2022 Annual Implementation Plan

for improving student outcomes

Pembroke Primary School (4937)

Submitted for review by Megan Ganter (School Principal) on 28 February, 2022 at 04:16 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	

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	Embedding
	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	Comprehensive analysis of the 2021 AIP in consultation with staff, has demonstrated the ongoing progress towards achievement of our shared strategic goals, highlighting many successes as well as areas for future development. A summary of the key actions for future consideration identified in the 2021 AIP evaluation are as follows: Literacy and Numeracy - Develop and implement Whole School Maths Scope and Sequence aligned with PMSS learning - Review Writing Scope and Sequence to align with new approaches

	- Continued focus on writing professional development (4 days PD with Misty Adoniou planned for 2022) - Utilise FnP Vic Curriculum alignment documents developed in 2021 Student Engagement and Wellbeing - Scheduled time to utilise Student Engagement Data Wall - Complete Action Plan items identified in the SWPBS Team Action Plan 2021 UPB Training – ongoing - Develop parent input/home applications of SWPBS - Complete 'Classroom Systems' training in Term 1, 2022. Connected Schools - Continue to maintain and extend community partnerships. Some may need re-establishment following COVID. - Improve OSHC accessibility (enrolment process, use of Xplor app etc), promote and build program Student Voice, Agency and Leadership - Dedicated leadership time allocated each week for senior students - Regular SRC meetings supported by timetable allocation - Whole School Curriculum Plan and Start Up program to include SRC Roles and Responsibilities and class' roles in contributing to student voice - Dedicated staff meeting times to continue to develop consistency of practice with goal setting and the role of SRC within the classroom.
Considerations for 2022	Due to COVID 19 and the unique experiences and challenges it presented, the Department of Education and Training have established 'Goal 1: Support for the 2022 Priorities' including continuing to focus on student learning - with an increased focus on numeracy - and student wellbeing. These align with the strategic intent of our four year goals already established in the 2018-2022 Strategic Plan. Therefore, in 2022, we will place a strong focus on the 'Goal 1 Support for the 2022 Priorities'. Additionally, 2022 is a review year at Pembroke Primary School. The Minimum Standards Assessment was conducted in Term 4 of 2021. The Pre-review self evaluation will be completed in Term 2 of 2022 with the school review planned for Term 3 of 2022. Time will be strategically allocated to complete this process within the Annual Implementation Plan and school SIT planner.
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 improve the learning growth of every student in literacy
Target 2.1	By 2022 the percentage of Year 5 students assessed as making high growth in NAPLAN Reading, Writing and Numeracy will improve by 10 percent.

Area of Learning	2018 result	2019 target	2020 target	2021 target	2022 target
Reading	27%	29.5%	32%	35.5%	37%
Writing	10%	12.5%	15%	17.5%	20%
Numeracy	0%	2.5%	5%	7.5%	10%

Target 2.2	By 2022 the percentage of Year 5 students assessed as making low relative learning gain in NAPLAN Reading, Writing and Numeracy will decrease by 10 percent.

Area of Learning	2018 result	2019 target	2020 target	2021 target	2022 target
Reading	36%	33.5%	31%	28.5%	26%
Writing	50%	47.5%	45%	42.5%	40%
Numeracy	45%	42.5%	40%	37.5%	35%

Target 2.3

By 2022 to increase the percentage of F-6 students at or above age appropriate level in the English language modes of Reading and Viewing and Writing and all three strands of Mathematics according to teacher judgement data.

Area of Learning	% @ or above 2019 results	2020 target	2021 target	2022 target
Reading and Viewing	77%	78%	79%	≥80%
Writing	71%	74%	77%	≥80%
Speaking and Listening	83%	≥80%	≥80%	≥80%
Number and Algebra	90%	≥85%	≥85%	≥85%
Measurement and Geometry	89%	≥85%	≥85%	≥85%
Statistics and Probability	94%	≥85%	≥85%	≥85%

Key Improvement Strategy 2.a Curriculum planning and assessment	Establish whole school, evidenced-based, HITS embedded pedagogical practice.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build a consistent, whole-school approach to reading.
Goal 3	To improve the learning growth of every student in numeracy
Target 3.1	By 2022 the percentage of Year 5 students assessed as making high growth in NAPLAN Reading, Writing and Numeracy will improve by 10 percent.

