

# 2022 Annual Implementation Plan

## for improving student outcomes

Karoo Primary School (5295)



Awaiting for review by School Principal  
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	
	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	
	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	
	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	
	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	
	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>	
<b>Considerations for 2022</b>	
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<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>
<b>Target 1.1</b>	<p>Support for the 2022 Priorities</p>
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<b>Goal 2</b>	<p>Improving student learning outcomes in English and Mathematics.</p>
<b>Target 2.1</b>	<p>Teacher judgement data</p> <p>Increase the percentage of students achieving above the expected level in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 35 per cent in 2020 to 45 per cent in 2024</li> <li>• Speaking and Listening from 14 per cent in 2020 to 30 per cent in 2024</li> <li>• Writing from 17 per cent in 2020 to 40 per cent in 2024</li> <li>• Measurement and Geometry from 18 per cent in 2020 to 40 per cent in 2024</li> <li>• Number and Algebra from 33 per cent in 2020 to 55 per cent in 2024</li> <li>• Statistics and Probability from 15 per cent in 2020 to 40 per cent in 2024.</li> </ul>

<p><b>Target 2.2</b></p>	<p>School Staff Survey</p> <p>Teaching and Learning – Evaluation module</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘understand how to use data’ from 58 per cent in 2020 to 80 per cent in 2024</li> </ul> <p>School Climate module</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘academic emphasis’ from 63 per cent in 2020 to 80 per cent in 2024</li> <li>• improve the positive endorsement for ‘teacher collaboration’ from 53 per cent in 2020 to 80 per cent in 2024</li> </ul>
<p><b>Target 2.3</b></p>	<p>Attitude to School Survey –</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘stimulating learning’ from 86 per cent in 2019 to 95 per cent in 2024</li> </ul>
<p><b>Target 2.4</b></p>	<p>Parent Opinion survey –</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘effective teaching’ from 76 per cent in 2020 to 90 per cent in 2024</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment</p>	<p>Develop teacher capability to collect, analyse and use data effectively to inform teaching and learning.</p>

<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop teacher knowledge and understanding of the Victorian curriculum.
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Develop teacher capability to utilise HITS to improve student learning outcomes.
<b>Goal 3</b>	To empower students to be engaged in their learning.
<b>Target 3.1</b>	Attitude to School Survey <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘student voice and agency’ from 75 per cent in 2019 to 90 per cent in 2024</li> <li>• improve the positive endorsement for ‘self-regulation in goal setting’ from 91 per cent in 2019 to 98 per cent in 2024</li> </ul>
<b>Target 3.2</b>	Parent Opinion Survey <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘student voice and agency’ from 82 per cent in 2019 to 92 per cent in 2024.</li> </ul>
<b>Target 3.3</b>	School Staff Survey <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘used student feedback to improve practice’ from 38 per cent in 2020 to 75 per cent in 2024</li> <li>• Improve the positive endorsement for ‘promote student ownership of learning goals’ from 75 per cent in 2020 to 85 per cent in 2024.</li> </ul>

<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Develop a common understanding of student voice, agency and leadership amongst teachers, students and parents.
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Develop a learning environment that engages students in their learning in a purposeful and meaningful way.
<b>Goal 4</b>	Embed a school culture with a shared vision to enhance student learning outcomes.
<b>Target 4.1</b>	<p>Staff Opinion Survey –</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘trust in students and parents’ from 77 per cent in 2020 to 90 per cent in 2024</li> <li>• improve the positive endorsement for ‘trust in colleagues’ from 74 per cent in 2020 to 90 per cent in 2024</li> <li>• improve the positive endorsement for ‘collective efficacy’ from 79 per cent in 2020 to 90 per cent in 2024</li> <li>• improve the positive endorsement for ‘instructional leadership’ from 77 per cent in 2020 to 90 per cent in 2024</li> </ul>
<b>Target 4.2</b>	<p>Teacher Judgement Growth data</p> <p>Increase the percentage of students in Year 3 achieving greater than 12 months growth in:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from three per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> <li>• Writing from one per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading and Viewing from zero per cent in Semester two, 2020 to 30 per cent in Semester two, 2024.</li> </ul> <p>Increase the percentage of students in the 2020 Year 3 cohort, achieving greater than 12 months growth in:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from three per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> <li>• Writing from 1per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> <li>• Reading and Viewing from zero per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> </ul>
<b>Target 4.3</b>	<p>Parent Survey</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for 'school pride and confidence' from 92 per cent in 2019 to 98 per cent in 2024</li> </ul>
<b>Key Improvement Strategy 4.a</b> Vision, values and culture	Develop and implement a shared vision and direction for the school.
<b>Key Improvement Strategy 4.b</b> Instructional and shared leadership	Build leadership capacity of all staff.
<b>Key Improvement Strategy 4.c</b> Evaluating impact on learning	Empower staff to be involved in school improvement through effective processes and structures.





