**2022 Annual Implementation Plan**

Submitted for review by Warren Lloyd (School Principal) on 25 February, 2022 at 04:23 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 25 February, 2022 at 04:30 PM  
Endorsed by Katie Cramp (School Council President) on 02 March, 2022 at 01:25 PM

**for improving student outcomes**

Eltham East Primary School (4897)



**Self-evaluation Summary - 2022**

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|  | 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 | Excelling |
| 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 | Embedding |
| Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. |

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| **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 |

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| **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 |

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

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| **Enter your reflective comments** | What we have just reflected on is consistent with our preliminary hunch for the goals for 2022. |
| **Considerations for 2022** | Continual improvement and working towards excelling in all areas (copy and paste from 2021 review) |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | <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. |
| 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 learning growth in Literacy and Numeracy. |
| Target 2.1 | By 2023 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in literacy and numeracy *and decrease the percentage in the bottom 2 bands at Year 5.*  Reading- Increase students achieving in the top two bands in Year 3 from 89%- 95% and in Year 5 from 58%- 65% and decrease students in the bottom two bands in Year 5 from 6% to 3%.  Writing - Increase students achieving in the top two bands in Year 3 from 81%- 87% and in Year 5 from 35%- 40% and decrease students in the bottom two bands in Year 5 from 9% to 3%.  Numeracy- Increase students achieving in the top two bands in Year 3 from 76%- 80%, Year 5 from 51%-60% and decrease students in the bottom two bands in Year 5 from 6% to 3%***.*** |
| Target 2.2 | By 2023 increase the number of students remaining in the top two bands of NAPLAN between Year 3 and Year 5, for literacy and numeracy**.**  Reading- In 2019 70% students in top 2 bands in Year 3 (2017), remained in top 2 bands in Year 5. Target- 80%  Writing- In 2019 47% students in top 2 bands in Year 3 (2017), remained in top 2 bands in Year 5. Target- 65%  Numeracy- In 2019 77% students in top 2 bands Year 3 (2017), remained in top 2 bands year 5. Target- 85% |
| Target 2.3 | By 2023 increase the percentage of Year 5 students assessed as at and above benchmark growth in NAPLAN literacy and numeracy based on two year moving average.  Reading- from 77%(2019) to 83%  Writing from 83% (2019) to 88%  Numeracy from 86% (2019) to 91% |
| Target 2.4 | All Year 1 to 6 students assessed against the Victorian Curriculum Levels F-10 to make at least one level of learning progress in each school year.  Baseline data for at and above- teacher judgement sem 2 2018-sem 2 2019  Reading- 89%  Writing- 85%  Number & Algebra- 90% |
| Key Improvement Strategy 2.a Building practice excellence | Deepen the capacity of all teaching staff to use evidence-based practice, to improve student learning outcomes |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Build the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning |
| Goal 3 | To amplify student voice and agency in learning |
| Target 3.1 | By 2023 increase the percentage of positive endorsement for factors of *student agency and voice, stimulated learning and sense of confidence, self regulation and goal setting* on the Years 4-6 Student Attitudes to School Survey as outlined below;  *Student agency and voice* (Domain: Social engagement, Factor: Sense of connectedness)  69% (2019)- 75%  *Stimulated learning*- (Domain: Effective teaching for cognitive engagement, Factor: Stimulated learning) 79% (2019)- 85%  *Sense of confidence*- (Domain: Learner characteristics and dispositions, Factor: Stimulated learning)  81% (2019)- 88%  *Self-regulation and goal setting*- (Domain: Learner characteristics and dispositions, Factor: Stimulated learning)  82% (2019)- 90% |
| Target 3.2 | By 2023 increase the percentage of positive endorsement for student agency and voice, and confidence and resiliency skills on the *Parent Opinion Survey*.  Student agency and voice- 73% (2019) Target-  80%  Confidence and resiliency skills 88% (2019) Target- 93% |
