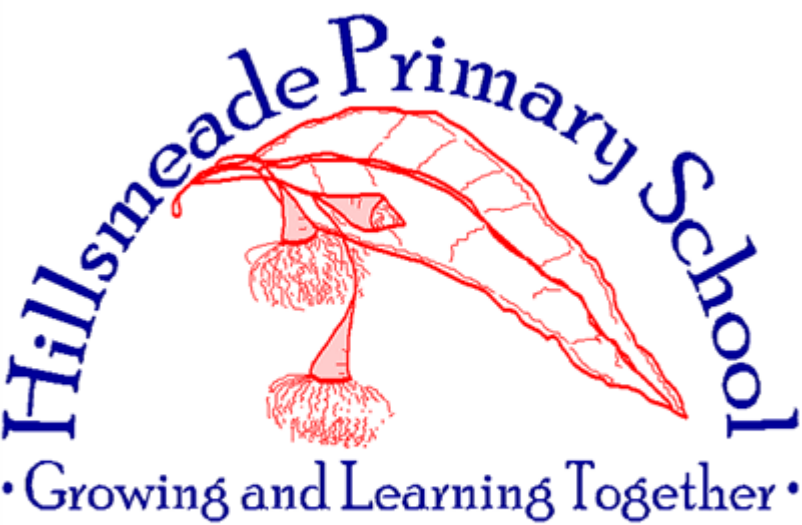


2022 Annual Implementation Plan

for improving student outcomes

Hillsmeade Primary School (5482)



Submitted for review by Linda Buckeridge (School Principal) on 27 February, 2022 at 02:31 PM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 10 March, 2022 at 11:27 AM
Endorsed by Megan Shields (School Council President) on 11 March, 2022 at 09:56 AM

Self-evaluation Summary - 2022

Hillsmeade Primary School (5482)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	Recent Review finalisation and creation of the new Strategic Plan School Performance Report Observations
	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	Recent Review findings New Strategic Plan Student assessment Staff feedback - evidence by review findings
	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	Staff Opinion survey results NAPLAN data - looking at growth year 3 to 5 in all areas - needs further work and leadership approach
	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	Evolving	Attitudes to School Survey responses recent review findings - high level of community satisfaction Parent Opinion survey data
	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	The Hillsmeade PS approach - all DET initiatives Employment previously of a Leading Teacher for SEL and the employment of Wellbeing ES staff and a PSD/Inclusion Coordinator (ES1-3)
	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 HPS was in review and this was completed at the end of 2021, a high level of analysis, reflection and self evaluation was taken to ascertain the school's current and preferred reality. The review findings demonstrated the need for continued improvement in maximising student learning outcomes, maximise student engagement and maximise student wellbeing and inclusion.</p> <p>It was clear that there had been significant growth over time in student learning achievements and growth, however there had been a decline in this space in 2021, based on the School Performance Report. Staff collaboration and collective efficacy has been enhanced over the years, with embedding of PLTs and an emerging distributive leadership model. Further work is required in the systematic use of assessment and measurement practices to obtain and provide feedback on student learning growth and attainment. Inconsistencies in implementation and data analysis was apparent across year levels, especially in mathematics.</p> <p>HPS displays a positive and connected school community. The school's positive climate for learning had been enhanced by the inclusion of positive student management processes and co-curricular and elective programs. Student voice, agency and leadership needs to be a focus to strengthen students' participation and engagement in school.</p> <p>HPS has enhanced student understanding of self and has embedded the inclusion of social and emotional learning and Zones of regulation. Priority cohorts were targeted for learning through data analysis however the tracking of their learning and engagement as a priority cohorts was not yet consistent.</p>
Considerations for 2022	<ul style="list-style-type: none"> * Enhanced teaching and learning practices and data analysis with a focus on numeracy * Enhancement in the embedding of the Tiered approach to intervention * High priority on wellbeing, with a focus of how to get students in their classrooms and ready to learn * Enhancement in student agency