Area of Learning	2018 result	2019 target	2020 target	2021 target	2022 target
Reading	27%	29.5%	32%	35.5%	37%
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Key Improvement Strategy 3.a Curriculum planning and assessment

Establish whole school, evidenced-based, HITS embedded pedagogical practice.

Key Improvement Strategy 3.b Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
Goal 4	To improve learning disposition, so that students become engaged, self-regulated learners.
Target 4.1	By 2022 the percentage of positive responses in the AToSS in regard to the indicators in the table below will improve to 85%.

Dimension	2018 Result	2019 target	2020 target	2021 target	2022 target
Learning confidence	63%	70%	75%	80%	85%
Resilience	80%	81.5%	83%	84%	85%
Motivation and interest	78%	80%	81%	83%	85%
Self-regulation and goal setting	72%	75%	78%	81%	85%
Attitudes to attendance	85%	≥ 85%	≥ 85%	≥ 85%	85%

Key Improvement Strategy 4.a Setting expectations and	Implement and embed consistent, agreed whole school practices surrounding School Wide Positive Behaviour Support (SWPBS), as measured by the Tiered Fidelity Inventory.

promoting inclusion	
Key Improvement Strategy 4.b Empowering students and building school pride	Develop teachers' capacity to use student voice, agency and leadership in students' learning through an authentic learning partnership.
Key Improvement Strategy 4.c Parents and carers as partners	Strengthen engagement with parents and the broader school community.

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.
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	By 2022 the percentage of Year 5 students assessed as making high growth in NAPLAN Reading, Writing and Numeracy will improve by 10 percent. 2022 Targets: Reading 37% Writing 20% Numeracy 10%. By 2022 the percentage of Year 5 students assessed as making low relative learning gain in NAPLAN Reading, Writing and Numeracy will decrease by 10 percent. 2022 Targets: Reading 26% Writing 40% Numeracy 35%. By 2022 to increase the percentage of F-6 students at or above age appropriate level in the English language modes of Reading and Viewing and Writing and all three strands of Mathematics according to teacher judgement data. 2022

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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	By 2022 the percentage of Year 5 students assessed as making high growth in NAPLAN Reading, Writing and Numeracy will improve by 10 percent. 2022 Targets: Reading 37% Writing 20% Numeracy 10%. By 2022 the percentage of Year 5 students assessed as making low relative learning gain in NAPLAN Reading, Writing and Numeracy will decrease by 10 percent. 2022 Targets: Reading 26% Writing 40% Numeracy 35%. By 2022 to increase the percentage of F-6 students at or above age appropriate level in the English language modes of Reading and Viewing and Writing and all three strands of Mathematics according to teacher judgement data. 2022 Targets: Reading and Viewing =80%, Writing =80%, Speaking and Listening =80%, Number and Algebra =85%, Measurement and Geometry =85%, Statistics and Probability =85%. By 2022 the percentage of positive responses in the AToSS will improve to 85%. 2022 Targets: Learning confidence 85%, Resilience 85%, Motivation and interest 85%, Self-regulation and goal setting 85%, Attitudes to attendance 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve learning disposition, so that students become engaged, self-regulated learners.	
12 Month Target 2.1	By 2022 the percentage of positive responses in the AToSS will improve to 85%. 2022 Targets: Learning confidence 85%, Resilience 85%, Motivation and interest 85%, Self-regulation and goal setting 85%, Attitudes to attendance 85%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Implement and embed consistent, agreed whole school practices surrounding School Wide Positive Behaviour Support (SWPBS), as measured by the Tiered Fidelity Inventory.	No
KIS 2 Empowering students and building school pride	Develop teachers' capacity to use student voice, agency and leadership in students' learning through an authentic learning partnership.	Yes
KIS 3 Parents and carers as partners	Strengthen engagement with parents and the broader school community.	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.	KIS 2.a (SWPBS) and KIS 2.c (Parent and Community Engagement) will fit within KIS 1.b Wellbeing. KIS 2.b Student Voice, agency and leadership continues to be an area of development and focus for 2022. It is also a key element for the 2022 school review, including student focus groups. This KIS will incorporate activities that collectively address the review process. Using this approach, all key areas will continue to be focused upon, aligning the DET priorities for 2022 and the 2018-2022 Strategic Plan.	

