

# 2022 Annual Implementation Plan

## for improving student outcomes

Inverloch Primary School (2776)



Submitted for review by Brett Smith (School Principal) on 25 February, 2022 at 04:58 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 06 March, 2022 at 02:24 PM

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.	

<b>Leadership</b>	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	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

<b>Support</b>	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	

<b>Enter your reflective comments</b>	See attachment
<b>Considerations for 2022</b>	-see attachment

**Documents that support this plan**

AIP Reflection and Direction 2022 v3.docx (0.04 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          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>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> 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
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve student learning growth in English and mathematics for all students
<b>Target 2.1</b>	By 2023, increase the percentage of students in the top 2 bands of NAPLAN in year 5 for: <ul style="list-style-type: none"> <li>• Reading from 44% to 55%</li> <li>• Writing from 15% to 25%</li> <li>• Numeracy from 26% to 35%</li> </ul>
<b>Target 2.2</b>	By 2023, increase the percentage of students achieving high relative growth in NAPLAN for: <ul style="list-style-type: none"> <li>• Reading from 16% to 25%</li> <li>• Numeracy from 9% to 25%</li> </ul>

<b>Target 2.3</b>	<p>By 2023, increase the percentage of students assessed by teacher judgement as achieving above the expected level in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 41% to 45%</li> <li>• Writing from 21% to 28%</li> <li>• Number and algebra from 27% to 35%</li> </ul>
<b>Target 2.4</b>	<p>By 2023, increase the percentage of positive endorsement on the Staff Survey for</p> <ul style="list-style-type: none"> <li>• Believes feedback improves practice from 75% to 85%</li> <li>• Professional learning through peer observation from 65% to 75%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Vision, values and culture	Build a culture of high expectations and aspirations across the whole school community and support staff to learn and teach for high expectations
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop, document and embed a guaranteed and viable curriculum in English and mathematics
<b>Key Improvement Strategy 2.c</b> Instructional and shared leadership	Build the instructional leadership capacity of all leadership roles to enable them to establish high levels of consistency, continuity and shared accountability for improving student achievement and student growth across the school
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Develop an assessment program that enables evidence informed planning that responds to student learning needs and monitors learning growth
<b>Key Improvement Strategy 2.e</b> Building practice excellence	1e. Build consistent instructional practice for every teacher and embed coaching, observation and feedback through inquiry cycles in professional learning communities (BPE)

<b>Goal 3</b>	To improve engagement and motivation in learning
<b>Target 3.1</b>	By 2023, increase AToSS percentage of positive responses for: <ul style="list-style-type: none"> <li>• Confidence in Learning from 79% to 85%</li> <li>• Motivation and Interest from 77% to 85%</li> <li>• Stimulated Learning from 71% to 85%.</li> </ul>
<b>Target 3.2</b>	By 2023, decrease average absences from: <ul style="list-style-type: none"> <li>• 19.18 days per FTE student at Inverloch PS to 16.00 days</li> <li>• 18.29 days per FTE student at Kongwak PS to 16.00 days</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop the attitudes, skills and knowledge of teachers to increase student agency in learning
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Build the capacity of staff to implement inquiry and metacognition to deliver deep and authentic learning experiences
<b>Key Improvement Strategy 3.c</b> Vision, values and culture	Develop and implement effective approaches to increase attendance across both IPS and KPS

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p><b>LEARNING</b></p> <p>At and above Teacher judgements increase for</p> <ul style="list-style-type: none"> <li>-Reading from 75% in Dec 2021 to 75% June 2022 to 79% in Dec 2022</li> <li>-Writing from 61% in Dec 2021 to 68% June 2022 to 75% in Dec 2022</li> <li>-Number from 65% in Dec 2020 to 69% June 2021 to 74% in Dec 2022</li> </ul> <p>Above Teacher judgements (SSP data)</p> <ul style="list-style-type: none"> <li>-Reading from 44% in Dec 2021 to 45% June 2022 to 45% in Dec 2022</li> <li>-Writing from 21% in Dec 2021 to 23 % June 2022 to 24% in Dec 2022</li> <li>-Number from 25% in Dec 2021 to 27% June 2022 to 30% in Dec 2022</li> </ul> <p>NAPLAN Benchmark Growth Data</p> <ul style="list-style-type: none"> <li>-Reading from 24% 2021 to 27% in 2022</li> <li>-Writing from 16% 2021 to 20% in 2022</li> <li>-Number from 28% 2021 to 30% in 2022</li> </ul> <p>NAPLAN Relative Growth Data (SSP data)</p>



