# 2022 Annual Implementation Plan

## for improving student outcomes

Debney Meadows Primary School (5068)



Submitted for review by Koreena Carlton (School Principal) on 08 March, 2022 at 10:42 AM
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 29 March, 2022 at 07:58 AM
Endorsed by Marwa Zakzouk (School Council President) on 26 April, 2022 at 02:51 PM

# Self-evaluation Summary - 2022

| | FISO 2.0 Dimensions | Self-evaluation Level |
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| **Teaching and Learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Emerging |
| | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships | |

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| **Assessment** | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Emerging |
| | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | |

| Leadership | The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Emerging |
| | 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 | Emerging |
| | 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 | Emerging |
| | 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 | In 2021 Debney Meadows Primary School saw a number of changes within the leadership and staffing profile of the school. This provided an opportunity for a collaborative approach towards determining the schools educational priorities. Through professional data driven conversations we focused on creating an Instructional Model for English and Mathematics and directed the professional learning around the Reading Workshop. An assessment schedule was designed to track and monitor student growth as well as providing staff with the opportunity to work as a PLT within the school day to take part in professional learning and planning. We engaged with an external consultant and utilised our Learning Specialist to further support teacher capacity building in curriculum and pedagogical practice including HITS through the implementation of a |

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| | coaching cycle.<br><br>Another key priority area was student engagement and wellbeing and the structures and processes for responding to student behaviour. The employment of a Leading Teacher provided us with the opportunity to redesign the SWPBS framework through the implementation of the Behaviour Matrix and Minor-Major process and structure and development of the Acknowledgment System.<br><br>In 2021 we provided future Foundation students an opportunity to transition to DMPS to build their connectedness to school through the First Steps - Foundation Preparation Program. We held online information sessions and worked closely with the neighbouring kinders to assist with transitions. We also introduced the Learning through Oral Language Program (LOL) with the F-2 to focus on developing oral language, social and emotional learning through play based learning.<br><br>Remote Learning challenges also meant that we needed to redesign the way in which we taught online. Staff were able to upskill all students on the different platforms that we used and transition to Webex for explicit teacher instruction as well as Seesaw for submission of tasks. |
| **Considerations for 2022** | The key focus areas for 2022:<br>Continue with the implementation of the Reading Workshop<br>Induction of new staff<br>Consistent approach to teaching and learning practices<br>Response To Intervention cycles within the classroom<br>Leadership - RTI<br>Coaching cycle - every staff member<br>Mental Health and Wellbeing initiative - including the role of the MHWC<br>SWPB - Acknowledgement System<br>Community engagement - Parent Forums, Assembly,<br>Continue to embed IT within the classroom T&L program - Seesaw |
| **Documents that support this plan** | |

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# SSP Goals Targets and KIS

| Goal 1 | **2022 Priorities Goal**<br/>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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| **Target 1.1** | Support for the 2022 Priorities |
| **Key Improvement Strategy 1.a**<br/>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**<br/>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| **Goal 2** | To improve literacy and numeracy achievement growth and outcomes |
| **Target 2.1** | By 2023, the percentage of students achieving a minimum of one year's growth every year as evidenced by teacher judgement will increase from:<br/><br/>• 58% to 85% in Reading<br/>• 78% to 85% in Writing<br/>• 40% to 85% in Numeracy |
| **Target 2.2** | By 2023, the percentage of students achieving high and medium relative growth in NAPLAN will increase from<br/><br/>• 69% to 75% in Reading<br/>• 77% to 79% in Writing |