	<ul style="list-style-type: none"> * Investment in Middle leaders - PL, 2 year tenure on PLT Leader positions * Brand new leadership team - 6 of 8 will be new to the school and 1 out of 2 current staff new to the leadership team - build capacity, build expectations, build culture, collaboration * Priority cohorts - their re-engagement after 2021 remote learning, their inclusion across the school, the tracking of their learning growth and connection to school
Documents that support this plan	

SSP Goals Target and KIS

Goal 1	<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>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.ay 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.by Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise learning outcomes for all students.
Target 2.1	<p>NAPLAN – Benchmark growth (all students)</p> <p>By 2024, the percentage of students meeting or above NAPLAN benchmark growth Year 3 to 5 will increase.</p> <ul style="list-style-type: none"> • Reading from 75.2 per cent (2019) and 62.7 per cent (2021) to 77 per cent. • Writing from 86.2 per cent (2019) and 68.1 per cent (2021) to 89 per cent. • Numeracy from 85.5 per cent (2019) and 67.5 per cent (2021) to 88 per cent.
Target 2.2	<p>NAPLAN – Achieving Top 2 Bands</p> <p>By 2024, the percentage of students top two bands, Year 3 to Year 5, will increase.</p> <ul style="list-style-type: none"> • Reading in Year 3 from 57 per cent (2021) to 60 per cent and Year 5 from 28 per cent (2021) to 31 per cent. • Writing in Year 3 from 47 per cent (2021) to 50 per cent and Year 5 from 10 per cent (2021) to 16 per cent. • Numeracy in Year 3 from 38 per cent (2021) to 41 per cent and Year 5 from 22 per cent (2021) to 25 per cent.
Target 2.3	<p>Teacher Judgments – Growth</p> <p>By 2024, the learning growth measured by teacher judgment for Year 1 to Year 6 students achieving at and above expected growth will increase.</p> <ul style="list-style-type: none"> • Reading and viewing from 80.2 per cent (2020) to 85 per cent • Writing from 76 per cent (2020) to 80 per cent. • Number and Algebra from 84.6 per cent (2020) to 88 per cent. <p><i>Note: Baseline measure is based on teacher judgment of student outcome growth from 2019 Semester 2 to 2020 Semester 2.</i></p>
Target 2.4	Staff Opinion Survey (SOS)

	<p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • Academic emphasis from 75 per cent (2020) to 78 per cent. • Guaranteed and viable curriculum from 93 per cent (2020) to 95 per cent.
Target 2.5	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Stimulating learning from 70 per cent (2020) to 73 per cent. • Differentiated learning challenge form 81 per cent (2020) to 84 per cent.
Key Improvement Strategy 2.ay Curriculum planning and assessment	Further enhance the schools agreed instructional and assessment frameworks to further enable a consistent and effective guaranteed and viable curriculum to meet each student needs.
Key Improvement Strategy 2.by Building practice excellence	Strengthen the shared understanding and enhance practice in differentiation as a key high improvement teaching strategy to support and challenge every student.
Key Improvement Strategy 2.cy Instructional and shared leadership	Strengthen the instructional and shared leaderships capacity of all staff.
Goal 3	Maximise student engagement.
Target 3.1	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Student voice and agency from 55 per cent (2020) to 58 per cent. • Self-regulation and goal setting from 80 per cent (2020) to 83 per cent. • Sense of confidence from 68 per cent (2020) to 71 per cent.
Target 3.2	<p>Parent Opinion Survey (POS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> • Stimulating learning environment from 79 per cent (2020) to 82 per cent. • Student voice and agency from 77 per cent (2020) to 80 per cent. • Not experiencing bullying from 67 per cent (2020) to 70 per cent.
Key Improvement Strategy 3.ay Empowering students and building school pride	To develop and embed a whole school approach to enhance student agency in learning.
Key Improvement Strategy 3.by Empowering students and building school pride	Further enhance shared understanding and practice in student goal setting and feedback as high impact teaching strategies to support and challenge every student.

