2022 Annual Implementation Plan

for improving student outcomes

Brighton Beach Primary School (2048)

Submitted for review by Beverley May (School Principal) on 17 December, 2021 at 03:43 PM
Awaiting endorsement by Senior Education Improvement Leader
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	

	FISO 2.0 Dimensions	Self-evaluation Level
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	After the experiences of the past two years, we as a school community are re-evaluating our core beliefs and actions. Taking on the words of Kristen Douglas, our focus for 2022 is centred on our ability to reflect, rebalance, recalibrate, reorient. The opportunity presents itself as we enter a review year - and it is our chance to look at our established practices and really consider where to next. While we certainly have our strengths in all five dimensions of FISO 2.0, we identify ourselves as predominantly Embedding and Evolving as we are on a continuous cycle of growth and improvement. With a number of new members to our teaching team in 2022, revisiting and building consistency 'from the beginning' is appropriate and responsive to our experiences and learning following COVID-19 lockdowns (things are different, we are

	different, the students are different). This will also include an induction of new members to our community.
	We intend to address the whole school planning processes and practices, establishing school agreed guidelines and expectations (Non-negotiables). This is timely given the disruption that teachers and leaders have had to work with and the learning that we have gained from the past two years. We will be synthesising what we do through researched based frameworks that support and challenge our thinking and assists us in tailoring a model that aligns with our beliefs about how children learn. It is not about doing a particular model or using a particular resource. It is about teachers thinking about our students in our context and what we need to learn so that our expectations of catering for the needs of all our students can be achieved. This may include these focus areas from Lyn Sharrat of... * 4C's Model: Co-Planning, Co-Teaching, Co-Debriefing and Co-Reflecting * Collaborative Assessment of Student Work: NOT Moderation * Instructional Coaching - Shoulder- to -shoulder; Side-by-side.
Considerations for 2022	Key areas of focus: *Teaching and Learning - reviewing practice as part of the review year; establishing planning expectations; continued focus on Maths *Assessment - building capacity of teachers to be 'focussed kid watchers'; building partnerships with home re assessment and reporting *Leadership - focus on Middle Leader development; and graduate induction *Engagement - continued exploration of student agency through inquiry *Support and Resources - COVID recovery processes; social skills development; DIP
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To achieve high learning growth for all students, with the minimum of 12 months learning growth in literacy and numeracy every year.
Target 2.1	To increase the number of students in the top band of NAPLAN in Year 3 through to Year 5. Increase in percentages of students in the top two bands of NAPLAN against similar schools.
Target 2.2	Relative growth for NAPLAN across the curriculum to be at or above that for similar schools. Achieve less low relative growth in comparison to similar schools.

Target 2.3	Improve the accuracy of teacher judgement data comparison to NAPLAN to less variability.

The learning growth for students across the curriculum will be a minimum of one Victorian Curriculum level each year as measured by teacher judgement. |
| **Key Improvement Strategy 2.a**
Curriculum planning and assessment | 1.   Embed a holistic approach to the monitoring and evaluation of curriculum planning, the use of assessment data to inform learning, and the inclusion of student agency in their learning. |
| **Key Improvement Strategy 2.b**
Evidence-based high-impact teaching strategies | 2.   Implement Instructional models which are supported by evidence-based high impact teaching strategies. |
| **Key Improvement Strategy 2.c**
Building practice excellence | 3.   Enhance teaching and learning, which is informed by the collection and analysis of student data. |
Goal 3	To strengthen the partnership with the school community to achieve expected learning growth for all students.
Target 3.1	Achieve 100 per cent continuous reporting by 2022.
Target 3.2	Increase parent opinion measures of Reporting, General satisfaction and Learning focus.
Target 3.3	Increase student opinion measures of Differentiated learning challenge, Stimulating learning, Motivation and interest, and Self-regulation and goal setting.

Key Improvement Strategy 3.a Empowering students and building school pride	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.
Key Improvement Strategy 3.b Curriculum planning and assessment	Further develop, embed and evaluate a whole school approach to ongoing, continuous reporting that allows for up to date sharing of student assessment.
Goal 4	Enrich student engagement through enhanced opportunities for student voice and agency in learning.
Target 4.1	Increase higher levels of student voice through cognitive engagement, challenge, self-directed inquiry and deep thinking across the curriculum.
Target 4.2	The percentages of positive responses on the AToS will increase for Differentiated learning challenge, Stimulating learning, Motivation and interest, Self-regulation and goal setting, Student voice and agency.
Key Improvement Strategy 4.a Empowering students and building school pride	Further develop, embed and evaluate components of all learning programs which offer opportunity for student voice and agency in learning.
Key Improvement Strategy 4.b Curriculum planning and assessment	Develop the school-wide approach to teaching and learning in Science and Digital Technology, through the lens of STEAM.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	LEARNING To increase the % of students in the top two bands of NAPLAN against similar schools READING 2021 Grade 3 66% (Similar Schools 75%: BBPS 64%); Grade 5 54% (Similar Schools 60%: BBPS 53%) MATHS 2021 Grade 3 39% (Similar schools 60%: BBPS 47%); Grade 5 39%(Similar schools 47%: BBPS 43%) To reduce the number of low benchmark growth students in comparison to similar schools. READING 2021 Low 15%; Medium 61% ; High 24% (Similar schools 28%: BBPS 30%) MATHS 2021 Low 29%; Medium 51%; High 20% (Similar schools 24%: BBPS 22%) Self-assessment against FISO 2.0 Continua - staff survey - To increase in the area of Teaching and Learning. WELLBEING AToSS