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| | • 54% to 75% in Numeracy |
| **Target 2.3** | By 2023, the percentage of students in the top four bands of NAPLAN in Year 3 will increase from<br><br>• 64% to 79% in Reading<br>• 64% to 84% in Writing<br>• 45% to 74% in Numeracy<br><br>In Year 5, the percentage of students achieving in the top four bands of NAPLAN will increase from<br><br>• 73% to 84% in Reading<br>• 67% to 75% in Writing<br>• 47% to 73% in Numeracy |
| **Key Improvement Strategy 2.a**<br>Curriculum planning and assessment | Document and implement a guaranteed and viable curriculum in reading, writing and numeracy |
| **Key Improvement Strategy 2.b**<br>Evaluating impact on learning | Build data literacy to enable teachers to collaboratively use a range of formative and summative assessments to differentiate teaching, monitor student learning growth and reflect on the impact of teaching |
| **Key Improvement Strategy 2.c**<br>Evidence-based high-impact teaching strategies | Develop teacher capacity to implement whole-school pedagogical principles and high impact-teaching strategies |
| **Goal 3** | To improve student voice and agency in learning |
| **Target 3.1** | By 2023, increase AToSS percentage positive responses for: |

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|  | <ul><li>Sense of Connectedness from 59% to 85%</li><li>Motivation and Interest from 78% to 90%</li><li>Student Voice and Agency from 63% to 85%</li><li>Stimulated Learning from 70% to 88%</li><li>Self-regulation and Goal Setting from 80% to 90%</li></ul> |
| **Target 3.2** | By 2023, increase the percentage positive endorsement on the staff survey for:<br><br><ul><li>Collective Efficacy from 61% to 86%</li><li>Academic Emphasis from 50% to 86%</li></ul> |
| **Target 3.3** | By 2023 increase the percentage positive response on the Parent Opinion Survey for:<br><br><ul><li>Effective Teaching from 75% to 90%</li><li>School Pride and Confidence from 76% to 90%</li><li>Student Motivation and Support from 79% to 90%</li></ul> |
| **Key Improvement Strategy 3.a** Empowering students and building school pride | Develop the tools and practices to engage students in setting learning goals and monitoring their own progress |
| **Key Improvement Strategy 3.b** Empowering students and building school pride | Build teacher capacity to partner with students to identify learning goals, plan learning pathways and monitor their learning growth |

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| **Key Improvement Strategy 3.c**<br>Intellectual engagement and self-awareness | Develop skills to provide feedback to teachers on their teaching and to reflect and report on their own learning growth with peers, teachers and parents |
| **Goal 4** | To improve student health and wellbeing |
| **Target 4.1** | By 2023, increase the percentage positive response on AToSS for<br><br>■ Advocate at School from 75% to 90%<br>■ Effective Classroom Behaviour from 58% to 82%<br>■ Managing Bullying from 72% to 90%<br>■ Not Experiencing Bullying from 43% to 80%<br>■ Respect for Diversity from 68% to 85% |
| **Target 4.2** | By 2023, increase the percentage positive endorsement on the staff survey for:<br><br>■ Trust in Students and Parents from 42% to 90%<br>■ Parent and Community Involvement from 55% to 90% |
| **Target 4.3** | By 2023, increase the percentage positive response on the Parent Opinion survey for:<br><br>■ Non-experience of Bullying from 41% to 80%<br>■ Promoting Positive Behaviour from 79% to 90% |
| **Key Improvement Strategy 4.a**<br>Health and wellbeing | Build the capacity of the wellbeing team to use a range of school-based data to monitor and evaluate practice impacting student wellbeing |
| **Key Improvement Strategy 4.b** | Embed School-wide Positive Behaviour Support framework |

| Building communities | |
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| **Key Improvement Strategy 4.c**<br>Vision, values and culture | Redefine the school's vision, values and purpose statement to ensure the school's policies and practices are inclusive and engaging of its diverse community |

# Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target<br><br>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| <b>2022 Priorities Goal</b><br/> 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 | Wellbeing<br>ATSS<br>Effective Classroom behaviour – increase from 54% to 57%<br>Manage Bullying – increase from 72% to 75%<br>Student Voice and Agency – increase from 63% to 66%<br>Emotional and Relational Engagement – relate to SWPBS increase from 67% to 70%<br>Sense of Connectedness - increase from 70% to 75%<br>Stimulated Learning - increase from 82% to 85%<br><br>Numeracy Data<br>NAPLAN<br>Increase the Benchmark Data from 0% at Above Benchmark to at least 20%<br>Increase the Top 2 Bands Data from 13% at Above Benchmark to at least 20%<br>TJ Data<br>Increase the TJ Benchmark Data from 52% at or Above age expected level to 70% |

| | | | Reading Data<br>NAPLAN<br>Increase the Benchmark Data from 0% at Above Benchmark to at least 23%<br>Increase the Top 2 Bands Data from 13% at Above Benchmark to at least 23%<br>TJ Data<br>Increase the TJ Benchmark Data from 67% at or Above age expected level to 74%<br><br>F&P Benchmark Data<br>Foundation - 75% of students to be at or above expected level<br>Year 1 - Increase from 67% to 75% of students at or above the expected level<br>Year 2 - Increase from 42% to 75% of students at or above the expected level<br>Year 3 - Increase from 67% to 75% of students at or above the expected level<br>Year 4 - Increase from 80% to 85% of students at or above the expected level<br>Year 5 - Increase from 32% to 75% of students at or above the expected level<br>Year 6 - Increase from 25% to 70% of students at or above the expected level |
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| To improve literacy and numeracy achievement growth and outcomes | No | By 2023, the percentage of students achieving a minimum of one year's growth every year as evidenced by teacher judgement will increase from:<br><br>• 58% to 85% in Reading<br>• 78% to 85% in Writing<br>• 40% to 85% in Numeracy | |

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| | | By 2023, the percentage of students in the top four bands of NAPLAN in Year 3 will increase from<br><br>• 64% to 79% in Reading<br>• 64% to 84% in Writing<br>• 45% to 74% in Numeracy<br><br>In Year 5, the percentage of students achieving in the top four bands of NAPLAN will increase from<br><br>• 73% to 84% in Reading<br>• 67% to 75% in Writing<br>• 47% to 73% in Numeracy | |
| To improve student voice and agency in learning | No | By 2023, increase AToSS percentage positive responses for:<br><br>▪ Sense of Connectedness from 59% to 85%<br>▪ Motivation and Interest from 78% to 90%<br>▪ Student Voice and Agency from 63% to 85%<br>▪ Stimulated Learning from 70% to 88%<br>▪ Self-regulation and Goal Setting from 80% to 90% | |

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| To improve student health and wellbeing | No | By 2023, increase the percentage positive response on AToSS for<br><br>  ■ Advocate at School from 75% to 90%<br>  ■ Effective Classroom Behaviour from 58% to 82%<br>  ■ Managing Bullying from 72% to 90%<br>  ■ Not Experiencing Bullying from 43% to 80%<br>  ■ Respect for Diversity from 68% to 85% | |
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| Goal 1 | **2022 Priorities Goal**<br/>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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| **12 Month Target 1.1** | Wellbeing<br>ATSS<br>Effective Classroom behaviour – increase from 54%  to 57%<br>Manage Bullying – increase from 72% to 75%<br>Student Voice and Agency – increase from 63% to 66%<br>Emotional and Relational Engagement – relate to SWPBS increase from 67% to 70%<br>Sense of Connectedness - increase from 70% to 75%<br>Stimulated Learning - increase from 82% to 85%<br><br>Numeracy Data<br>NAPLAN<br>Increase the Benchmark Data from 0% at Above Benchmark to at least 20%<br>Increase the Top 2 Bands Data from 13% at Above Benchmark to at least 20%<br>TJ Data<br>Increase the TJ Benchmark Data from 52% at or Above age expected level to 70%<br><br>Reading Data<br>NAPLAN<br>Increase the Benchmark Data from 0% at Above Benchmark to at least 23% |