## 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	1
Improving student learning outcomes in English and Mathematics.	Yes	<p>Teacher judgement data</p> <p>Increase the percentage of students achieving above the expected level in:</p> <ul style="list-style-type: none"> <li>Reading and Viewing from 35 per cent in 2020 to 45 per cent in 2024</li> </ul>	<p>Teacher judgement data</p> <p>Increase the percentage of students achieving above the expected level in:</p> <p>Reading and Viewing from 35 per cent in 2020 to per cent in 2022 Speaking and Listening from 14 per cent in 2020 to per cent in 2022</p>

		<ul style="list-style-type: none"> <li>• Speaking and Listening from 14 per cent in 2020 to 30 per cent in 2024</li> <li>• Writing from 17 per cent in 2020 to 40 per cent in 2024</li> <li>• Measurement and Geometry from 18 per cent in 2020 to 40 per cent in 2024</li> <li>• Number and Algebra from 33 per cent in 2020 to 55 per cent in 2024</li> <li>• Statistics and Probability from 15 per cent in 2020 to 40 per cent in 2024.</li> </ul>	<p>Writing from 17 per cent in 2020 to per cent in 2022</p> <p>Measurement and Geometry from 18 per cent in 2020 to per cent in 2022</p> <p>Number and Algebra from 33 per cent in 2020 to per cent in 2022</p> <p>Statistics and Probability from 15 per cent in 2020 to per cent in 2022.</p>
		<p>School Staff Survey</p> <p>Teaching and Learning – Evaluation module</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘understand how to use data’ from 58 per cent in 2020 to 80 per cent in 2024</li> </ul> <p>School Climate module</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘academic emphasis’ from 63 per cent in 2020 to 80 per cent in 2024</li> <li>• improve the positive endorsement for ‘teacher collaboration’ from 53 per cent in 2020 to 80 per cent in 2024</li> </ul>	<p>School Staff Survey</p> <p>Teaching and Learning – Evaluation module</p> <p>improve the positive endorsement for ‘understand how to use data’ from 58 per cent in 2020 to per cent in 2022</p> <p>School Climate module</p> <p>improve the positive endorsement for ‘academic emphasis’ from 63 per cent in 2020 to per cent in 2022</p> <p>improve the positive endorsement for ‘teacher collaboration’ from 53 per cent in 2020 to per cent in 2022</p>

		<p>Attitude to School Survey –</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘stimulating learning’ from 86 per cent in 2019 to 95 per cent in 2024</li> </ul>	<p>Attitude to School Survey –</p> <p>improve the positive endorsement for ‘stimulating learning’ from 86 per cent in 2019 to per cent in 2022</p>
		<p>Parent Opinion survey –</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘effective teaching’ from 76 per cent in 2020 to 90 per cent in 2024</li> </ul>	<p>Parent Opinion survey –</p> <p>improve the positive endorsement for ‘effective teaching’ from 76 per cent in 2020 to per cent in 2022</p>
To empower students to be engaged in their learning.	No	<p>Attitude to School Survey</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘student voice and agency’ from 75 per cent in 2019 to 90 per cent in 2024</li> <li>• improve the positive endorsement for ‘self-regulation in goal setting’ from 91 per cent in 2019 to 98 per cent in 2024</li> </ul>	
		<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘student voice and agency’ from 82 per cent in 2019 to 92 per cent in 2024.</li> </ul>	