			To reduce negative response to emotional awareness and regulation from 13% RRRR school survey Resilience Youth Survey 3-6 - increase positive responses 'not feeling nervous, anxious, or on edge' 'able to control worrying'
To achieve high learning growth for all students, with the minimum of 12 months learning growth in literacy and numeracy every year.	No	To increase the number of students in the top band of NAPLAN in Year 3 through to Year 5. Increase in percentages of students in the top two bands of NAPLAN against similar schools.	
		Relative growth for NAPLAN across the curriculum to be at or above that for similar schools. Achieve less low relative growth in comparison to similar schools.	
		Improve the accuracy of teacher judgement data comparison to NAPLAN to less variability. The learning growth for students across the curriculum will be a minimum of one Victorian Curriculum level each year as measured by teacher judgement.	

To strengthen the partnership with the school community to achieve expected learning growth for all students.	Yes	Achieve 100 per cent continuous reporting by 2022.	School generated communication survey
		Increase parent opinion measures of Reporting, General satisfaction and Learning focus.	Increase % of positive responses in the Parent Opinion Survey for Parent Community Engagement - Teacher Communication
		Increase student opinion measures of Differentiated learning challenge, Stimulating learning, Motivation and interest, and Self-regulation and goal setting.	AToSS - Learner Characteristics and Dispositions Decrease negative response to self-regulation and goal setting from 10%
Enrich student engagement through enhanced opportunities for student voice and agency in learning.	No	Increase higher levels of student voice through cognitive engagement, challenge, self-directed inquiry and deep thinking across the curriculum.	
		The percentages of positive responses on the AToS will increase for Differentiated learning challenge, Stimulating learning, Motivation and interest, Self-regulation and goal setting, Student voice and agency.	

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	LEARNING To increase the % of students in the top two bands of NAPLAN against similar schools READING 2021 Grade 3 66% (Similar Schools 75%: BBPS 64%); Grade 5 54% (Similar Schools 60%: BBPS 53%) MATHS 2021 Grade 3 39% (Similar schools 60%: BBPS 47%); Grade 5 39%(Similar schools 47%: BBPS 43%) To reduce the number of low benchmark growth students in comparison to similar schools. READING 2021 Low 15%; Medium 61% ; High 24% (Similar schools 28%: BBPS 30%) MATHS 2021 Low 29%; Medium 51%; High 20% (Similar schools 24%: BBPS 22%) Self-assessment against FISO 2.0 Continua - staff survey - To increase in the area of Teaching and Learning. WELLBEING AToSS To reduce negative response to emotional awareness and regulation from 13% RRRR school survey Resilience Youth Survey 3-6 - increase positive responses 'not feeling nervous, anxious, or on edge' 'able to control worrying'	
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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Priority 2022 Dimension		
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.	
Goal 2	To strengthen the partnership with the school community to achieve expected learning growth for all students.	
12 Month Target 2.1	School generated communication survey	
12 Month Target 2.2	Increase % of positive responses in the Parent Opinion Survey for Parent Community Engagement - Teacher Communication	
12 Month Target 2.3	AToSS - Learner Characteristics and Dispositions Decrease negative response to self-regulation and goal setting from 10%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.	Yes
KIS 2 Curriculum planning and assessment	Further develop, embed and evaluate a whole school approach to ongoing, continuous reporting that allows for up to date sharing of student assessment.	No

| 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. | As the final year of our SSP - the interruptions of lockdowns and COVID-19 has meant that our connection and partnership with community has focussed on different priority areas predominantly Health and Wellbeing. Actions supporting the development of our BBPS approach to continuous reporting (Visible Learning) that have appeared in previous year's AIPs have not been fully completed due to our shifting focus in response to the pandemic. As such this priority area remains in order to achieve SSP targets by 2022. |