			<p>-Reading from 19 % 2021 to 27% in 2022          -Writing from 21% 2021 to 21% in 2022          -Number from 28% 2021 to 30% in 2022</p> <p>WELLBEING</p> <p>AtoSS Data          -Sense of Connectedness from 69% 2021 to 79% in 2022          -Student Voice and Agency from 56% 2021 to 68% in 2022          -Advocate at School from 78% 2021 to 88% in 2022</p>
To improve student learning growth in English and mathematics for all students	No	<p>By 2023, increase the percentage of students in the top 2 bands of NAPLAN in year 5 for:</p> <ul style="list-style-type: none"> <li>● Reading from 44% to 55%</li> <li>● Writing from 15% to 25%</li> <li>● Numeracy from 26% to 35%</li> </ul>	
		<p>By 2023, increase the percentage of students achieving high relative growth in NAPLAN for:</p> <ul style="list-style-type: none"> <li>● Reading from 16% to 25%</li> <li>● Numeracy from 9% to 25%</li> </ul>	

		<p>By 2023, increase the percentage of students assessed by teacher judgement as achieving above the expected level in:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 41% to 45%</li> <li>• Writing from 21% to 28%</li> <li>• Number and algebra from 27% to 35%</li> </ul>	
		<p>By 2023, increase the percentage of positive endorsement on the Staff Survey for</p> <ul style="list-style-type: none"> <li>• Believes feedback improves practice from 75% to 85%</li> <li>• Professional learning through peer observation from 65% to 75%</li> </ul>	
To improve engagement and motivation in learning	No	<p>By 2023, increase AToSS percentage of positive responses for:</p> <ul style="list-style-type: none"> <li>• Confidence in Learning from 79% to 85%</li> <li>• Motivation and Interest from 77% to 85%</li> <li>• Stimulated Learning from 71% to 85%.</li> </ul>	
		<p>By 2023, decrease average absences from:</p> <ul style="list-style-type: none"> <li>• 19.18 days per FTE student at Inverloch PS to 16.00 days</li> <li>• 18.29 days per FTE student at Kongwak PS to 16.00 days</li> </ul>	

<p><b>Goal 1</b></p>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          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><b>12 Month Target 1.1</b></p>	<p><b>LEARNING</b></p> <p>At and above Teacher judgements increase for</p> <ul style="list-style-type: none"> <li>-Reading from 75% in Dec 2021 to 75% June 2022 to 79% in Dec 2022</li> <li>-Writing from 61% in Dec 2021 to 68% June 2022 to 75% in Dec 2022</li> <li>-Number from 65% in Dec 2020 to 69% June 2021 to 74% in Dec 2022</li> </ul> <p>Above Teacher judgements (SSP data)</p> <ul style="list-style-type: none"> <li>-Reading from 44% in Dec 2021 to 45% June 2022 to 45% in Dec 2022</li> <li>-Writing from 21% in Dec 2021 to 23 % June 2022 to 24% in Dec 2022</li> <li>-Number from 25% in Dec 2021 to 27% June 2022 to 30% in Dec 2022</li> </ul> <p>NAPLAN Benchmark Growth Data</p> <ul style="list-style-type: none"> <li>-Reading from 24% 2021 to 27% in 2022</li> <li>-Writing from 16% 2021 to 20% in 2022</li> <li>-Number from 28% 2021 to 30% in 2022</li> </ul> <p>NAPLAN Relative Growth Data (SSP data)</p> <ul style="list-style-type: none"> <li>-Reading from 19 % 2021 to 27% in 2022</li> <li>-Writing from 21% 2021 to 21% in 2022</li> <li>-Number from 28% 2021 to 30% in 2022</li> </ul> <p><b>WELLBEING</b></p> <p>AtoSS Data</p> <ul style="list-style-type: none"> <li>-Sense of Connectedness from 69% 2021 to 79% in 2022</li> <li>-Student Voice and Agency from 56% 2021 to 68% in 2022</li> <li>-Advocate at School from 78% 2021 to 88% in 2022</li> </ul>