		<p>School Staff Survey</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘used student feedback to improve practice’ from 38 per cent in 2020 to 75 per cent in 2024</li> <li>• Improve the positive endorsement for ‘promote student ownership of learning goals’ from 75 per cent in 2020 to 85 per cent in 2024.</li> </ul>	
Embed a school culture with a shared vision to enhance student learning outcomes.	No	<p>Staff Opinion Survey –</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for ‘trust in students and parents’ from 77 per cent in 2020 to 90 per cent in 2024</li> <li>• improve the positive endorsement for ‘trust in colleagues’ from 74 per cent in 2020 to 90 per cent in 2024</li> <li>• improve the positive endorsement for ‘collective efficacy’ from 79 per cent in 2020 to 90 per cent in 2024</li> <li>• improve the positive endorsement for ‘instructional leadership’ from 77 per cent in 2020 to 90 per cent in 2024</li> </ul>	
		Teacher Judgement Growth data	

		<p>Increase the percentage of students in Year 3 achieving greater than 12 months growth in:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from three per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> <li>• Writing from one per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> <li>• Reading and Viewing from zero per cent in Semester two, 2020 to 30 per cent in Semester two, 2024.</li> </ul> <p>Increase the percentage of students in the 2020 Year 3 cohort, achieving greater than 12 months growth in:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from three per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> <li>• Writing from 1per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> <li>• Reading and Viewing from zero per cent in Semester two, 2020 to 30 per cent in Semester two, 2024</li> </ul>	
		<p>Parent Survey</p> <ul style="list-style-type: none"> <li>• improve the positive endorsement for 'school pride and confidence' from 92 per cent in 2019 to 98 per cent in 2024</li> </ul>	

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<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>12 Month Target 1.1</b>	1		
<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.		
<b>Goal 2</b>	Improving student learning outcomes in English and Mathematics.		
<b>12 Month Target 2.1</b>	Teacher judgement data  Increase the percentage of students achieving above the expected level in:		

	<p>Reading and Viewing from 35 per cent in 2020 to per cent in 2022  Speaking and Listening from 14 per cent in 2020 to per cent in 2022  Writing from 17 per cent in 2020 to per cent in 2022  Measurement and Geometry from 18 per cent in 2020 to per cent in 2022  Number and Algebra from 33 per cent in 2020 to per cent in 2022  Statistics and Probability from 15 per cent in 2020 to per cent in 2022.</p>	
<b>12 Month Target 2.2</b>	<p>School Staff Survey</p> <p>Teaching and Learning – Evaluation module</p> <p>improve the positive endorsement for ‘understand how to use data’ from 58 per cent in 2020 to per cent in 2022  School Climate module</p> <p>improve the positive endorsement for ‘academic emphasis’ from 63 per cent in 2020 to per cent in 2022  improve the positive endorsement for ‘teacher collaboration’ from 53 per cent in 2020 to per cent in 2022</p>	
<b>12 Month Target 2.3</b>	<p>Attitude to School Survey –</p> <p>improve the positive endorsement for ‘stimulating learning’ from 86 per cent in 2019 to per cent in 2022</p>	
<b>12 Month Target 2.4</b>	<p>Parent Opinion survey –</p> <p>improve the positive endorsement for ‘effective teaching’ from 76 per cent in 2020 to per cent in 2022</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Develop teacher capability to collect, analyse and use data effectively to inform teaching and learning.	No
<b>KIS 2</b> Curriculum planning and assessment	Develop teacher knowledge and understanding of the Victorian curriculum.	No
<b>KIS 3</b>	Develop teacher capability to utilise HITS to improve student learning outcomes.	No



Evidence-based high-impact teaching strategies		
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.		

