

2022 Annual Implementation Plan

for improving student outcomes

Grahamvale Primary School (3696)



Submitted for review by Simone Higgins (School Principal) on 12 February, 2022 at 01:55 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	Evolving
	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	Embedding
	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	Evolving
	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	<p>As a school Grahamvale has a lot to be proud of, especially the way in which the remote learning programs have continued to be refined. We have been able to continue with students learning and the Intervention/TLI program has had minimal disruptions through the year due to prioritising this.</p> <p>At Grahamvale we are committed to the teaching and learning of our students. Our % of students in the Top 2 Bands has been strong when we compare with our network and similar schools. Again, however we need to be ensuring we are identifying our students in the Top 2 bands and providing ongoing targeted teaching and learning opportunities to ensure they remain in the Top 2 Bands. We also need to ensure we are meeting our benchmark growth targets. We were able to</p>
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	<p>meet our low growth targets in the areas of writing and numeracy. A lot of work has been done in Reading/Writing and establishing the agreed instructional models in all classrooms across the school. Professional learning has also supported this and has been based on staff feedback. The school's involvement with the DSSI project and having T.I.P.'s in the school was gaining 'traction' however lost some momentum due to unforeseen changes that had to take place. Work was done to ensure instruction was commencing at 9am and as you walk around the school you will observe this occurring in most instances. There is consistency across the 'what' is being taught across Teams and there are still some inconsistencies with the timings within the instructional models.</p>
<p>Considerations for 2022</p>	<p>In 2022 the school will be focusing on the key areas of Numeracy and Wellbeing and goals and targets will be set in line with the Department's priorities goal. The school has done a lot of work in the areas of reading and writing, and the priority are of Numeracy aligns with the school's strategic direction which is also reflected in the numeracy NAPLAN data. The assessment schedule is being revisited to ensure that the data being collected is informing the teaching and learning to improve student learning outcomes. A targeted 'catch up' and extension' program is being planned for and to be implements from the commencement of week 3. The school is hoping to be able to work with either an EIL or T.I.P.'s partners again in 2022 due to the 'stop/start' approach that was experienced in 2021. The school is looking for continued support in building the capacity of staff – particularly in data literacy to have confident teachers in being able to read and interpret the data and to use this to inform the planning for targeted teaching and learning activities. Key action plans will continue to feature on a 5-week cycle to keep the focus and momentum. Learning walks will continue to monitor and reflect on the practices. The structure of the S.I.T. will also change to allow for a stronger team to drive the student improvement agenda, with the including of a wellbeing leader. The school will also see the implementation of Respectful Relationships across the whole school.</p>
<p>Documents that support this plan</p>	<p>2022 Role Description for PLC Leaders.docx (0.06 MB) RR - Partner school Induction .pdf (7.03 MB) SIT Structure.docx (0.13 MB) Statement of Values and School Philosophy 2021.docx (0.05 MB) Student Wellbeing Engagement Policy 2021.pdf (0.22 MB) TandL Action Plan T4 Wk 6-10.docx (0.11 MB) Term 4 Weeks 1-5 Action Plan.docx (0.02 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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	Improve literacy and numeracy learning growth and outcomes for all students.
Target 2.1	<p>By 2022 increase the percentage of students achieving relative high growth on NAPLAN from Years 3 to 5 to at least 30%:</p> <ul style="list-style-type: none"> ● Reading from 13% (2018) to 30% (Nb. High growth in 2017 was 21%) ● Writing from 23% (2018) to 30% ● Numeracy from 23% (2018) to 30%
Target 2.2	<p>By 2022 decrease the percentage of students achieving relative low growth on NAPLAN to 20% or lower:</p> <ul style="list-style-type: none"> ● Year 3 -5 <ul style="list-style-type: none"> ○ Reading from 38% (2018) to 20% ○ Writing from 30% (2018) to 20%