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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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	Teaching and Learning: Reflect and review our whole school beliefs and actions to develop agreed guidelines and expectations for effective collaborative

	planning. Embed high impact teaching strategies in the area of Mathematics with a focus on curriculum and planning. Leadership: Plan whole school differentiated professional development that meets the varied needs of staff and students.
Outcomes	Teachers will implement a school wide collaborative planning model Teachers will confidently and accurately identify student learning needs, and implement appropriate instructional practice to support growth Teachers will set personal development goals and reflect on own teaching and learning practice Students will be able to articulate how their teacher supports their learning in differentiated ways
Success Indicators	Early indicators Student agency feedback group data Established display wall reflecting review of beliefs, actions, planning model Late indicators NAPLAN results - benchmark growth / top 2 bands PAT Data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
T&L: Revisit pedagogical model, beliefs and actions about how children learn	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

T&L: Prioritise the implementation of a school-wide planning model	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
T&L: Build teacher knowledge of content of Mathematics to inform big ideas and learning trajectory when planning	☑ All Staff ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
T&L: Further embed practices that support differentiation in Maths - enabling, extending prompts; real world problem solving	☑ All Staff ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
T&L: Continued roll-out of Direct Instruction as part of the middle school program	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership: Refined role clarity for the School Improvement Team to reflect action research priorities within the school	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Leadership: Trial professional learning program targeting middle leaders / graduate teachers	☑ All Staff ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership: Re-established partnership with English consultant Julie Shepherd to support graduate development	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 2		$20,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership: Continued opportunities for coaching / mentoring support in the area of Mathematics	☑ All Staff ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2		$0.00

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	Engagement: Establish a differentiated approach to learning across the school that reflects shifting age-appropriate needs and priorities as a result of COVID-19. Support and Resources: Strengthen the school-wide approach to Resilience, Rights and Respectful Relationships Review school-wide tiered approach to supporting student wellbeing in light of COVID-recovery priorities Prioritise student social skill development through our Social and Emotional Learning Program
Outcomes	Teachers will review the whole school inquiry scope and sequence to reflect current global priorities Level Teams will engage in reflective practice to build and develop action research projects focussed on engagement Teachers will implement a range of interventions in the classroom to support social and emotional wellbeing The school community will have a deep understanding of positive gender relationships and how to foster an inclusive community Students will re-establish strong relationships with their peers/staff Students will develop a consistent social language to re-connect with their peers
Success Indicators	Early Indicators Whole school documentation - Student Engagement and Wellbeing Policy and Plan; SEL scope and sequence Leader reflection and feedback - SIT minutes RRR/SEL Planning documentation SRC feedback data

	Late Indicators AtoSS - Engagement RRRR feedback survey RYS data			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Engagement: Grade P-1 - Develop a junior play based learning strategy	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engagement: Grade P-1 - Complete the DET Differentiated Play-Based PD to inform planning	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Engagement: Grade 2 - Establish a cross-curricular program that builds understanding of First People's history through the use of gratitude, empathy and mindfulness	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Engagement: Grade 2 - Build relationships with local community to support the implementation of a cross-curricular middle school program	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$1,500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Engagement: 3/4 Hub - Continue to refine the middle school learner attribute framework, as informed by Fullan's 6Cs	☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00	

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engagement: 5/6 - Strengthen buddy partnerships (P-5; 1-6) for authentic links to sustainable practices - including engaged partnership with Coles local and SAKGP	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engagement: P-6 - Establish student focus groups to seek feedback and promote GEM across the school	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				□ Schools Mental Health Menu items will be used which may include DET funded or free items
Engagement: 3-6 - Revisit ICT agreements and educate our community about cybersafety	☑ Student(s) ☑ Teacher(s)	□ PLP Priority	from: Term 1 to: Term 4	$0.00 □ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items
Support and Resources: Engage teachers in further PD focussed on RRR - Topic 7&8	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 □ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items

Support and Resources: Facilitate a RRR COP with network schools as part of our role as Lead School	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support and Resources: Revisit the school values / Student Wellbeing and Support Plan with the SRC	☑ Student(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support and Resources: Review our Social and Emotional Learning scope and sequence	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support and Resources: Provide additional support to teachers to develop SMART goals in IEPs, reflective of DIP model.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support and Resources: Build understanding of the DIP process by seeking DET support and professional development	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Support and Resources: Utilise Tier 2 funding to support student social skill development	☑ Assistant Principal ☑ Education Support ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support and Resources: Engage staff in professional development / resources focussed on building student social skills	☑ All Staff ☑ Assistant Principal ☑ Education Support	☑ PLP Priority	from: Term 3 to: Term 4	$5,000.00 ☐ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support and Resources: Introduce the use of Compass Chronicle to log and record individual student wellbeing	☑ All Staff ☑ Assistant Principal	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To strengthen the partnership with the school community to achieve expected learning growth for all students.
12 Month Target 2.1	School generated communication survey
12 Month Target 2.2	Increase % of positive responses in the Parent Opinion Survey for Parent Community Engagement - Teacher Communication
12 Month Target 2.3	AToSS - Learner Characteristics and Dispositions Decrease negative response to self-regulation and goal setting from 10%
KIS 1 Empowering students and building school pride	Develop a shared and common understanding of a growth mindset and the potential impact for student learning with the school community.
Actions	Assessment: Build teacher capacity to be 'focussed kid watchers', responding to student needs in order to extend, enable and provide intervention. Establish processes and approaches to ongoing formative assessment.
Outcomes	Teachers will consistently implement strategies to collect anecdotal evidence of learning Teachers will share learning progress with families in a timely manner Students will reflect on their learning goals Parents will partner with teachers and students to support next step learning