| Target 3.3 | By 2023, improve the percentage of positive endorsement on School Staff Survey teaching & learning- evaluation module score for the component;use student feedback to inform teaching practice; increase from 80% to 90%. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build teacher capacity to have a consistent understanding of, and provide opportunities for student agency, voice & leadership |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Empower students to collaborate with adults and peers to direct and take responsibility for their learning and to enhance positive partnerships |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| <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 | KIS 1a)  By the end of 2022 2% increase in the number of students to make at least one level of learning progress in each school year. Reading- 89% to 91% Writing- 89% to 91% Number & Algebra- 90% to 92% (Baseline data for learning growth- teacher judgement sem 2 2020-sem 2 2021)  NAPLAN Data sets By the end of 2022, the percentage of students in the top two bands in Year 3 will be; reading 90% (from 77% in 2021), writing 81% (from 67% in 2021) and numeracy 75% (from 65% in 2021)  By the end of 2022, the percentage of students in the top two bands in Year 5 will be reading 80% (from 72% in 2021), writing 40% (from 34% in 2021) and numeracy 60% (from 56% in 2021)  By the end of 2022, the percentage of students in the bottom two bands in Year 5 will be reading 3%, writing 3% and numeracy 3%  KIS 1b) ATOS  By the end of 2022, the percentage of students who feel a sense of connectedness will be 80% (from 74% in 2021) (ATOS, Social Engagement, Sense of Connectedness) |
| To improve learning growth in Literacy and Numeracy. | No | By 2023 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands in literacy and numeracy *and decrease the percentage in the bottom 2 bands at Year 5.*  Reading- Increase students achieving in the top two bands in Year 3 from 89%- 95% and in Year 5 from 58%- 65% and decrease students in the bottom two bands in Year 5 from 6% to 3%.  Writing - Increase students achieving in the top two bands in Year 3 from 81%- 87% and in Year 5 from 35%- 40% and decrease students in the bottom two bands in Year 5 from 9% to 3%.  Numeracy- Increase students achieving in the top two bands in Year 3 from 76%- 80%, Year 5 from 51%-60% and decrease students in the bottom two bands in Year 5 from 6% to 3%***.*** |  |
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| All Year 1 to 6 students assessed against the Victorian Curriculum Levels F-10 to make at least one level of learning progress in each school year.  Baseline data for at and above- teacher judgement sem 2 2018-sem 2 2019  Reading- 89%  Writing- 85%  Number & Algebra- 90% |  |
| To amplify student voice and agency in learning | No | By 2023 increase the percentage of positive endorsement for factors of *student agency and voice, stimulated learning and sense of confidence, self regulation and goal setting* on the Years 4-6 Student Attitudes to School Survey as outlined below;  *Student agency and voice* (Domain: Social engagement, Factor: Sense of connectedness)  69% (2019)- 75%  *Stimulated learning*- (Domain: Effective teaching for cognitive engagement, Factor: Stimulated learning) 79% (2019)- 85%  *Sense of confidence*- (Domain: Learner characteristics and dispositions, Factor: Stimulated learning)  81% (2019)- 88%  *Self-regulation and goal setting*- (Domain: Learner characteristics and dispositions, Factor: Stimulated learning)  82% (2019)- 90% |  |
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| 12 Month Target 1.1 | KIS 1a)  By the end of 2022 2% increase in the number of students to make at least one level of learning progress in each school year. Reading- 89% to 91% Writing- 89% to 91% Number & Algebra- 90% to 92% (Baseline data for learning growth- teacher judgement sem 2 2020-sem 2 2021)  NAPLAN Data sets By the end of 2022, the percentage of students in the top two bands in Year 3 will be; reading 90% (from 77% in 2021), writing 81% (from 67% in 2021) and numeracy 75% (from 65% in 2021)  By the end of 2022, the percentage of students in the top two bands in Year 5 will be reading 80% (from 72% in 2021), writing 40% (from 34% in 2021) and numeracy 60% (from 56% in 2021)  By the end of 2022, the percentage of students in the bottom two bands in Year 5 will be reading 3%, writing 3% and numeracy 3%  KIS 1b) ATOS  By the end of 2022, the percentage of students who feel a sense of connectedness will be 80% (from 74% in 2021) (ATOS, Social Engagement, Sense of Connectedness) | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 2**  Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022. | |

