

# **2022 Annual Implementation Plan**

## **For Improving Student Outcomes**

**Gladstone Park Primary School (5007)**



Submitted for review by Tony Malgioglio (School Principal) on 07 March, 2022 at 11:42 AM  
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 15 March, 2022 at 01:13 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	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	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	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>The work planned for 2021 was significantly impacted by COVID – 19, resulting in a reprioritisation of key improvement strategies, actions and activities</p> <p>Despite the disruption, implementation of PLCs was able to continue, albeit in a limited way. Teachers were able to find innovative ways of collaborating. All PLCs completed at least one full literacy-based inquiry cycle, resulting in improved teacher understanding of the process and the importance of pinpointing gaps in student learning. Essential Assessment was being used more consistently across the school at start, mid and end-of-year and for pre and</p>
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	<p>post testing within units of work. There was also greater visibility of the data, with students more involved/engaged in their learning growth. Teachers continued to foster a growth mindset within their classrooms, providing data quickly and readily to encourage students to reflect on their learning and set appropriate goals.</p> <p>Tutoring was provided for all identified students during Semesters 1 &amp; 2, based on their growth in Benchmarking data. Groups were consolidated to allow tutors to take students from one class at a time, where possible.</p> <p>Students continued to be well-behaved, connected and self-motivated, with staff setting high expectations and maintaining consistent approaches. There was greater use of technology and online platforms to facilitate greater student input, collaboration and agency e.g. Microsoft Teams and video recordings. Individualised support for students with acute needs continued to be provided by wellbeing staff, including school based support staff, psychologist and allied personnel and regularly monitored through student support groups.</p>
<p><b>Considerations for 2022</b></p>	<p>In response to the continued disruption and challenges experienced in 2020 and 2021, the bulk of the work in 2022 will need to be focused on supporting student learning (with an increased emphasis in numeracy) and student wellbeing, in line with the statewide 2022 Priorities Goal. The work will need to include the following key elements/features:</p> <ul style="list-style-type: none"> <li>* Strengthening the culture and protocols around Professional Learning Communities - reinforcing the crucial role of PLCs in promoting and supporting the development of collaborative professionalism, collective efficacy and collective responsibility.</li> <li>* Embedding the use of the Inquiry Cycle as a critical approach/tool to effectively link professional learning and instructional planning to the learning needs of students.</li> <li>* Renewing the focus on peer observations and feedback.</li> <li>* Continuing to promote and reinforce student voice and agency.</li> <li>* Implementing the Respectful Relationships Program.</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<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>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> 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
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve reading outcomes for all students
<b>Target 2.1</b>	By 2023 the percentage of Year 5 students achieving low growth in NAPLAN Reading will decrease from 31.3% (average 2016-18) to 25%.
<b>Target 2.2</b>	By 2023 the percentage of students in Year 5 in the top two bands in NAPLAN Reading will be increased from 30% (average 2016-18) to 40%.
<b>Target 2.3</b>	By 2023 the percentage of students performing above level in Teacher Judgement for Reading and Viewing will increase from 38% (average 2016-18) to 45%.

<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Embed an Instructional model consistently across the school
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build teacher capability to effectively use the Victorian Curriculum and learning sequences to plan and teach to a student's point of need
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Improve teacher data and assessment literacy
<b>Goal 3</b>	To ensure a guaranteed, viable and inclusive curriculum for all students at GPPS
<b>Target 3.1</b>	By 2023 the percentage of positive responses in the Staff Opinion Survey: Collective Efficacy factor will increase from 75% to 85%
<b>Target 3.2</b>	By 2023 the percentage of positive responses in the Staff Opinion Survey: Guaranteed and Viable Curriculum factor will increase from 76% to 85%
<b>Target 3.3</b>	By 2023 the percentage of positive responses in the the Student Attitudes to School Survey: Effective teaching practice for cognitive engagement factor will increase from 88% to 92%
<b>Key Improvement Strategy 3.a</b> Building practice excellence	To embed the PLC model
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	To build teacher capability to use the Victorian Curriculum effectively