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	1. Continue the development of cycles of inquiry, driven by the PLC model, to build shared, collective efficacy around systematic, ongoing, collective, data-driven growth in teaching and learning, including numeracy. 2. Utilise evidence from the 'Instructional Core' to review whole school teaching content and practices.
Outcomes	Principals will: - continue to participate in the Small School Alliance (SSA) Community of Practice - provide opportunities for continued leadership development of the Literacy, Mathematics Learning Excellence Leader and Learning Specialist - enable cycles of inquiry and the timely, systematic analysis of whole school data

	- provide opportunities to engage in learning walks (within and across network schools), lesson observations and provide feedback - lead the Pre-Review Self Evaluation (PRSE) using data and analysis from the previous four years, to determine the achievements against the School Strategic Plan goals and targets. Curriculum Leaders will: - utilise school data including staff self assessment using the Practice Principles Traffic Light tool to identify and facilitate staff professional development needs - lead learning walks, lesson observations and provide feedback - facilitate PLC cycles of inquiry (both within school and in SSA) - review writing scope and sequence to align with new approaches Learning Excellence Leader will: - lead the implementation of the Tutor Program based on the school context, student need and a review of the 2021 program - lead whole school analysis of student data to identify participants, implement tutor program and track student growth in the Tutor Learning Initiative (TLI) - develop and implement whole school mathematics scope and sequence aligned with PMSS learning Teachers will: - engage in learning walks, lesson observations and provide feedback - engage in school-based and SSA PLC cycles of inquiry - analyse and track student achievement data using school assessment schedules at class level, school level and across SSA schools, including those students participating in the TLI - devise in-class support/interventions for students participating in the TLI in collaboration with Learning Tutors, supervise implementation of the TLI program and track student growth via Fountas and Pinnell Benchmark assessments and moderated writing tasks - provide regular feedback to students on their learning and progress - implement learning from writing professional development (4 days PD with Misty Adoniou planned for 2022) - utilise Fountas and Pinnell Victorian Curriculum alignment documents developed in 2021 Students will: - be able to take ownership of and reflect on their learning - co-construct learning goals in the areas of reading, writing, mathematics and personal/social capabilities. - actively contribute to 3-way conferences, reflecting on their progress and achievements
Success Indicators	Teachers will: - maintain or improve teacher opinion survey results in relevant sections of the Staff Opinion Survey, with a focus on staff participation, instructional leadership, leading change, understanding curriculum, use data for curriculum planning and professional

	learning through peer observation. Students will: - achieve NAPLAN high growth and low growth targets, as well as the teacher judgement % @ or above expected level - maintain or improve student opinion survey results in the areas of 'effective teaching time, differentiated learning challenge and stimulated learning' TLI students will: - achieve above expected growth on F&P reading benchmark assessments. - achieve above expected growth on moderated writing tasks. - achieve above expected growth on Mathematics Online Interview/Essential Assessment General All assessment.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop SIT planner aligned with school priorities and staff/student need	☑ School Leadership 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
Learning walks and peer observations (within school and SSA network)	☑ School Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ 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
Professional Learning Community Cycles of Inquiry	☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 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
Complete Minimum Standards assessment and related compliance activities Term 1	☑ All Staff ☑ Principal	☑ 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
Complete PRSE Term 2	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 2	$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
Complete School Review Term 3	☑ All Staff	☑ PLP Priority	from: Term 3 to: Term 3	$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
Develop School Strategic Plan	☑ All Staff	☐ PLP Priority	from: Term 4	$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
Review and implement TLI based on student data	☑ Literacy Support ☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ 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
Develop and implement whole school Mathematics scope and sequence. Provide resources to support pedagogy.	☑ Numeracy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ 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
Review writing scope and sequence to align with new approaches	☑ Literacy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 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
Utilise Fountas and Pinnell Victorian Curriculum alignment documents, implement benchmark assessments.	☑ Literacy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ 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