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| Key Improvement Strategies | | Is this KIS selected for focus this year? |
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| **KIS 1** <br> 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** <br> 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**<br>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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| | Year 3 - Increase from 67% to 75% of students at or above the expected level<br>Year 4 - Increase from 80% to 85% of students at or above the expected level<br>Year 5 - Increase from 32% to 75% of students at or above the expected level<br>Year 6 - Increase from 25% to 70% of students at or above the expected level |
| **KIS 1**<br>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** | In 2022 we will have an additional focus to establish a targeted small group support program for students. We will prioritise time and space for the Response To Intervention (RTI) - tutoring program led by the Instructional Leaders and Principal to actively monitor and document student progress. We will focus on the key curriculum areas of English - Reading and Maths and will target intervention and extension opportunities for identified students.<br><br>Whole School Level<br>Develop data literacy of teachers to inform understanding of student needs and progress, and identifying students requiring additional support.<br>Implement a range of RTI strategies (LLI, FPC, PA & Language Support)<br>Continue data analysis and moderation in PLT and PLC to build staff capacity to differentiate learning for all students.<br>Provide professional learning and coaching with external literacy consultants.<br>Bastow - Professional Learning and coaching with Maths Leaders<br>Align professional learning priorities with the PLT and PLC schedule.<br>Embed a professional learning cycle that focuses on building pedagogical knowledge and consistency as a whole school through coaching, planning and PLT.<br>The School Improvement Team (SIT) will continue to monitor and track student growth across the whole school.<br>Curriculum resources to support Reading Program<br>Continue to build teacher knowledge of the EAL continuum and understanding the needs of an EAL learner.<br>Building pedagogical and instructional capacity of teachers through PL and coaching on the elements of the reading instructional model<br><br>Classroom Level<br>Instructional Leaders working across the school in PLT and coaching to build staff capacity and consistency.<br>Use of PLC/ PLT for staff to collaboratively plan units of work with a focus on differentiation that is data driven and needs basis.<br>Increase in explicit teaching of numeracy, reading and writing from five hours, to six per week.<br><br>Individual Level<br>Develop staff capacity through weekly coaching sessions with Instructional Leaders, external consultants and structured professional learning. |

| | Implement small group targeted Response to intervention for students (Tutoring Program)<br>Continue the FISO Improvement Cycle to plan and implement RTI within the classroom<br>Work with ES and teaching staff to collaboratively develop and monitor student individual learning goals using Seesaw and ILP's. |
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| **Outcomes** | Leaders will:<br>- Meet weekly as a School Improvement Team<br>- Provide an additional hour APT for all staff to ensure they have more opportunity to meet in PLCs to plan for small group in class instruction<br>- Facilitate time for PLCs to meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons<br>- Take part in Bastow Numeracy PL<br><br>Teachers will:<br>- Confidently and accurately identify student learning needs of their students<br>- Consistently and explicitly implement the school's instructional model in the Literacy Workshop and Mathematics Workshop<br>- Provide regular feedback and monitor student progress<br>- Provide students with the opportunity to work at their level using differentiated resources<br>- Regularly engage with the Instructional Leader, Tutor/s and intervention staff for feedback on student growth<br>- Use of Equity money and other SRP funds to support the catch up program across the whole year<br><br>Community will<br>- Have communication relating to Reporting to Parents - Compass<br>- Take part in Student Led Conferences<br>- Meet with teachers to outline improvement and discuss ILP's for the RTI program and students on the PSD program<br>- Be provided with and have an understanding of the intervention strategies including the RTI (catch-up and extension) and the effects on the learning growth of their child |
| **Success Indicators** | Whole School Level<br>PDP aligned goals to meet 12 months targets in reading and maths.<br>PLT and PLC schedule is reflective of school priorities and responsive to staff and student needs.<br>All staff to implement tiered approach to Response to Intervention including ILPs and student referral process.<br>School Improvement Team to monitor and track the impact of teaching and learning.<br>Reduced variability among classroom teachers with the implementation of the schools Instructional Model and High Impact Teaching Strategies.<br><br>Classroom Level<br>Student learning goals are visible and articulated in reading through conferencing<br>Teachers using a high level of analysis to triangulate student data to inform planning including regular running records |

| | Focus areas of the Instructional model are embedded in planning and classroom practice.<br><br>Individual Level<br>Evidence of feedback observed in classroom practice.<br>Students who are on a Response To Intervention program to be placed on an Individual Learning Plan |
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| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| --- | --- | --- | --- | --- |
| Response To Intervention (TLI) assigned to each team including ES staff upskilled in LLI and Phonics program | ☑ All Staff | ☑ PLP Priority | from: Term 1 to: Term 4 | $17,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Implement the school's instructional model in the Literacy Workshop and Mathematics Workshop | ☑ All Staff | ☑ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which |