<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	To identify and define and embed the essential learnings for all students at GPPS
<b>Goal 4</b>	To enhance student engagement, reduce student absenteeism and strengthen school/parent relationships
<b>Target 4.1</b>	By 2023 the percentage of positive responses in the Student Attitudes to School Survey: student voice and agency section will increase from 70% to 80%
<b>Target 4.2</b>	By 2023 percentage of positive responses in the Staff Opinion Survey: trust in students and parents' section will increase from 68% to 80%
<b>Target 4.3</b>	By 2023 the percentage of students with over 20 days absence will decrease from a three-year average of 27% to 23%
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	To increase planning focus on student agency in their learning
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	To strengthen parent engagement
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	To review and strengthen the school's school attendance strategy

## 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 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>In 2022...</p> <ol style="list-style-type: none"> <li>1. The percentage of students meeting or above benchmark growth in Numeracy (NAPLAN) to increase from 71.4% to 76%.</li> <li>2. There will be an increase in the overall student endorsement of the following the ATOS factors- <ul style="list-style-type: none"> <li>* Sense of Confidence: from 72% to 75%</li> <li>* Sense of Connectedness: from 85% to 88%</li> <li>* Student Voice and Agency: from 64% to 67%</li> <li>* Advocate at School: from 87% to 90%</li> </ul> </li> </ol>
To improve reading outcomes for all students	No	By 2023 the percentage of Year 5 students achieving low growth in NAPLAN Reading will decrease from 31.3% (average 2016-18) to 25%.	
		By 2023 the percentage of students in Year 5 in the top two bands in NAPLAN Reading will be increased from 30% (average 2016-18) to 40%.	



		By 2023 the percentage of students performing above level in Teacher Judgement for Reading and Viewing will increase from 38% (average 2016-18) to 45%.	
To ensure a guaranteed, viable and inclusive curriculum for all students at GPPS	No	By 2023 the percentage of positive responses in the Staff Opinion Survey: Collective Efficacy factor will increase from 75% to 85%	
		By 2023 the percentage of positive responses in the Staff Opinion Survey: Guaranteed and Viable Curriculum factor will increase from 76% to 85%	
		By 2023 the percentage of positive responses in the the Student Attitudes to School Survey: Effective teaching practice for cognitive engagement factor will increase from 88% to 92%	
To enhance student engagement, reduce student absenteeism and strengthen school/parent relationships	No	By 2023 the percentage of positive responses in the Student Attitudes to School Survey: student voice and agency section will increase from 70% to 80%	
		By 2023 percentage of positive responses in the Staff Opinion Survey: trust in students and parents' section will increase from 68% to 80%	
		By 2023 the percentage of students with over 20 days absence will decrease from a three-year average of 27% to 23%	

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.	
<b>12 Month Target 1.1</b>	In 2022... 1. The percentage of students meeting or above benchmark growth in Numeracy (NAPLAN) to increase from 71.4% to 76%.  2. There will be an increase in the overall student endorsement of the following the ATOS factors- * Sense of Confidence: from 72% to 75% * Sense of Connectedness: from 85% to 88% * Student Voice and Agency: from 64% to 67% * Advocate at School: from 87% to 90%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	In 2022... 1. The percentage of students meeting or above benchmark growth in Numeracy (NAPLAN) to increase from 71.4% to 76%.  2. There will be an increase in the overall student endorsement of the following the ATOS factors- * Sense of Confidence: from 72% to 75% * Sense of Connectedness: from 85% to 88% * Student Voice and Agency: from 64% to 67% * Advocate at School: from 87% to 90%
<b>KIS 1</b> 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
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Embed PLCs structures to support teacher collaboration and reflection of strengthening teaching practice</li> <li>• Use PLCs for staff to collaboratively plan units of work with a focus on differentiation and meeting the individual needs of students, particularly in numeracy.</li> <li>• Embed the use of Essential Assessments as a consistent formative assessment tool, particularly in numeracy.</li> <li>• Support staff to establish the use of data walls for numeracy to inform targeted planning</li> <li>• Provide targeted literacy support for identified students through small group tutoring programs.</li> <li>• Prioritise time for teachers to discuss and adapt strategies working for individual students.</li> </ul>
<b>Outcomes</b>	Teachers will: <ul style="list-style-type: none"> <li>• Confidently and accurately identify student learning needs of all of their students.</li> <li>• Meet in their PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.</li> <li>• Provide students with the opportunity to work at their level using differentiated approaches and resources</li> <li>• Provide regular feedback and monitor student progress using data walls</li> </ul>