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<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.
<b>12 Month Target 1.1</b>	1
<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) Build staff capacity in assessment and differentiation in order to identify and meet students individual learning needs across the curriculum  2) Embed PLCs and PLTs structures to support teacher collaboration and reflection to strengthen teaching practice
<b>Outcomes</b>	Students will: reflect on and articulate progress, future learning goals and steps to achieve them participate in self and peer assessment against identified SC experience work at their point of need demonstrate learning improvement using pre and post unit work samples or assessments identify, articulate and use a repertoire of strategies to drive their learning contribute, receive and respond to reflection and feedback  Teachers will: confer with students multiple times per term to identify progress, future learning and the strategies to achieve this develop co-constructed success criteria using tools such as rubrics, checklists, WAGOLL, etc provide students with the opportunity to work at their zone of proximal development using differentiated resources (including HAS) consistently implement the agreed KPS Assessment Schedule provide regular feedback and monitor student progress using data use PLCs to collaboratively plan units of work informed by current student data including data from the KPS Assessment Schedule

	<p>confidently and accurately identify learning needs          PLCs will meet weekly to engage in reflective practices, evaluate and use the Vic Curric to plan sequential units of work including specific inquiry cycles</p> <p>Leaders will:          build staff capacity to implement and document conferring processes - PLC/T          build staff capacity to identify, develop and use success criteria tools - PLC/T          regularly review and adjust formative and summative assessments in the KPS Assessment Schedule          develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support (TLI &amp; HAS)          support staff to embed processes and protocols during PLCs and PLTs for continuous learning improvement          monitor the implementation of the KPS agreed practices          curriculum leaders have structured time and support to unpack multiple sources of data through triangulation and moderation          collectively track and monitor student growth across the school</p>			
<p><b>Success Indicators</b></p>	<p>Early Indicators          Teacher's documented formative assessment data and summative judgements against the curriculum          Teacher records and observations of student progress and conferences          LWTs demonstrating use of strategies from professional learning          Differentiated curriculum documents and evidence of student learning          Student feedback on differentiation, learning goals and use of a repertoire of strategies that best drives their learning          A documented assessment schedule and evidence of teachers inputting data and moderating assessments          Completed PLC Inquiry results and PLT Action Plans          Documentation of strengthening of teaching practice in staff PDP</p> <p>Late Indicators          Student, staff and parent perception survey results          Post-test results from assessments eg, PAT, Naplan          Semester Two teacher judgements          Whole school moderation</p>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>
<p>Observing to Learn (Including peer observations and LS)</p>	<p><input checked="" type="checkbox"/> Assistant Principal  <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$2,000.00</p>

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<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
Reflect on PLC inquiry cycle progress and celebration by all teachers, teams and leaders	<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
Provide Professional Learning on conferring/ Goal Setting	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
Provide Professional Learning in using assessment to inform planning and teaching	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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
Implement regular PLC and whole school moderation of understanding of the Victorian Curriculum	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> PLC Leaders	<input 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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Conduct and analyse data from regular Learning Walk and Talks in order to analyse and monitor progress towards achieving the goals of the Action Plans and AIP</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</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>Provide Professional Learning **** Compass Analytics accessible and used by all teachers and leaders</p>	<p><input checked="" type="checkbox"/> Assessment &amp; Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>Establish systems for supporting and monitoring students with specific learning requirements (TLI, Tier 2 &amp; HAS)</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$150,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Timetable specific time for collaborative planning to prioritise collaborative time in PLCs and PLTs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> 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
Review scope and sequence documentation for English and Mathematics	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLT Leaders	<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
Implement Intervention program to cater for Tier 2 students	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" 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
<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>	Build staff capability to identify and meet the needs of student wellbeing and positive mental health.			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>respectfully express their thoughts and feelings with each other</li> <li>articulate if and how they feel valued, and have strong relationships with peers/staff</li> <li>be inclusive of all, eg: gender and culture</li> <li>be able to articulate the difference between voice and agency</li> <li>be able to explain how they have agency over their learning</li> <li>be able to give examples of where their voice has been heard</li> <li>collaboratively create a positive classroom plan</li> <li>take responsibility for the classroom statement and agreements</li> <li>feel supported and engaged in home groups and contribute to a strong classroom culture</li> </ul> <p>Teachers will:</p>			



