</i> will increase from 53% to 75%.</p> <p>By 2021 the percentage positive response on the staff survey for <i>Academic Emphasis</i> will increase from 58% to 75%.</p>	
To build an aspirational and high achieving learning community.	No	<p>By 2021 the percentage of positive response on the student survey for <i>Stimulating Learning</i> will be at or above 75%.</p> <p>By 2021 the percentage positive response on the student survey for <i>Learning Confidence</i> will be at or above 75%.</p> <p>By 2021 the percentage positive response on the student survey for <i>Student Safety</i> will be at or above 75%.</p>	

		By 2021 the percentage positive response on the staff survey for <i>Shielding and Buffering</i> will increase from 61% to 78%.	
		By 2021 the percentage positive response on the parent survey for <i>Managing Bullying</i> will increase from 70% to 85%.	

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>KIS 1A: LEARNING READING 1. Percentage of Year 3 students in the Top 2 bands (NAPLAN) will increase from 55% to 60%. 2. Percentage of Year 5 students in the Top 2 bands (NAPLAN) will increase from 25% to 30% 3. Percentage of Yr 5 students assessed as medium to high (NAPLAN Relative Growth) will be increase from 71% to 75%. 4. Percentage of Grade 3-6 students assessed as At or Above Expected Level (Teacher Judgement) in Reading will increase to an average of 80%.</p> <p>NUMERACY 5. Percentage of P-2 students assessed At or Above Expected Level (Teacher Judgement) in Numeracy will increase from an average of 90% to 100%. 6. Percentage of students assessed as making Medium to High growth (Teacher Judgement) in Numeracy will increase to an average of 80% across Years 3-6.</p> <p>KIS 1B: WELLBEING 1. Percentage of positive responses to Learner Agency (AToSS) will increase from 57% to 70%</p>

	<p>2. Percentage of positive responses to Stimulating Learning (AtoSS) will increase from 60% to 75%.</p> <p>3. Percentage of positive responses to endorsement in Resilience (Atoss) will improve from 35% to 50%.</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	KIS 1A: LEARNING READING 1. Percentage of Year 3 students in the Top 2 bands (NAPLAN) will increase from 55% to 60%. 2. Percentage of Year 5 students in the Top 2 bands (NAPLAN) will increase from 25% to 30% 3. Percentage of Yr 5 students assessed as medium to high (NAPLAN Relative Growth) will be increase from 71% to 75%. 4. Percentage of Grade 3-6 students assessed as At or Above Expected Level (Teacher Judgement) in Reading will increase to an average of 80%. NUMERACY 5. Percentage of P-2 students assessed At or Above Expected Level (Teacher Judgement) in Numeracy will increase from an average of 90% to 100%. 6. Percentage of students assessed as making Medium to High growth (Teacher Judgement) in Numeracy will increase to an average of 80% across Years 3-6. KIS 1B: WELLBEING 1. Percentage of positive responses to Learner Agency (AToSS) will increase from 57% to 70% 2. Percentage of positive responses to Stimulating Learning (AtoSS) will increase from 60% to 75%. 3. Percentage of positive responses to endorsement in Resilience (Atoss) will improve from 35% to 50%.
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	1. Establish and embed a consistent approach to formative assessment. 2. Align coaching, peer observations and PLC Inquiries to build staff capability in providing student Feedback, Goal Setting and differentiated learning.

Outcomes	1. Teachers will confidently and accurately identify the learning needs of all students, particularly those in need of targeted support. 2. Students will know what the next steps are to progress their learning. 3. Leaders will support staff to develop assessment and differentiated practices through clear processes and professional learning.			
Success Indicators	Early Indicators: Teachers formative assessment data and summative judgements. Curriculum plans will show differentiated support for learning. Agendas and minutes reflecting discussion of student learning needs / case management Classroom observations and learning walks notes Data walls tracking student progress Student IEPs Late indicators: NAPLAN Survey results - AToSS			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish the new Leading Teacher role (Disability Inclusion) to coordinate and support Tier 2 targeted intervention (differentiated intervention and support), the TLI (responsive intervention) and professional learning (differentiated planning, assessment and data literacy & IEPs).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$133,930.00 <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