	<ul style="list-style-type: none"> ○ Numeracy from 25% (2018) to 20% ● Year 5-7 ○ Reading from 28% (2018) to 20% ○ Writing from 39% (2018) to 20% ○ Numeracy from 47% (2018) to 20% 						
<p>Target 2.3</p>	<p>By 2022 increase the percentage of students achieving outcomes in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> ● 1.3.1 Year 3 <ul style="list-style-type: none"> ○ Reading from 62% (2018) to 70% ○ Writing from 46% (2018) to 50% ○ Numeracy from 44% (2018) to 50% ● 1.3.2 Year 5 <ul style="list-style-type: none"> ○ Reading from 31% (2018) to 48% (Nb 2017 was 44%) ○ Writing from 6% (2018) to 20% ○ Numeracy from 33% to 40% 						
<p>Target 2.4</p>	<p>By 2022 increase the percentage of students achieving above expected at each year level for reading and viewing to 50% or greater, writing to 40% or greater and number and algebra to 40% or greater.</p> <p>Benchmarks in 2018:</p> <p>Reading and viewing</p> <table border="1" data-bbox="667 1294 1424 1377"> <thead> <tr> <th></th> <th>Benchmark 2018</th> <th>Target 2022</th> </tr> </thead> <tbody> <tr> <td>Foundation</td> <td>35%</td> <td>50%</td> </tr> </tbody> </table>		Benchmark 2018	Target 2022	Foundation	35%	50%
	Benchmark 2018	Target 2022					
Foundation	35%	50%					

Year 1	22%
Year 2	30%
Year 3	25%
Year 4	43%
Year 5	11%
Year 6	23%

Number and algebra

	Benchmark 2018	Target 2022
Foundation	30%	40%
Year 1	22%	
Year 2	36%	
Year 3	25%	
Year 4	45%	
Year 5	34%	
Year 6	33%	

Writing

	Benchmark 2018	Target 2022
Foundation	35%	50%
Year 1	22%	
Year 2	30%	
Year 3	25%	
Year 4	43%	
Year 5	11%	
Year 6	23%	

Key Improvement Strategy 2.a Building practice excellence	Build collaborative professional learning communities (PLCs) to drive improved whole-school agreed teaching and learning to meet the needs of all learners.
Key Improvement Strategy 2.b Curriculum planning and assessment	Implement and embed the Department's literacy and numeracy strategies within an agreed curriculum plan
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capability to collect data, analyse and evaluate student learning growth over time.
Key Improvement Strategy 2.d Evaluating impact on learning	Deepen teacher and leaders' knowledge and practice excellence through targeted professional learning and feedback cycles.
Goal 3	Empower students to be confident, self-regulated learners actively engaged in their learning and community.
Target 3.1	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks to 92%</p> <ul style="list-style-type: none"> • Student voice and agency from 80% to 90% • Self-regulation and goal setting from 90% to 92% • Motivation and interest from 89% to 92%
Target 3.2	<p>By 2022 improve the percentage of positive responses on the School Staff Survey (School Climate module) from the 2018 benchmarks to 85%</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 57% (2018) to 85%

	<ul style="list-style-type: none"> • Collective responsibility from 64% (2018) to 85%
Target 3.3	By 2022 reduce the average days absent per student F-6 from 14.7 days to 12.00 days or less.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capability to enable co-designed opportunities for students to exercise authentic agency in their own learning.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect to real life contexts.
Key Improvement Strategy 3.c Empowering students and building school pride	Build and enhance practices to empower students as leaders.
Goal 4	Build high expectations for students in an inclusive school community.
Target 4.1	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Sense of inclusion from 88% (2018) to 92% • Respect for diversity from 84% (2018) to 92% • Teacher concern from 75% (2018) to 92% • High expectations for success from 95% (2018) to 96%

Target 4.2	<p>By 2022 improve the percentage of positive responses on the School Staff Survey (School Climate module) from the 2018 benchmarks to 80%</p> <ul style="list-style-type: none"> • Teacher collaboration from 33% (2018) to 80% • Staff trust in colleagues 17%(2018) to 80%
Target 4.3	<p>By 2022 improve the percentage of positive responses on the Parent Opinion Survey from the 2018 benchmarks to 90% or greater.</p> <ul style="list-style-type: none"> • Teacher communication from 80% (2018) to 90% • Parent participation and involvement from 87% (2018) to 90% • Respect for diversity from 89% (2018) to 90% • High expectations for success from 90% (2018) to greater than 90%
Key Improvement Strategy 4.a Vision, values and culture	Develop and embed the school's vision and values across the school community.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Build high expectations for learning and teaching in partnership with parents/carers.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Percentage of Students in the Top 2 Bands: (NAPLAN)</p> <p>Reading: Year 3:40% Year 5:30%</p> <p>Writing: Year 3:40% Year 5:30%</p> <p>Numeracy: Year 3:40% Year 5:30%</p> <p>Attitudes to School Survey Data: Sense of Connectedness: 85% Sense of Inclusion: 92% Motivation and Interest: 85% Sense of Confidence: 85% Managing Bullying: 82%</p> <p>Staff Opinion Data: Teacher Collaboration: 80% Staff Trust: 80%</p> <p>Parent Opinion Data: Teacher Collaboration: 90% Respect for Diversity: 90%</p>