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| | | | | may include DET funded or free items |
| Implement the whole school assessment schedule and term overviews (per team) to ensure data is tracked and analysed via PLT and PLC | ☑ Leadership Team<br>☑ Principal<br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| ILP's are provided for all students receiving intervention including the Tutor Program, RTI Improvement cycle, PSD | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Instructional Leaders and consultants facilitate planning within PLTs | ☑ Leadership Team | ☑ PLP Priority | from:<br>Term 1 | $50,000.00 |

| | | | to:<br>Term 4 | ☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
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| Instructional Leader and middle level leadership attend Bastow - Leading Numeracy | ☑ Leading Teacher(s)<br>☑ Numeracy Improvement Teacher | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $990.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Purchase of Reading resources to improve student learning outcomes. F&P Classroom (3 and 5),  Take Home Reading (upper years) and teacher support materials | ☑ All Staff | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $25,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used |

| | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
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| Professional Learning on school priorities including CRT coverage | ☑ All Staff | ☑ PLP Priority | from: Term 1 to: Term 4 | $17,500.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Numeracy Consultant to lead Professional Learning and Coaching | ☑ All Staff | ☑ PLP Priority | from: Term 3 to: Term 4 | $10,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| Use of Mathletics and Reading Eggs to support student learning | ☑ All Staff | ☐ 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 |
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| **KIS 2**<br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| **Actions** | Whole school Level<br>Implement a whole school approach to wellbeing via continued implementation of SWPBS.<br>Employ a Mental Health and Wellbeing Coordinator to provide support to staff, students and the community<br>Plan a whole school approach to social-emotional learning or belonging and engagement through the Resilience, Rights and Respectful Relationships program and engagement with external wellbeing agencies.<br>Align school professional learning on trauma-informed practice  and how it will be implemented and revisited throughout the year through our partnership with Berry Street Education Model.<br>Embed routines and prioritise time in the school day and classes to revisit these regularly through the whole school Getting Started Program.<br>Employ a Leading Teacher - Instructional Leader to implement and monitor the SWPBS<br>Continue partnership with CASEA<br>Weekly PL on SWPBS<br><br>Classroom Level<br>Implement and embed wellbeing program at the classroom level - support provided through MHWC<br>Implement agreed approach to monitoring and responding to student wellbeing concerns through our Behaviour Management Procedure and SWPBS Tier approach.<br>Develop the Getting Started Program for implementation using SWPBS approaches, Behaviour Management Procedure and Berry | | | |

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| | Street strategies.<br>Build staff capacity to collect, analyse, monitor and respond to student engagement data in PLTs.<br>Strengthen in-class relationships through collaborative learning.<br>Conduct regular check-ins/conferencing with students at the classroom level using the Zones of Regulation & SWPBS Tier approach.<br>Delivery of Blue Earth wellbeing program.<br><br>Individual level<br>Target counselling for individual students with acute needs.<br>Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skills.<br>Build relationships and engage with families of at-risk students.<br>Assign teachers to conduct daily check-ins with at-risk students.<br>MHWC to provide additional support to at-risk families |
| **Outcomes** | Whole School Level<br>Teachers will incorporate trauma informed practices in classes and in planning units of work.<br>Teachers will model and are consistent in agreed routines through implementation of the school's Matrix of Expected Behaviours.<br>Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing.<br>Leaders will strengthen engagement with regional and external support agencies.<br>MHWC will support staff, students and the community with access to Mental Health and wellbeing support<br>Teachers and leaders will integrate social-emotional learning into school practice, policies and programs.<br>School Community Liaison Officer will continue to build relationships and awareness of mental health and wellbeing programs at a community level<br><br>Classroom Level<br>Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.<br>Classrooms will continue to implement a whole school wellbeing program (Getting Started, RRRR, Blue Earth).<br>Students will feel supported and engaged in home groups and contribute to a strong classroom culture.<br>At-risk students will be identified and receive targeted support in a timely manner.<br>School Community Liaison Officer will work with cohorts of students to build school connectedness<br><br>Individual Level<br>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.<br>Students identify different strategies to assist with self regulation.<br>Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing using SWPBS Tiered 2 & 3 approach. |