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	1. Improve learning disposition, so that students become engaged, self-regulated learners through the continued implementation of the School Wide Positive Behaviour Support Framework. 2. Continue to seek opportunities to engage parents/carers and community members in school activities, with a focus on student learning, health and wellbeing.
Outcomes	Principal will: - continue to maintain and extend community partnerships. Some may need re-establishment following COVID. - lead the improvement of Outside School Hours Care (OSHC) accessibility including the enrolment process and use of Xplor app, promote and build program - lead the implementation of the DET Disability Inclusion initiative - engage with parents/carers to elicit meaningful and constructive feedback as part of the school review process Leaders will: - lead the SWPBS team - meet regularly with the SWPBS coach (where possible) - collate and analyse behaviour data and identify areas for whole school focus - complete Action Plan items identified in the SWPBS Team Action Plan 2021 UPB Training - develop parent input/home applications of SWPBS - lead the use and implementation of the Student Engagement Data Wall - professional development in Tier 2 practices – Tier 2 training can not be undertaken until UPA, UPB and Classroom Systems training has been completed - conduct SAS (School-Wide System Summary), Fidelity Inventory and other data collection tools as required Teachers will: - complete ‘Classroom Systems’ training in Term 1, 2022 - participate in SWPBS meetings - continue to implement school wide behaviour management and reward system and explicitly teach expected behaviours - utilise Student Engagement and Wellbeing data wall to track progress of individual students and develop appropriate Tier 1, 2 and 3 interventions Education support staff will: - continue to refine and implement school policies and procedures in line with DET/school policy - continue to extend the use of Sentral for administration purposes

	- implement SWPBS in the OSHC setting Students will: - show improved behaviour - be able to articulate and demonstrate school wide behaviour values and expectations Parents/carers will: - engage with school and community events - provide constructive feedback to the school about their child's learning and school programs, including OSHC - utilise technology more readily to communicate and engage with the school
Success Indicators	Whole school will: - complete Classroom Systems training and then work towards the achievement of Tier 2 Fidelity Teachers will: - report improved results in relevant domains of the Staff Opinion Survey - communicate regularly with parents, implement 3 way conferences, SSGs and ILPs (for relevant students) to promote positive home-school relationships Students will: - consistently demonstrate positive behaviours, reflected in whole school behaviour data collection - maintain excellent results in the 'classroom behaviour, student safety and experience of bullying' domains of the Student Opinion survey Parents/carers will: - maintain high level of results across all areas of the Parent Opinion Survey - engage with SWPBS at home, aligned with school approach - participate in focus groups/feedback surveys etc as part of the school review process

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Operate and promote OSHC (annual grant $75 000)	☑ Education Support ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$75,000.00 ☐ 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
Implement Disability Inclusion initiative - staffing and resources	☑ Education Support ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$71,000.00 ☐ 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
Classroom systems PD and CRT time for implementation	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$6,000.00 ☐ 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
Lead SWPBS implementation and evaluation	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$120,000.00 ☑ 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
Resource SWPBS implementation and evaluation (school rewards, posters, Tier 2 interventions)	☑ Learning Specialist(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
Parent/carer focus groups and feedback activities	☑ Principal ☑ School Leadership Team	☐ PLP Priority	from: Term 2	$0.00

			to: Term 2	☐ 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
Whole School and Community events (Family Fun Night, Carols, Christmas Lunch)	☑ All Staff	☐ 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
Implement and resource 3 way conferences (CRT)	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 3	$6,000.00 ☑ 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