Improve literacy and numeracy learning growth and outcomes for all students.	No	<p>By 2022 increase the percentage of students achieving relative high growth on NAPLAN from Years 3 to 5 to at least 30%:</p> <ul style="list-style-type: none"> ● Reading from 13% (2018) to 30% (Nb. High growth in 2017 was 21%) ● Writing from 23% (2018) to 30% ● Numeracy from 23% (2018) to 30% 	
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By 2022 increase the percentage of students achieving above expected at each year level for reading and viewing to 50% or greater, writing to 40% or greater and number and algebra to 40% or greater.

Benchmarks in 2018:

Reading and viewing

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		<p>By 2022 reduce the average days absent per student F-6 from 14.7 days to 12.00 days or less.</p>	
<p>Build high expectations for students in an inclusive school community.</p>	<p>No</p>	<p>By 2022 improve the percentage of positive responses to the Attitudes to School Survey factors from the 2018 benchmarks:</p> <ul style="list-style-type: none"> • Sense of inclusion from 88% (2018) to 92% • Respect for diversity from 84% (2018) to 92% • Teacher concern from 75% (2018) to 92% • High expectations for success from 95% (2018) to 96% 	
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12 Month Target 1.1	<p>Percentage of Students in the Top 2 Bands: (NAPLAN) Reading: Year 3:40% Year 5:30% Writing: Year 3:40% Year 5:30% Numeracy: Year 3:40% Year 5:30%</p> <p>Attitudes to School Survey Data: Sense of Connectedness: 85% Sense of Inclusion: 92% Motivation and Interest: 85% Sense of Confidence: 85% Managing Bullying: 82%</p>

	<p>Staff Opinion Data: Teacher Collaboration: 80% Staff Trust: 80%</p> <p>Parent Opinion Data: Teacher Collaboration: 90% Respect for Diversity: 90%</p>	
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

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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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	<p>Build staff capacity in data literacy in order for them to plan for and implement targeted and differentiated learning tasks to meet the individual needs of their learners.</p> <p>Build student capacity in being able to provide clear feedback on their learning goals - how they are tracking with their goal and the areas they need to continue to develop.</p> <p>Implement the PLC structures to support and further embed teacher collaboration and reflections to strengthen teaching practices.</p> <p>Strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported.</p> <p>Work with Region based staff to build teacher capacity and confidence in planning for and delivering targeted teaching and learning activities to meet the needs of all learners.</p> <p>Provide opportunities for school leaders and teachers to work collaboratively with their peers in the Network to implement the Shepparton Education Plan.</p>
Outcomes	<p>Students in need of targeted academic support, intervention and extension will be identified and supported to ensure they are making progress in their learning.</p> <p>Students with learning needs will be provided with the necessary adjustments that respond to their specific learning needs and will have an individual learning plan and termly SSG meetings and will be supported by Education Support/Intervention Staff.</p> <p>Students will know what the next steps are to progress their learning and will be able to share how they are going and how they know.</p> <p>Students will be able to answer the 5 key questions about their learning and will be able to clearly articulate the learning goal they are working on.</p> <p>Teachers will identify student learning needs based on their use of diagnostic assessment data as per the agreed assessment schedule and monitor progress using data walls.</p> <p>Teachers and tutors will plan for differentiation based on student learning data to meet the needs of the students they are working with.</p> <p>Teachers will plan for and implement differentiated teaching and learning to meet individual student needs and provide timely and specific feedback to ensure students know how they are going, and what they can do to improve.</p> <p>Teachers will upload their planning to the Google Drive.</p> <p>Tutors will provide targeted academic support to identified students and share this progress with their class teacher.</p>