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> 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><b>Goal 1</b></p>	<p><b>2022 Priorities Goal</b>          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><b>12 Month Target 1.1</b></p>	<p><b>LEARNING</b></p> <p>At and above Teacher judgements increase for</p> <ul style="list-style-type: none"> <li>-Reading from 75% in Dec 2021 to 75% June 2022 to 79% in Dec 2022</li> <li>-Writing from 61% in Dec 2021 to 68% June 2022 to 75% in Dec 2022</li> <li>-Number from 65% in Dec 2020 to 69% June 2021 to 74% in Dec 2022</li> </ul> <p>Above Teacher judgements (SSP data)</p> <ul style="list-style-type: none"> <li>-Reading from 44% in Dec 2021 to 45% June 2022 to 45% in Dec 2022</li> <li>-Writing from 21% in Dec 2021 to 23 % June 2022 to 24% in Dec 2022</li> <li>-Number from 25% in Dec 2021 to 27% June 2022 to 30% in Dec 2022</li> </ul> <p>NAPLAN Benchmark Growth Data</p> <ul style="list-style-type: none"> <li>-Reading from 24% 2021 to 27% in 2022</li> <li>-Writing from 16% 2021 to 20% in 2022</li> <li>-Number from 28% 2021 to 30% in 2022</li> </ul> <p>NAPLAN Relative Growth Data (SSP data)</p> <ul style="list-style-type: none"> <li>-Reading from 19 % 2021 to 27% in 2022</li> <li>-Writing from 21% 2021 to 21% in 2022</li> <li>-Number from 28% 2021 to 30% in 2022</li> </ul> <p><b>WELLBEING</b></p> <p>AtoSS Data</p> <ul style="list-style-type: none"> <li>-Sense of Connectedness from 69% 2021 to 79% in 2022</li> <li>-Student Voice and Agency from 56% 2021 to 68% in 2022</li> </ul>

	-Advocate at School from 78% 2021 to 88% in 2022
<b>KIS 1</b> 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
<b>Actions</b>	1.a.1 Further build staff capacity in assessment and data analysis to provide differentiated learning to meet students' individual learning needs. 1.a.2 Embed a multi-tiered response to meet students' individual learning needs.
<b>Outcomes</b>	1.a.1. i Teacher knowledge and capability to differentiate learning experiences allowing all students to grow at the expected rate. ii Teachers will be able to identify student learning needs based on diagnostic assessment data iii Teachers and tutors will plan for differentiation based on student learning data v Teachers will implement differentiated teaching and learning to meet individual student needs vi Leaders will support teaching staff to build assessment and differentiation practices through clear processes, professional learning and Professional Learning Communities. vii  1.a.2 i Students in need of targeted academic support or intervention will be identified and supported ii Tutors and additional assistance providers will provide targeted academic support to students
<b>Success Indicators</b>	Early indicators: 1.a.1 i, ii, iii, v Actioning of differentiated curriculum documentation in work programs and teaching practice vi PLC minutes and work programs will reflect support individual students' learning needs v Formative and summative assessment rubrics will show student learning growth iii Student ILP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.  1.a.2 i, ii Tutor groups formed and operate according to achievement level and focussed assessments  Late indicators:

	<p>Victorian Curriculum judgements will show growth in learning          SSS factors: Academic focus , Collective efficacy, collective focus, collective responsibility          Applicability of PL , Coherence, Planning for differentiation          Planning for Literacy and numeracy          AtoSS factors: Differentiated Learning Challenge, High Expectations, Effort, Sense of Confidence</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Weekly PLC meetings to develop capacity in assessment, data analysis and provision to support differentiation (Additional non face to face time)</p>	<p><input checked="" type="checkbox"/> Teaching and Learning Coordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$24,840.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Provision of a Teaching and Learning Leader to coordinate and provide staff professional development (assessments, data analysis, PLC development, Middle Level Leader development)</p>	<p><input checked="" type="checkbox"/> Teaching and Learning Coordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$74,520.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
Refresh peer observation and feedback program with a focus on differentiation and demonstrated practice change in the classroom	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$24,840.00  <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
Recruitment and provision of the Tutor Learning program	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$142,092.00  <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
Provision of an additional assistance program (RTI) for identified students based on teacher judgement data ( less than expected achievement and growth)	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$65,682.97



			to: Term 4	<input checked="" 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
PLC Inquiry Cycles to develop capacity of teaching staff to provide differentiated learning experiences	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	1.b.1 Embed the multi-tiered response model to support students' mental health 1.b.2 Embed positive mental health approaches in staff professional practice 1.b.3 Establish a coordinated and resourced wellbeing program to address connectedness and seek help behaviours 1 b.4 Develop and provide a multi-faceted school community connection plan			