Goal 2	To improve learning disposition, so that students become engaged, self-regulated learners.
12 Month Target 2.1	By 2022 the percentage of positive responses in the AToSS will improve to 85%. 2022 Targets: Learning confidence 85%, Resilience 85%, Motivation and interest 85%, Self-regulation and goal setting 85%, Attitudes to attendance 85%.
KIS 1 Empowering students and building school pride	Develop teachers' capacity to use student voice, agency and leadership in students' learning through an authentic learning partnership.
Actions	1. Improve student voice, agency and leadership through whole school, agreed teaching practices and approaches. 2. Utilise student voice in the 2022 school review process.
Outcomes	Leaders will: - continue to facilitate the development of a consistent vision of what student voice, leadership and agency looks like across the school - allocate dedicated staff meeting times to continue to develop consistency of practice with goal setting and the role of SRC within the classroom - update the Whole School Curriculum Plan and Start Up program to include SRC Roles and Responsibilities and class roles in contributing to student voice - Lead the Student Representative Council (SRC) - Lead student focus groups as part of the school review process Teachers will: - allocate dedicated leadership time each week for senior students - actively engage students with SRC initiatives in class and provide regular feedback to SRC leaders - continue to identify opportunities to incorporate student voice, agency and leadership in learning activities, classroom structures and routines - continue to identify effective ways to provide more frequent feedback to students to increase agency and ownership of learning - continue to formalise the individual goal setting process

	Students will: - participate in SRC - participate in student leadership programs and activities - participate in student focus groups as part of the school review process - be able to articulate their learning goals and how they are working to achieve them - show improved disposition towards learning through greater ownership, agency and engagement
Success Indicators	Teachers will: - maintain or improve results in the 'use student feedback to improve practice' and 'promote student ownership of learning goals' domains of the Staff survey - track the achievement of individual learning goals and share progress with students and parents Students will: - maintain or improve results in the 'student voice and agency', 'school connectedness', 'sense of inclusion', self-regulation and goal setting' domains of the Student Attitudes to School Survey

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement student leadership program - SSA Leadership day and project, incursion/excursions	☑ Student Leadership Coordinator ☑ Student(s) ☑ 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
Define SRC roles and responsibilities	☑ Student(s)	☐ PLP Priority	from: Term 1	$0.00

	☑ Teacher(s)		to: Term 1	☐ 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
Implement SRC	☑ Student(s) ☑ Teacher(s)	☐ 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
Student focus groups	☑ Principal ☑ Student(s) ☑ 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
Review and refine goal setting process aligned with school curriculum approaches	☑ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$256,226.00	$253,000.00	$3,226.00
Disability Inclusion Tier 2 Funding	$82,789.00	$82,000.00	$789.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$339,015.00	$335,000.00	$4,015.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Learning walks and peer observations (within school and SSA network)	$6,000.00
Professional Learning Community Cycles of Inquiry	$2,000.00
Review and implement TLI based on student data	$40,000.00
Develop and implement whole school Mathematics scope and sequence. Provide resources to support pedagogy.	$10,000.00
Review writing scope and sequence to align with new approaches	$2,000.00
Utilise Fountas and Pinnell Victorian Curriculum alignment documents, implement benchmark assessments.	$12,000.00
Implement Disability Inclusion initiative - staffing and resources	$71,000.00
Classroom systems PD and CRT time for implementation	$6,000.00
Lead SWPBS implementation and evaluation	$120,000.00

Resource SWPBS implementation and evaluation (school rewards, posters, Tier 2 interventions)	$5,000.00
Whole School and Community events (Family Fun Night, Carols, Christmas Lunch)	$5,000.00
Implement and resource 3 way conferences (CRT)	$6,000.00
Develop and implement student leadership program - SSA Leadership day and project, incursion/excursions	$5,000.00
Implement SRC	$1,000.00
Totals	$291,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Learning walks and peer observations (within school and SSA network)	from: Term 1 to: Term 4	$6,000.00	☑ CRT
Professional Learning Community Cycles of Inquiry	from: Term 1 to: Term 4	$2,000.00	☑ CRT
Review and implement TLI based on student data	from: Term 1 to: Term 4	$4,000.00	☑ School-based staffing
Develop and implement whole school Mathematics scope and	from: Term 1	$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)