	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Know how lessons are structured and how this supports their learning</li> <li>• Be supported to learn at point of need and know what their next steps are to progress their learning</li> <li>• Report higher levels of confidence with numeracy skills</li> <li>• Experience success and celebrate the acquisition of knowledge</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Allocate staff (1.7 EFT) to run literacy intervention tutoring programs</li> <li>• Work with teachers to establish literacy intervention tutoring programs</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Teachers' formative assessment data and teacher judgement data</li> <li>• Teacher records and observations of student progress</li> <li>• Classroom observations and learning walks</li> <li>• Data walls established and indicating student progress</li> <li>• Differentiated curriculum documents</li> <li>• Data used to identify students for tailored supports</li> <li>• Assessment data and student surveys from intervention groups</li> <li>• Appointment/staffing of tutoring program</li> <li>• Progress against Individual Education Plans</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation. (Consider engaging Michael Ymer to do a refresh for staff)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<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
Document plans for formalised peer observations and classroom walkthroughs to develop consistent in the delivery of the instructional model, particularly in numeracy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<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
PLCs to conduct a minimum of 2 numeracy based inquiry cycles throughout the year.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> 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
Revisit the criteria for identifying students requiring individual support through the tutoring program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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
Investigate and establish data walls: <ul style="list-style-type: none"> <li>• Explore the research</li> <li>• Visit other schools</li> <li>• Organise professional learning for whole staff</li> </ul>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health</li> <li>• Plan how whole school professional learning on the Respectful Relationships Program will be implemented and revisited throughout the year</li> <li>• Establish the Respectful Relationships program as a 'corner stone' of the school's curriculum approach to promoting wellbeing and mental health.</li> </ul>			

	<ul style="list-style-type: none"> <li>• Strengthen in-class relationships through peer and group learning activities</li> <li>• Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development</li> </ul>
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Build a student-centred learning environment in all learning areas</li> <li>• Integrate the Respectful Relationships program in the provision of social-emotional learning for their students.</li> <li>• Implement a range of interventions and differentiate their approaches in their support of their students' wellbeing.</li> <li>• Teachers will incorporate trauma informed practices in classes and in planning units of work</li> <li>• Teachers will implement and model consistent routines</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Feel supported, engaged and have a voice in homegroups and contribute to a strong classroom culture.</li> <li>• Receive targeted support in a timely manner, when identified as being at risk.</li> <li>• Have strong relationships with peers.</li> <li>• Experience more success in their classrooms.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Promote a common understanding of the whole school approach to wellbeing within the school community.</li> <li>• Facilitate individualised support for students with acute needs, including regular monitoring and student support group meetings (with parents) where appropriate.</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Observations of changes to classroom practices</li> <li>• Internal and external professional learning attendance and shared readings for staff are documented</li> <li>• Shared PL goals documented in staff PDPs</li> <li>• Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.</li> <li>• Teacher reports of student wellbeing concerns</li> <li>• Student IEPs</li> <li>• Student engagement and assessment data</li> <li>• Students, staff and parent perception survey results</li> <li>• Attendance data</li> <li>• Student focus group participation and feedback</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Wellbeing team to drive and monitor the implementation of the Respectful Relationships program across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Schedule and organise whole staff professional learning on the Respectful Relationships program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <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
Introduce and establish student focus groups that meet once a term, led by student leaders.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00