Success Indicators	Early indicators Teachers' formative assessment data, records and observations of student progress Late indicators VL scope and sequence Parent feedback data				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Assessment: Embed ongoing assessment strategies as part of the improvement planning cycle	☑ All Staff ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Assessment: Unpack formative assessment strategies as a means to track student progress	☑ All Staff ☑ Assessment & Reporting Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Assessment: Review the role of student learning goals as a form of authentic reflection	☑ All Staff ☑ Assessment & Reporting Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Assessment: Establish an assessment schedule for Visible Learning	☑ Assessment & Reporting Coordinator ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Assessment: Seek community feedback in response to introduction of VL practices	☑ Assessment & Reporting Coordinator	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ 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	$2,524.00	$2,500.00	$24.00
Disability Inclusion Tier 2 Funding	$11,912.00	$11,500.00	$412.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$14,436.00**	**$14,000.00**	**$436.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
T&L: Continued roll-out of Direct Instruction as part of the middle school program	$1,000.00
Engagement: Grade 2 - Build relationships with local community to support the implementation of a cross-curricular middle school program	$1,500.00
Support and Resources: Build understanding of the DIP process by seeking DET support and professional development	$1,500.00
Support and Resources: Utilise Tier 2 funding to support student social skill development	$5,000.00
Support and Resources: Engage staff in professional development / resources focussed on building student social skills	$5,000.00
Totals	**$14,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
T&L: Continued roll-out of Direct Instruction as part of the middle school program	from: Term 1 to: Term 4	$1,000.00	☑ Teaching and learning programs and resources
Engagement: Grade 2 - Build relationships with local community to support the implementation of a cross-curricular middle school program	from: Term 2 to: Term 4	$1,500.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Other Local Community Group involvement fees
Totals		**$2,500.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Support and Resources: Build understanding of the DIP process by seeking DET support and professional development	from: Term 1 to: Term 4	$1,500.00	☑ Professional learning for school-based staff • Middle school leaders ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading Teacher

Support and Resources: Utilise Tier 2 funding to support student social skill development	from: Term 1 to: Term 4	$5,000.00	☑ Other • Other inclusive playground activities ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Support and Resources: Engage staff in professional development / resources focussed on building student social skills	from: Term 3 to: Term 4	$5,000.00	☑ Professional learning for school-based staff • Teachers • Education Support ☑ Teaching and learning programs and resources • Other WeThinkers / Zones of Regulation resources
Totals		$11,500.00	

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
T&L: Revisit pedagogical model, beliefs and actions about how children learn	☑ All Staff ☑ School Improvement Team	from: Term 1 to: Term 1	☑ Curriculum development ☑ Individualised Reflection	☑ Whole School Pupil Free Day	☑ Internal staff ☑ External consultants David Anderson ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
T&L: Prioritise the implementation of a school-wide planning model	☑ All Staff ☑ School Improvement Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
T&L: Build teacher knowledge of content of Mathematics to inform big ideas and learning trajectory when planning	☑ All Staff ☑ Learning Specialist(s)	from: Term 2 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ PLC/PLT Meeting	☑ Learning Specialist	☑ On-site

Leadership: Trial professional learning program targeting middle leaders / graduate teachers	☑ All Staff ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Leadership: Re-established partnership with English consultant Julie Shepherd to support graduate development	☑ All Staff	from: Term 1 to: Term 2	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Bastow program/course ☑ External consultants Julie Shepherd	☑ On-site
Engagement: Grade P-1 - Complete the DET Differentiated Play-Based PD to inform planning	☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Departmental resources Differentiated Play-based learning modules ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Support and Resources: Engage teachers in further PD focussed on RRR - Topic 7&8	☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network Professional Learning ☑ Communities of Practice	☑ Internal staff ☑ External consultants RRRR team ☑ Departmental resources RRRR curriculum and resources	☑ On-site
Support and Resources: Engage staff in professional development / resources	☑ All Staff	from: Term 3	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Subject association	☑ On-site

focussed on building student social skills	☑ Assistant Principal ☑ Education Support	to: Term 4			☑ Departmental resources Mental Health Menu	