sequence. Provide resources to support pedagogy.	to: Term 4		☑ CRT
Review writing scope and sequence to align with new approaches	from: Term 1 to: Term 4	$2,000.00	☑ Teaching and learning programs and resources ☑ CRT
Utilise Fountas and Pinnell Victorian Curriculum alignment documents, implement benchmark assessments.	from: Term 1 to: Term 4	$12,000.00	☑ CRT
Lead SWPBS implementation and evaluation	from: Term 1 to: Term 4	$120,000.00	☑ School-based staffing
Whole School and Community events (Family Fun Night, Carols, Christmas Lunch)	from: Term 1 to: Term 4	$5,000.00	☑ Other subsidise costs to maximise engagement
Implement and resource 3 way conferences (CRT)	from: Term 1 to: Term 3	$6,000.00	☑ CRT
Develop and implement student leadership program - SSA Leadership day and project, incursion/excursions	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources
Implement SRC	from: Term 1 to: Term 4	$1,000.00	☑ Teaching and learning programs and resources

Totals		$173,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Implement Disability Inclusion initiative - staffing and resources	from: Term 1 to: Term 4	$71,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff • Learning Specialist • Classroom Teacher ☑ Minor building or internal environmental modifications under $5,000 (GST inclusive) • Safety measures for students (e.g. high visibility or non-slip modifications) ☑ Equipment, adaptive technology, devices, or materials to support learning • Sensory resources
Classroom systems PD and CRT time for implementation	from: Term 1 to: Term 2	$6,000.00	☑ Professional learning for school-based staff • Teachers
Resource SWPBS implementation and evaluation (school rewards, posters, Tier 2 interventions)	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources • Other SWPBS resources

Totals		$82,000.00	

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
Subsidising learning programs and resources to maximise participation for all students	$80,000.00
Totals	$80,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Subsidising learning programs and resources to maximise participation for all students	from: Term 1 to: Term 4	$80,000.00	☑ Teaching and learning programs and resources
Totals		$80,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Subsidising learning programs and resources to maximise participation for all students	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Subsidising learning programs and resources to maximise participation for all students	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Learning walks and peer observations (within school and SSA network)	☑ School Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Network Professional Learning ☑ Communities of Practice	☑ Internal staff ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ Off-site Both within school and across SSA network schools
Professional Learning Community Cycles of Inquiry	☑ PLC Leaders ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Literacy Leaders ☑ External consultants Misty Adoniou Network professional learning ☑ Numeracy leader	☑ Off-site Both within school and across SSA network schools
Complete Minimum Standards assessment and related compliance activities Term 1	☑ All Staff ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources DET Policy Advisor	☑ On-site
Complete PRSE Term 2	☑ All Staff	from: Term 2 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Internal staff ☑ Departmental resources	☑ On-site

			☑ Individualised Reflection		School review documentation on PAL	
Complete School Review Term 3	☑ All Staff	from: Term 3 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Leadership partners ☑ Internal staff ☑ External consultants School Reviewer	☑ On-site
Develop and implement whole school Mathematics scope and sequence. Provide resources to support pedagogy.	☑ Numeracy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Primary Mathematics and Science specialists	☑ On-site
Review writing scope and sequence to align with new approaches	☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Literacy Leaders ☑ External consultants Misty Adoniou Network professional learning	☑ On-site
Utilise Fountas and Pinnell Victorian Curriculum alignment documents, implement benchmark assessments.	☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Literacy Leaders	☑ On-site
Classroom systems PD and CRT time for implementation	☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 2	☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Departmental resources	☑ On-site

				☑ Timetabled Planning Day	SWPBS PD	
Develop and implement student leadership program - SSA Leadership day and project, incursion/excursions	☑ Student Leadership Coordinator ☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Internal staff	☑ Off-site Both onsite and offsite activities