**Define Actions, Outcomes and Activities**

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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. | | | | |
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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** | To strengthen the capacity of all staff to use differentiation and inclusive teaching practices to challenge and support all students. | | | | |
| **Outcomes** | Students will have a greater understanding of their point of need along a learning continuum. Students will be able to set personalised and active learning goals. Students will be actively involved in their learning and willing to take risks in their strive for improvement  Teachers will increase their knowledge and skills in differentiation  Teachers will apply a range of techniques to differentiate using assessment, metacognitive thinking, higher-order questioning, content, process and product, and cross-curricular links  Teachers will actively contribute to PLC inquiry cycles, professional learning and individual roles and responsibilities with a central focus on improving differentiation and inclusion.  Leadership will develop their knowledge of current DET initiatives and evidence-based practice in differentiation and inclusion. Leadership will create organisational structures, roles and responsibilities to support professional learning  Leadership will model and promote inclusive language and behaviours | | | | |
| **Success Indicators** | Early Indicators  Coaching diaries and coaching observations will reflect an increased focus in differentiation 'Connect & Reflect' will demonstrate the impact of differentiated teaching practices  PLC documentation and reflection is informed by evidence of point of need teaching Weekly team planning documents will include differentiated teaching and learning practice Visible learning goals are co-created with the students and displayed for students to refer to  Late Indicators  Data collected in peer observations shows differentiation occurring in all classrooms AtoSS - Stimulated Learning, Motivation & Interest, Student Voice & Agency will show an increase Pivot surveys / Student Feedback groups or equivalent will identify that students perceive teachers to be catering to their point of need Teacher judgement data will show an increase in the percentage of students achieving at least 12 months growth in 12 months. | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| PL in instructional model with a particular focus on numeracy | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Numeracy Leader | 🗹 PLP Priority | from: Term 2  to: Term 3 | $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 |
| Engage with the Victorian High Abilities Program and integrate links throughout the curriculum. Additional PL for staff | | 🗹 KLA Leader | 🞎 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 |
| Continue to embed and integrate the TLI program- links with our PLC teams and data analysis | | 🗹 Assessment & Reporting Coordinator  🗹 Assistant Principal  🗹 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 |
| Ensure that IEPs are up-to-date and comprehensive for identified children and re-setting TSPs (Targeted Support Plans) for students who have not grown in key learning areas | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $7,000.00  🗹 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 |
| Continue to develop our PLC processes including leadership development for PLC leaders | | 🗹 PLC Leaders  🗹 Principal  🗹 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 |
| Assessment Schedule audit and implementation of new numeracy assessments | | 🗹 Assessment & Reporting Coordinator  🗹 Assistant Principal  🗹 Numeracy Leader | 🗹 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 |
| Staff capability around the continuum of learning in mathematics | | 🗹 All Staff | 🗹 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 |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | To strengthen and enhance student connectedness, resilience and sense of inclusion to positively impact health and wellbeing. | | | | |
| **Outcomes** | Students will increase their awareness of strategies, resources and techniques to enhance their positive mental health and wellbeing. Students will develop the skills to build and maintain positive relationships with others and build emotional awareness, resilience and empathy. Students will be self-regulated and self-motivated learners who contribute positively to the school community.  Teachers will increase their understanding and application of the tiered support programs that promote mental health and wellbeing. Teachers will establish and embed the new EEPS SEL scope and sequence into inclusive teaching practices. Teachers will enjoy positive, connected relationships with students, parents and carers.  Leadership will develop their knowledge of the mental health and wellbeing support services, guidance and resources. Leadership will create organisational structures, roles and responsibilities to support professional learning in mental health and wellbeing.  Leadership will model and promote positive, healthy, connected relationships. | | | | |
| **Success Indicators** | Early Indicators Data collected from 3 Way Conferences in the beginning of Term 1, teacher handover and Insight Conversations with students noting their ability to articulate the components of their active wellbeing Wellbeing surveys will show a sense of connectedness and inclusion- baseline data Resilience Youth Survey (through the Resilience Project) will show a snapshot of whole school resilience and wellbeing Team planning documents will show the implementation of the Resilience Project and the EEPS CORE  CAP Team (Health and Wellbeing Team) will show an agenda and implementation plan- monitor CORE  Late Indicator AtoSS- Sense of connectedness, sense of inclusion, teacher concern and student voice and agency- markers motivation and interest- show an increase Increase in the positive rate of student 'Social Engagement' in the Student Attitude to School Survey Wellbeing surveys will show an increased sense of connectedness and inclusion- increase from baseline data | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Launch of new EEPS SEL scope and sequence, called 'CORE' with links to EEPS values and learning dispositions | | 🗹 All Staff | 🗹 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 |
| Provide PL in Respectful Relationships including engage with our local schools as a Lead Partner school | | 🗹 KLA Leader  🗹 Wellbeing 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 |
| Partner with the Resilience Project- to provide PL for teachers and parents / carers and targeted whole school learning approaches to resilience | | 🗹 Assistant Principal  🗹 KLA Leader  🗹 Leadership Team  🗹 Wellbeing 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 |
| Provide additional parent information nights / sessions and connect to external speakers/ agencies | | 🗹 Allied Health  🗹 Leadership 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 |
| Link in with Kids Hope mentors for our vulnerable kids | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 3  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 |
| Re-build and re-visit the cultural norms at EEPS- revisit values, norms, focus on whole-school days / events- use as leverage / harness /springboard, use assembly with new screen buddies / ELOs | | 🗹 All Staff | 🞎 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 |
| Continue to embed the Mental Health and Wellbeing Coordinator role at EEPS. | | 🗹 KLA Leader  🗹 Leading 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 |
| Development of short, regular survey / student check-ins to track wellbeing, with specific links to the data from the Attitudes to School Survey | | 🗹 Assistant Principal | 🞎 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 |
| Continued Professional Learning in student goal setting and student agency in learning | | 🗹 Learning Specialist(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