			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan for and schedule professional learning around Trauma Informed Practices in classrooms.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$263,618.00	\$263,618.00	\$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
<b>Total</b>	<b>\$263,618.00</b>	<b>\$263,618.00</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation. (Consider engaging Michael Ymer to do a refresh for staff)	\$10,000.00
Document plans for formalised peer observations and classroom walkthroughs to develop consistent in the delivery of the instructional model, particularly in numeracy.	\$5,000.00
Investigate and establish data walls: <ul style="list-style-type: none"> <li>• Explore the research</li> <li>• Visit other schools</li> <li>• Organise professional learning for whole staff</li> </ul>	\$2,000.00
Schedule and organise whole staff professional learning on the Respectful Relationships program.	\$1,000.00
Introduce and establish student focus groups that meet once a term, led by student leaders.	\$1,000.00

Plan for and schedule professional learning around Trauma Informed Practices in classrooms.	\$2,000.00
<b>Totals</b>	\$21,000.00

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation. (Consider engaging Michael Ymer to do a refresh for staff)	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Document plans for formalised peer observations and classroom walkthroughs to develop consistent in the delivery of the instructional model, particularly in numeracy.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Investigate and establish data walls: <ul style="list-style-type: none"> <li>• Explore the research</li> <li>• Visit other schools</li> <li>• Organise professional learning for whole staff</li> </ul>	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Schedule and organise whole staff professional learning on the Respectful Relationships program.	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT

Introduce and establish student focus groups that meet once a term, led by student leaders.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Plan for and schedule professional learning around Trauma Informed Practices in classrooms.	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
<b>Totals</b>		\$21,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Additional School Based Psyche Support	\$80,000.00

Additional School Based Speech Therapy	\$35,000.00
Language Support Program	\$65,000.00
Additional IT Support for Student Learning	\$80,000.00
<b>Totals</b>	\$260,000.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional School Based Psyche Support	from: Term 1 to: Term 4	\$80,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
Additional School Based Speech Therapy	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
Language Support Program	from: Term 1 to: Term 4	\$65,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Additional IT Support for Student Learning	from: Term 1 to: Term 4	\$62,618.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets
<b>Totals</b>		\$242,618.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional School Based Psyche Support	from: Term 1 to: Term 4		
Additional School Based Speech Therapy	from: Term 1 to: Term 4		
Language Support Program	from: Term 1 to: Term 4		
Additional IT Support for Student Learning	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Additional School Based Psyche Support	from: Term 1 to: Term 4		
Additional School Based Speech Therapy	from: Term 1		

	to: Term 4		
Language Support Program	from: Term 1 to: Term 4		
Additional IT Support for Student Learning	from: Term 1 to: Term 4		
<b>Totals</b>			

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on embedding numeracy across curriculum areas, and allocate time for teachers to plan for implementation. (Consider engaging Michael Ymer to do a refresh for staff)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Michael Ymer	<input checked="" type="checkbox"/> On-site
Document plans for formalised peer observations and classroom walkthroughs to develop consistent in the delivery of the instructional model, particularly in numeracy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PLCs to conduct a minimum of 2 numeracy based inquiry cycles throughout the year.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



<p>Investigate and establish data walls:</p> <ul style="list-style-type: none"> <li>• Explore the research</li> <li>• Visit other schools</li> <li>• Organise professional learning for whole staff</li> </ul>	<input checked="" type="checkbox"/> School Improvement Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Visits to other schools
<p>Schedule and organise whole staff professional learning on the Respectful Relationships program.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<p>from: Term 1 to: Term 2</p>	<input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Plan for and schedule professional learning around Trauma Informed Practices in classrooms.</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<p>from: Term 1 to: Term 2</p>	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site