<b>Outcomes</b>	<p>1.b.1</p> <ul style="list-style-type: none"> <li>i. Teachers will be able to recognise, respond to and refer students' mental health needs</li> <li>ii Students will report improved mental health</li> <li>iii Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health</li> <li>iv. Wellbeing team will directly support students' mental health and/or provide referrals</li> </ul> <p>1.b.2</p> <ul style="list-style-type: none"> <li>i. Develop staff's capacity to support students' wellbeing needs</li> <li>ii. Teachers will plan for and implement social and emotional learning within their curriculum areas</li> </ul> <p>1.b.3</p> <ul style="list-style-type: none"> <li>i. Establish a Wellbeing team that collectively work in a coordinated manner to address student wellbeing improvement areas.</li> <li>ii. Students will express greater connectedness and indicate supports available to them</li> </ul> <p>1.b.4</p> <ul style="list-style-type: none"> <li>i. A School Community Connection Action Plan that coordinates and provides for a range of means for students, staff and parents/carers to connect to the school.</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>Policies, programs and practices will show documentation of multi-tiered response model</li> <li>Curriculum documentation will show plans for social and emotional learning</li> <li>ii. Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</li> <li>Student support resources displayed around the school will show how students can seek support</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>Victorian Curriculum: Personal and Social Capability</li> <li>SSS factors: instructional leadership, collective efficacy, trust in colleagues</li> <li>AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

Fortnightly Wellbeing meetings to plan, action and review AIP actions	<input checked="" type="checkbox"/> Assistant Principal	<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
Provision of a Wellbeing Officer to provide direct support to identified students	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,741.27  <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
Provision of school funded Chaplaincy program to support connections, 1:1 support and student voice and agency	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <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
Engage support services from the Mental Health Menu to support Tier 3 students	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,404.26  <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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$65,682.97	\$65,682.97	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$45,145.53	\$45,145.53	\$0.00
<b>Total</b>	<b>\$110,828.50</b>	<b>\$110,828.50</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provision of an additional assistance program (RTI) for identified students based on teacher judgement data ( less than expected achievement and growth)	\$65,682.97
Provision of a Wellbeing Officer to provide direct support to identified students	\$24,741.27
Engage support services from the Mental Health Menu to support Tier 3 students	\$20,404.26
<b>Totals</b>	<b>\$110,828.50</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Provision of an additional assistance program (RTI) for identified students based on teacher judgement data ( less than expected achievement and growth)	from: Term 1 to: Term 4	\$65,682.97	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$65,682.97	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Provision of a Wellbeing Officer to provide direct support to identified students	from: Term 1 to: Term 4	\$24,741.27	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Staff Release Psychologist</li> </ul>
Engage support services from the Mental Health Menu to support Tier 3 students	from: Term 2 to: Term 4	\$20,404.26	<input checked="" type="checkbox"/> Tier 3/Category: Counselling services  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional mental health and wellbeing professional to be decided according to need</li> </ul> <b>This activity will engage a third-party provider</b> <ul style="list-style-type: none"> <li>○ Third-party provider to be decided according to need</li> </ul>

<b>Totals</b>		\$45,145.53	

### Additional Funding Planner – Total Budget

<b>Activities and Milestones</b>	<b>Budget</b>
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

<b>Activities and Milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

<b>Activities and Milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

<b>Activities and Milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Weekly PLC meetings to develop capacity in assessment, data analysis and provision to support differentiation (Additional non face to face time)	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provision of a Teaching and Learning Leader to coordinate and provide staff professional development (assessments, data analysis, PLC development, Middle Level Leader development)	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Recruitment and provision of the Tutor Learning program	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PLC Inquiry Cycles to develop capacity of teaching staff to provide differentiated learning experiences	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site