	<p>plan for and implement gender and cultural inclusion across the curriculum  make connections with students and show care and concern  engage in professional learning (PL)  model and teach respectful and inclusive behaviour  put structures and processes in place to provide opportunities for student voice and agency  teach skills and provide opportunities for students to express themselves  create a safe learning environment through the positive classroom plan  provide opportunities for students to engage in substantive talk about their learning, teach, question and challenge each other  (Student Agency)  include students in curriculum planning  implement a range of interventions in the classroom to support student wellbeing</p> <p>Leaders will:  analyse survey data and identify priorities for learning  review and monitor planning and implementation of the RRRR program  provide professional learning for staff in the area of Student Voice and Agency and RRRR program  attend and participate in the Respectful Relationships (RR) Lead schools Community of Practice  document whole school Wellbeing and RR practice  conduct Respectful Relationships surveys (teacher, student and parent)  build a culture that values and nurtures Student Voice, Agency and Leadership  investigate school wide positive behaviours program</p>
<p><b>Success Indicators</b></p>	<p>Early indicators  Data gathered from learning walks and talks  Planning documentation for circle time  Student engagement in wellbeing programs  Teacher reports on Chronicle of student wellbeing concerns  Attendance data</p> <p>Late indicators  Results in DET student, staff and parent surveys  Attendance data  Teacher reports on Chronicle of student wellbeing concerns  Data gathered from learning walks and talks</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide Professional Learning to increase staffs capabilities to conduct Circle time with students ****	<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
Wellbeing sessions - plan and teaching the Resilience, Rights and Respectful Relationships (RRRR) program	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<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
LWT checks to look at progress towards wellbeing outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> School Improvement Team		to: Term 4	<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
Monitor the implementation and effectiveness of circle time.	<input checked="" type="checkbox"/> Wellbeing Team	<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
Provide Professional Learning for the implementation of the RRRR program	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Wellbeing Team	<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
Monitoring of attendance data termly	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> 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
Monitor and track student wellbeing on Chronicle	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<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>Include students in curriculum planning prior to planning days (Term 1,2,3,4)</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>Implement Start Up program to build and support the positive culture of the classroom</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>Investigate School Wide Positives Behaviors</p>	<p><input checked="" type="checkbox"/> School Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
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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	\$27,418.00	\$35,000.00	-\$7,582.00
Disability Inclusion Tier 2 Funding	\$174,064.00	\$10,000.00	\$164,064.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$201,482.00</b>	<b>\$45,000.00</b>	<b>\$156,482.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide Professional Learning on conferring/ Goal Setting	\$5,000.00
Establish systems for supporting and monitoring students with specific learning requirements (TLI, Tier 2 & HAS)	\$150,000.00
Implement Intervention program to cater for Tier 2 students	\$35,000.00
Investigate School Wide Positives Behaviors	\$3,000.00
<b>Totals</b>	<b>\$193,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Implement Intervention program to cater for Tier 2 students	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$35,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide Professional Learning on conferring/ Goal Setting	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>
Establish systems for supporting and monitoring students with specific learning requirements (TLI, Tier 2 & HAS)	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend staff PL)</li> <li>• CRT (to attend Profile meetings)</li> </ul> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul>



			<ul style="list-style-type: none"> <li>• Middle school leaders</li> <li>• Education Support</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other LEAP program</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Inclusion Leader</li> </ul>
Implement Intervention program to cater for Tier 2 students	from: Term 1 to: Term 4		
Investigate School Wide Positives Behaviors	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Principal Class</li> <li>• Middle school leaders</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend school planning)</li> </ul>
<b>Totals</b>			

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

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

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
IEP PL for staff	\$10,000.00
<b>Totals</b>	\$10,000.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
IEP PL for staff	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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IEP PL for staff	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend Profile meetings)</li> <li>• CRT (to attend staff PL)</li> </ul>
<b>Totals</b>		\$10,000.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
IEP PL for staff	from: Term 1 to: Term 4		
<b>Totals</b>			

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide Professional Learning on conferring/ Goal Setting	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4				
Provide Professional Learning in using assessment to inform planning and teaching	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4				
Provide Professional Learning **** Compass Analytics accessible and used by all teachers and leaders	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4				
Provide Professional Learning to increase staffs	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1				

capabilities to conduct Circle time with students ****		to: Term 4				
Provide Professional Learning for the implementation of the RRRR program	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4				