	<p>Tutors will use assessment data to inform the groupings of their students.</p> <p>Leaders will support teaching staff to build their data and assessment and differentiation practices through clear processes, professional learning and partnerships with Region support staff. Leaders will meet each fortnight and once a Term to look at agreed data sets to track learning growth and realign practices and professional learning as identified.</p> <p>Parents will support their child at home with their individual learning goals and support the school by being a partner in their child's education.</p>			
Success Indicators	<p>Early Indicators: Planners will show the differentiated learning tasks. Data Walls and data tracking will show student learning growth. Implementation of teaching and learning opportunities in response to student data. Classroom observations and feedback from Learning Walks. Progress against individual learning plan goals.</p> <p>Late Indicators: Victorian Curriculum teacher judgements will show growth in learning at the end of semester one and semester two. NAPLAN data will show the % of students in the Top 2 Bands. Staff, student and parent opinion survey data. Post test data sets. % of students requiring support and intervention being reduced.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning will be provided for staff to build their capacity to read and interpret data and use this information to plan for and implement targeted teaching and learning opportunities to meet the needs of their learners - in classrooms and in targeted intervention/acceleration groups.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Two 'meeting free' weeks will be implemented over each term. Teaching Teams will use the time for planning in line with the school's 5-week planning cycle with an additional hour after lunch provided to give additional time.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Re-establish the School Improvement Team - to consist of staff who will then take the expertise back to teams. The S.I.T. will have a Reading/Writing/Numeracy Leader plus the Learning Specialist and a staff member leading wellbeing and Respectful Relationships across the school. Members of the S.I.T. will be provided with an hour of time release each week to support the work they are leading across the school and meetings will be held every second Monday after lunch.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>The relevant staff will participate in the Network and Area professional learning based on the key improvement areas of Writing and Numeracy including Principal forums. The learning gained from these sessions will be taken back to staff and shared through school based professional learning. Pupil Free Days will also be targeted to support the professional learning to be shared with staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>The Principal will meet with the coordinator of the Intervention/Tutor program to discuss student data and groupings of students to ensure that the learning needs of students are being met. Families will be informed of student progress through individual learning plans, phone conversations as required and parent/teacher interviews.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement the Resilience, Rights and Respectful Relationships curriculum. Build staff capacity to collect, analyse and respond to student wellbeing data. Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional			

	<p>development. Re-establish a multi-tiered response model to support students' mental health, wellbeing and inclusion needs. Provide opportunities for school leaders and teachers to work collaboratively with their peers in the Network to implement the Shepparton Education Plan. Wellbeing PLC to use the Mental Health Auditing Tool on preparation for the allocation of the Mental Health Funds to meet the needs of the school.</p>			
Outcomes	<p>A targeted approach will be implemented to support the needs of the students, staff and school community using the Mental Health funds. Students will feel supported and engaged in all their classes and will contribute to a strong positive school and classroom culture. At-risk students will be identified and receive targeted support in a timely manner. Students will have strong relationships with their peers and all staff across the school.</p> <p>Teachers will implement the Respectful Relationships in their classrooms each week. Teachers will implement a range of interventions in their classroom to support student wellbeing. Teachers will implement and model the Department and school values at all times.</p> <p>Leaders will support the implementation of the Respectful Relationships program by providing professional learning opportunities for staff. Leaders will research programs to implement using the targeted mental health funding.</p> <p>Parents will be informed of the Respectful Relationships curriculum and be aware of the language used across the school. Families of at-risk students will receive regular communication and support from the school.</p>			
Success Indicators	<p>Early Indicators: Data obtained for the Respectful Relationships surveys and baseline assessment tools. Policies and practices to be updated to document the programs being implemented.</p> <p>Late Indicators: Staff, student and parent opinion survey data. Attendance data.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>The school will implement the Respectful Relationships program across each classroom. A survey will be completed by staff to gain baseline data and to determine the priority areas to be implemented.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>The school will work with Simone Nolan to provide professional learning for all staff. The Wellbeing/Respectful Relationships Leader will be a member of the School Improvement Team and will lead the Wellbeing Team to ensure the RR curriculum is being implemented across the school. The Wellbeing/Respectful Relationships Leader will liaise with the S.I.T. to inform them of the priority areas to be targeted.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Regular meetings will be held with the school's key Regional Student Support Staff (SSS) contact to discuss students with needs, students that have been 'flagged' by staff and students of concern. The school will be guided by the SSS to put strategies and practices in place, and to arrange support for families as required. The school will adopt a 'wrap around' approach to meet the needs of students.</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Wellbeing Team			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>The school will conduct surveys and seek feedback from staff, students and parents on the wellbeing support to be implemented in Semester Two. To investigate the menu for the Mental Health Fund and research the programs and projects on offer to determine what will meet the needs of our school community.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Implement the agreed program in line with the Department's Mental Health Fund to provide the necessary and targeted support to meet the needs for the staff and students - including professional learning for staff in being able to identify trauma in their students and families.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$24,770.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$43,683.00	\$40,000.00	\$3,683.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$24,777.40	\$28,770.00	-\$3,992.60
Total	\$68,460.40	\$68,770.00	-\$309.60