<p>PLC Teams (both year level and vertical) will engage in inquiry cycles that support reflective practice, evaluation and planning. A major focus will be on Feedback and Goal setting (HITS). First PLC showcase will be scheduled for weeks 8 & 9 in Term 1 for all teams.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" 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
<p>Leadership will support both year level and vertical teams (Reading and Number) to identify and discuss student achievements/standards and differentiated learning goals during weekly planning sessions. Case management strategies will be used to support professional learning.</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</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
<p>Peer observations and the triad coaching model will be used to support professional learning. Leadership will embed walkthroughs into weekly practice.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$26,786.00</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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	1. Establish a whole school approach to social and emotional wellbeing that embeds SWPB, Zones of Regulation and the Resilience project.			
Outcomes	1. Teachers will plan for and implement social and emotional learning within their classroom and/or curriculum areas. 2. Students will be feel a high level of connectedness to the school and learner agency will improve. 3. Teachers will explicitly teach positive behaviours in line with SWPB. 4. Students will identify and explain the zones of regulation.			
Success Indicators	AToSS data Personal & Social Capabilities curriculum documents Student tracking on Sentral Self-assessment of our IEP's against DET Quality Checklist Rubric			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Wellbeing Team to support teachers to introduce the Resilience Project into designated wellbeing lessons during both class and Tribes lessons.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <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
Time allocation to oversee attendance data and develop attendance plans.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,835.00 <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
Interchange designated time between the Respectful Relationships program and Zones of Regulation training.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<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
Staff will be supported to improve IEPs for students with challenging behaviour or social/emotional needs using multi-tiered responses and targeted intervention.	<input checked="" type="checkbox"/> Leading Teacher(s)	<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
Personal and social capabilities will be aligned with the Habits of Mind (Mappen Program of Inquiry) and a scope and sequence will be developed.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$92,876.00	\$51,621.00	\$41,255.00
Disability Inclusion Tier 2 Funding	\$202,357.00	\$133,930.00	\$68,427.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$295,233.00	\$185,551.00	\$109,682.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish the new Leading Teacher role (Disability Inclusion) to coordinate and support Tier 2 targeted intervention (differentiated intervention and support), the TLI (responsive intervention) and professional learning (differentiated planning, assessment and data literacy & IEPs).	\$133,930.00
Peer observations and the triad coaching model will be used to support professional learning. Leadership will embed walkthroughs into weekly practice.	\$26,786.00
Time allocation to oversee attendance data and develop attendance plans.	\$24,835.00
Totals	\$185,551.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Peer observations and the triad coaching model will be used to support professional learning. Leadership will embed walkthroughs into weekly practice.	from: Term 1 to: Term 4	\$26,786.00	<input checked="" type="checkbox"/> School-based staffing
Time allocation to oversee attendance data and develop attendance plans.	from: Term 1 to: Term 4	\$24,835.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$51,621.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish the new Leading Teacher role (Disability Inclusion) to coordinate and support Tier 2 targeted intervention (differentiated intervention and support), the TLI (responsive intervention) and professional learning (differentiated planning, assessment and data literacy & IEPs).	from: Term 1 to: Term 4	\$133,930.00	<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
Totals		\$133,930.00	

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	

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish the new Leading Teacher role (Disability Inclusion) to coordinate and support Tier 2 targeted intervention (differentiated intervention and support), the TLI (responsive intervention) and professional learning (differentiated planning, assessment and data literacy & IEPs).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Departmental resources Disability Inclusion Resources	<input checked="" type="checkbox"/> On-site
PLC Teams (both year level and vertical) will engage in inquiry cycles that support reflective practice, evaluation and planning. A major focus will be on Feedback and Goal setting (HITS). First PLC showcase will be scheduled for weeks 8 & 9 in Term 1 for all teams.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <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"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Leadership will support both year level and vertical teams (Reading and Number) to identify and discuss student achievements/standards and differentiated learning goals during weekly planning sessions. Case management strategies will be used to support professional learning.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Interchange designated time between the Respectful Relationships program and Zones of Regulation training.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants SSS psychologist support and resources <input checked="" type="checkbox"/> Departmental resources Respectful Relationship Resources and training	<input checked="" type="checkbox"/> On-site
Staff will be supported to improve IEPs for students with challenging behaviour or social/emotional needs using multi-tiered responses and targeted intervention.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <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