| | Families of at-risk students will receive regular communication and support from the school.<br>Students will experience more success in classes.<br>Students and families will be connected to allied health and mental health services<br>School Community Liaison Officer will work with individual students to provide support and connect with families to provide culturally sensitive assistance |
|---|---|
| **Success Indicators** | Whole School Level<br>Observations of changes to classroom practices.<br>Documentation of frameworks, policies or programs.<br>Internal and external professional learning attendance and shared readings for staff are documented.<br>Shared PL goals documented in staff PDPs.<br>Curriculum documentation reflecting social and emotional learning.<br>Decrease in 'Major Behaviour' Compass notifications.<br><br>Classroom Level<br>Students engagement in wellbeing programs (feedback, participation, classroom observations).<br>Samples of student work.<br>Documentation of resources for wellbeing programs.<br>Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.<br>Teacher surveys on effectiveness of programs, referral process.<br>Documented evidence of student wellbeing concerns and follow up.<br><br>Individual Level<br>Data used to identify students in need of targeted support.<br>Data of counselling services accessed by students and families.<br>Documentation of self management strategies students will use in classes and at school to self regulate social & emotional behaviour.<br>Student engagement and assessment data (ATSS).<br>Appointment/staffing of programs. (Speech/ Leading Teacher/MHWC)<br>Students self-regulate |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
|---|---|---|---|---|
| Employment of a Leading Teacher - Student Engagement and Wellbeing/ Educational Leader | ☑ Leadership Team<br>☑ Principal | ☐ PLP Priority | from:<br>Term 1 | $89,000.00 |

| | | | to:<br>Term 4 | ☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|
| Employment of a Mental Health and Wellbeing Coordinator | ☑ Leadership Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $44,717.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Continued implementation SWPBS across the school. | ☑ All Staff<br>☑ Leadership Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used |

| | | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
|---|---|---|---|---|---|
| Employ a Speech Pathologist - two days a week to provide 1-1 and small group support as well as PL to all staff. | ☑ All Staff | ☐ PLP Priority | from: Term 1 to: Term 4 | | $30,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Employment of a School Community Liaison Officer to work within the community and provide support and cultural awareness | ☑ Leadership Team<br>☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | | $0.00<br><br>☐ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

| | | | | |
|---|---|---|---|---|
| Professional learning - Respectful Relationships | ☑ All Staff<br>☑ Respectful Relationships Implementation Team | ☑ PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | $5,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Participation in Berry Street Professional Learning | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $14,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Language Support Program - Delivered to At Risk students identified through RTI | ☑ Allied Health<br>☑ Education Support | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $1,500.00<br><br>☑ Equity funding will be used |

| | | | | |
|---|---|---|---|---|
| | | | | ☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Supporting student access to school uniform to display connectedness to school and build school pride | ☑ All Staff | ☐ PLP Priority | from: Term 1 to: Term 4 | $5,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ Schools Mental Health Menu items will be used which may include DET funded or free items |
| Employment of staff member to support SEL program | ☑ Curriculum Co-ordinator (s)<br>☑ Respectful Relationships Implementation Team | ☐ PLP Priority | from: Term 1 to: Term 4 | $10,000.00<br><br>☑ Equity funding will be used<br><br>☐ Disability Inclusion Tier 2 Funding will be used<br><br>☐ 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 | $287,599.00 | $287,990.00 | -$391.00 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $44,717.00 | $44,717.00 | $0.00 |
| **Total** | **$332,316.00** | **$332,707.00** | **-$391.00** |

## Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|---|
| Response To Intervention (TLI) assigned to each team including ES staff upskilled in LLI and Phonics program | $17,000.00 |
| Instructional Leaders and consultants facilitate planning within PLTs | $50,000.00 |
| Instructional Leader and middle level leadership attend Bastow - Leading Numeracy | $990.00 |
| Purchase of Reading resources to improve student learning outcomes. F&P Classroom (3 and 5),  Take Home Reading (upper years) and teacher support materials | $25,000.00 |
| Professional Learning on school priorities including CRT coverage | $17,500.00 |
| Numeracy Consultant to lead Professional Learning and Coaching | $10,000.00 |
| Use of Mathletics and Reading Eggs to support student learning | $3,000.00 |

| | |
|---|---|
| Employment of a Leading Teacher - Student Engagement and Wellbeing/ Educational Leader | $89,000.00 |
| Employment of a Mental Health and Wellbeing Coordinator | $44,717.00 |
| Continued implementation SWPBS across the school. | $10,000.00 |
| Employ a Speech Pathologist - two days a week to provide 1-1 and small group support as well as PL to all staff. | $30,000.00 |
| Professional learning - Respectful Relationships | $5,000.00 |
| Participation in Berry Street Professional Learning | $14,000.00 |
| Language Support Program - Delivered to At Risk students identified through RTI | $1,500.00 |
| Supporting student access to school uniform to display connectedness to school and build school pride | $5,000.00 |
| Employment of staff member to support SEL program | $10,000.00 |
| **Totals** | $332,707.00 |

## Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Response To Intervention (TLI) assigned to each team including ES staff upskilled in LLI and Phonics program | from:<br>Term 1<br>to:<br>Term 4 | $17,000.00 | ☑ School-based staffing |
| Instructional Leaders and consultants facilitate planning within PLTs | from:<br>Term 1<br>to:<br>Term 4 | $50,000.00 | ☑ Professional development (excluding CRT costs and new FTE) |

| | | | |
|---|---|---|---|
| Instructional Leader and middle level leadership attend Bastow - Leading Numeracy | from: Term 1 to: Term 4 | $990.00 | ☑ Professional development (excluding CRT costs and new FTE) |
| Purchase of Reading resources to improve student learning outcomes. F&P Classroom (3 and 5),  Take Home Reading (upper years) and teacher support materials | from: Term 1 to: Term 4 | $25,000.00 | ☑ Teaching and learning programs and resources |
| Professional Learning on school priorities including CRT coverage | from: Term 1 to: Term 4 | $17,500.00 | ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT |
| Numeracy Consultant to lead Professional Learning and Coaching | from: Term 3 to: Term 4 | $10,000.00 | ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT |
| Use of Mathletics and Reading Eggs to support student learning | from: Term 1 to: Term 4 | $3,000.00 | ☑ Teaching and learning programs and resources |
| Employment of a Leading Teacher - Student Engagement and Wellbeing/ Educational Leader | from: Term 1 to: Term 4 | $89,000.00 | ☑ School-based staffing |
| Continued implementation SWPBS across the school. | from: Term 1 to: Term 4 | $10,000.00 | ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT |
| Employ a Speech Pathologist - two days a week to provide 1-1 and | from: Term 1 | $30,000.00 | ☑ School-based staffing |

| small group support as well as PL to all staff. | to: Term 4 | | |
| --- | --- | --- | --- |
| Professional learning - Respectful Relationships | from: Term 2 to: Term 4 | $5,000.00 | ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT |
| Participation in Berry Street Professional Learning | from: Term 1 to: Term 4 | $14,000.00 | ☑ Professional development (excluding CRT costs and new FTE) |
| Language Support Program - Delivered to At Risk students identified through RTI | from: Term 1 to: Term 4 | $1,500.00 | ☑ School-based staffing ☑ Teaching and learning programs and resources |
| Supporting student access to school uniform to display connectedness to school and build school pride | from: Term 1 to: Term 4 | $5,000.00 | ☑ Support services |
| Employment of staff member to support SEL program | from: Term 1 to: Term 4 | $10,000.00 | ☑ School-based staffing |
| **Totals** | | **$287,990.00** | |

## Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated ($) | Category |
| --- | --- | --- | --- |
| **Totals** | | **$0.00** | |

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

| Activities and Milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Employment of a Mental Health and Wellbeing Coordinator | from:<br>Term 1<br>to:<br>Term 4 | $44,717.00 | ☑ Tier 1/Category: Social and emotional learning and mental health literacy<br><br>**This activity will use Mental Health Menu staffing**<br>    o   Additional mental health and wellbeing professional<br>        Mental Health and Wellbeing Coordinator<br>**This activity will use Mental Health Menu programs**<br>    o   Social and Emotional Learning<br>        RRRR and SWPBS<br>**This activity will use Foundation Resources (DET Funded initiatives or other free resources)**<br>    o   Resilience, Rights and Respectful Relationships Teaching Resources<br>        RRRR program |
| **Totals** | | $44,717.00 | |

## 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 |
|---|---|---|---|---|---|---|
| Response To Intervention (TLI) assigned to each team including ES staff upskilled in LLI and Phonics program | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs | ☑ PLC/PLT Meeting | ☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Implement the school's instructional model in the Literacy Workshop and Mathematics Workshop | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs | ☑ Communities of Practice ☑ PLC/PLT Meeting | ☑ School improvement partnerships ☑ Internal staff ☑ External consultants Schooled - Andrea Henessey and Deborah Henessey ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) | ☑ On-site |
| Implement the whole school assessment schedule and term overviews (per team) to ensure data is tracked and analysed via PLT and PLC | ☑ Leadership Team ☑ Principal ☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Design of formative assessments ☑ Moderated assessment of student learning | ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice | ☑ PLC Initiative ☑ Internal staff | ☑ On-site |

| | | | ☑ Curriculum development | ☑ PLC/PLT Meeting | ☑ High Impact Teaching Strategies (HITS) | |
|---|---|---|---|---|---|---|
| ILP's are provided for all students receiving intervention including the Tutor Program, RTI Improvement cycle, PSD | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Moderated assessment of student learning<br>☑ Collaborative Inquiry/Action Research team<br>☑ Student voice, including input and feedback | ☑ PLC/PLT Meeting | ☑ PLC Initiative<br>☑ Internal staff | ☑ On-site |
| Instructional Leaders and consultants facilitate planning within PLTs | ☑ Leadership Team | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation | ☑ Professional Practice Day<br>☑ Timetabled Planning Day<br>☑ PLC/PLT Meeting | ☑ School improvement partnerships<br>☑ Internal staff | ☑ On-site |
| Professional Learning on school priorities including CRT coverage | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Collaborative Inquiry/Action Research team<br>☑ Curriculum development | ☑ Professional Practice Day<br>☑ Network Professional Learning<br>☑ Communities of Practice | ☑ SEIL<br>☑ School improvement partnerships | ☑ Off-site The Academy (Bastow) - Numeracy Flemington Education Plan - partnership school |
| Numeracy Consultant to lead Professional Learning and Coaching | ☑ All Staff | from: Term 3 to: Term 4 | ☑ Collaborative Inquiry/Action Research team<br>☑ Curriculum development | ☑ Network Professional Learning<br>☑ Communities of Practice | ☑ School improvement partnerships<br>☑ Bastow program/course | ☑ Off-site The Academy - Bastow |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | ☑ Numeracy leader | |
| Professional learning - Respectful Relationships | ☑ All Staff ☑ Respectful Relationships Implementation Team | from: Term 2 to: Term 4 | ☑ Planning ☑ Preparation ☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting | ☑ Internal staff ☑ Departmental resources RRRR SWPBS ☑ Lookout Centre/Designated Teacher | ☑ On-site |
| Participation in Berry Street Professional Learning | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Curriculum development | ☑ Whole School Pupil Free Day | ☑ External consultants Berry Street - Educators | ☑ On-site |