Activities and Milestones – Total Budget

Activities and Milestones	Budget
The school will implement the Respectful Relationships program across each classroom. A survey will be completed by staff to gain baseline data and to determine the priority areas to be implemented.	\$3,000.00
The school will work with Simone Nolan to provide professional learning for all staff. The Wellbeing/Respectful Relationships Leader will be a member of the School Improvement Team and will lead the Wellbeing Team to ensure the RR curriculum is being implemented across the school. The Wellbeing/Respectful Relationships Leader will liaise with the S.I.T. to inform them of the priority areas to be targeted.	\$1,000.00
Implement the agreed program in line with the Department's Mental Health Fund to provide the necessary and targeted support to meet the needs for the staff and students - including professional learning for staff in being able to identify trauma in their students and families.	\$24,770.00

Totals	\$28,770.00
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Activities and Milestones - Equity Funding

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

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
The school will implement the Respectful Relationships program across each classroom. A survey will be completed by staff to gain baseline data and to determine the priority areas to be implemented.	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Respectful Relationships Simone Nolan
The school will work with Simone Nolan to provide professional learning for all staff. The	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health

Wellbeing/Respectful Relationships Leader will be a member of the School Improvement Team and will lead the Wellbeing Team to ensure the RR curriculum is being implemented across the school. The Wellbeing/Respectful Relationships Leader will liaise with the S.I.T. to inform them of the priority areas to be targeted.	to: Term 4		<p>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Respectful Relationships Simone Nolan
Implement the agreed program in line with the Department's Mental Health Fund to provide the necessary and targeted support to meet the needs for the staff and students - including professional learning for staff in being able to identify trauma in their students and families.	from: Term 2 to: Term 4	\$24,770.00	<p><input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy</p> <p>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Resilience, Rights and Respectful Relationships Teaching Resources Simone Nolan
Totals		\$28,770.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Staffing to support students in classrooms to assist with their 'catch up' and support with their learning both 1:1 and small group.	\$40,000.00
Totals	\$40,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing to support students in classrooms to assist with their 'catch up' and support with their learning both 1:1 and small group.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$40,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing to support students in classrooms to assist with their 'catch up' and support with their learning both 1:1 and small group.	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing to support students in classrooms to assist with their 'catch up' and support with their learning both 1:1 and small group.	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning will be provided for staff to build their capacity to read and interpret data and use this information to plan for and implement targeted teaching and learning opportunities to meet the needs of their learners - in classrooms and in targeted intervention/acceleration groups.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Two 'meeting free' weeks will be implemented over each term. Teaching Teams will use the time for planning in line with the school's 5-week planning cycle with an additional hour after lunch provided to give additional time.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The relevant staff will participate in the Network and Area professional learning based on the key improvement areas of Writing and Numeracy including Principal forums. The learning gained from these	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site To be determined by Network/Area Staff - PL calendars

<p>sessions will be taken back to staff and shared through school based professional learning. Pupil Free Days will also be targeted to support the professional learning to be shared with staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Principal 					
<p>The school will implement the Respectful Relationships program across each classroom. A survey will be completed by staff to gain baseline data and to determine the priority areas to be implemented.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources Simone Nolan 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>The school will work with Simone Nolan to provide professional learning for all staff. The Wellbeing/Respectful Relationships Leader will be a member of the School Improvement Team and will lead the Wellbeing Team to ensure the RR curriculum is being implemented across the school. The Wellbeing/Respectful Relationships Leader will liaise with the S.I.T. to inform them of the priority areas to be targeted.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources Simone Nolan 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Implement the agreed program in line with the Department's Mental Health Fund to provide the necessary and targeted support to meet the needs for the staff and students - including professional learning for staff in being able to identify trauma in their students and families.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>To be detremined</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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