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| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $7,000.00 | $7,000.00 | $0.00 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $0.00 | $0.00 | $0.00 |
| **Total** | $7,000.00 | $7,000.00 | $0.00 |

Activities and Milestones – Total Budget

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| **Activities and Milestones** | **Budget** |
| Ensure that IEPs are up-to-date and comprehensive for identified children and re-setting TSPs (Targeted Support Plans) for students who have not grown in key learning areas | $7,000.00 |
| **Totals** | $7,000.00 |

Activities and Milestones - Equity Funding

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| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Ensure that IEPs are up-to-date and comprehensive for identified children and re-setting TSPs (Targeted Support Plans) for students who have not grown in key learning areas | from: Term 1  to: Term 4 | $7,000.00 | 🗹 School-based staffing |
| **Totals** |  | $7,000.00 |  |

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

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| **Activities and Milestones** | **Budget** |
| **Totals** | $0.00 |

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

**Professional Learning and Development Plan**

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| PL in instructional model with a particular focus on numeracy | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Numeracy Leader | from: Term 2  to: Term 3 | 🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Professional Practice Day  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Assessment Schedule audit and implementation of new numeracy assessments | 🗹 Assessment & Reporting Coordinator  🗹 Assistant Principal  🗹 Numeracy Leader | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Moderated assessment of student learning | 🗹 Whole School Pupil Free Day  🗹 Timetabled Planning Day | 🗹 PLC Initiative  🗹 Learning Specialist  🗹 Departmental resources  Lit and Num strategies  🗹 Pedagogical Model | 🗹 On-site |
| Staff capability around the continuum of learning in mathematics | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Launch of new EEPS SEL scope and sequence, called 'CORE' with links to EEPS values and learning dispositions | 🗹 All Staff | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Individualised Reflection | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Provide PL in Respectful Relationships including engage with our local schools as a Lead Partner school | 🗹 KLA Leader  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Planning | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Partner with the Resilience Project- to provide PL for teachers and parents / carers and targeted whole school learning approaches to resilience | 🗹 Assistant Principal  🗹 KLA Leader  🗹 Leadership Team  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 External consultants  The Resilience Project | 🗹 On-site |