Key Improvement Strategy 3.cy Parents and carers as partners	Further enhance parents as partners in their child's learning
Goal 4	Maximise student wellbeing and inclusion.
Target 4.1	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Sense of connectedness from 76 per cent (2020) to 79 per cent. • Resilience from 80 per cent (2019) to 83 per cent. • Respect for diversity from 73 per cent (2020) to 76 per cent. • Teacher concern from 64 per cent (2020) to 67 per cent.
Target 4.2	<p>Parent Opinion Survey (POS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> • Student connectedness from 87 per cent (2020) to 90 per cent. • Confidence and resiliency skills from 84 per cent (2020) to 87 per cent. • Parent participation and involvement from 75 per cent (2020) to 78 per cent.
Key Improvement Strategy 4.ay Health and wellbeing	Further enhance and refine the school's inclusion process with a focus on vulnerable and priority cohorts.
Key Improvement Strategy 4.by Health and wellbeing	Review and enhance a consistent school-wide approach to wellbeing
Key Improvement Strategy 4.cy Intellectual engagement and self-awareness	Strengthen student's capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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.	Yes	Support for the 2022 Priorities	For students to achieve 12 months growth in reading, writing and number, reflected in Victorian Curriculum teacher judgements. To improve below benchmark growth in numeracy for year 5 students from 32% to 20%. To increase the percentage of year 5 students in the top 2 bands in numeracy from 22% to 25% In the Attitudes to School survey data: To increase student voice and agency from 55 per cent (2020) to 56 per cent. To increase sense of confidence from 68 per cent (2020) to 69 per cent. To increase sense of connectedness from 76 per cent (2020) to 77 per cent. To increase teacher concern from 64 per cent (2020) to 65 per cent In the Parent Opinion Survey data: To increase stimulating learning environment from 79 per cent (2020) to 80 per cent. To increase student voice and agency from 77 per cent (2020) to 78 per cent. To increase student connectedness from 87 per cent (2020) to 88 per cent.
Maximise learning outcomes for all students.	No	NAPLAN – Benchmark growth (all students) By 2024, the percentage of students meeting or above NAPLAN benchmark growth Year 3 to 5 will increase. <ul style="list-style-type: none"> Reading from 75.2 per cent (2019) and 62.7 per cent (2021) to 77 per cent. Writing from 86.2 per cent (2019) and 68.1 per cent (2021) to 89 per cent. Numeracy from 85.5 per cent (2019) and 67.5 per cent (2021) to 88 per cent. 	
		NAPLAN – Achieving Top 2 Bands By 2024, the percentage of students top two bands, Year 3 to Year 5, will increase. <ul style="list-style-type: none"> Reading in Year 3 from 57 per cent (2021) to 60 per cent and Year 5 from 28 per cent (2021) to 31 per cent. 	

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		<p>Staff Opinion Survey (SOS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors.</p> <ul style="list-style-type: none"> • Academic emphasis from 75 per cent (2020) to 78 per cent. • Guaranteed and viable curriculum from 93 per cent (2020) to 95 per cent. 	
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Maximise student engagement.	No	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Student voice and agency from 55 per cent (2020) to 58 per cent. • Self-regulation and goal setting from 80 per cent (2020) to 83 per cent. • Sense of confidence from 68 per cent (2020) to 71 per cent. 	
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		<ul style="list-style-type: none"> • Not experiencing bullying from 67 per cent (2020) to 70 per cent. 	
Maximise student wellbeing and inclusion.	No	Student Attitudes to School Survey (AToSS) By 2024, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors. <ul style="list-style-type: none"> • Sense of connectedness from 76 per cent (2020) to 79 per cent. • Resilience from 80 per cent (2019) to 83 per cent. • Respect for diversity from 73 per cent (2020) to 76 per cent. • Teacher concern from 64 per cent (2020) to 67 per cent. 	
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Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	For students to achieve 12 months growth in reading, writing and number, reflected in Victorian Curriculum teacher judgements. To improve below benchmark growth in numeracy for year 5 students from 32% to 20%. To increase the percentage of year 5 students in the top 2 bands in numeracy from 22% to 25% In the Attitudes to School survey data: To increase student voice and agency from 55 per cent (2020) to 56 per cent. To increase sense of confidence from 68 per cent (2020) to 69 per cent. To increase sense of connectedness from 76 per cent (2020) to 77 per cent. To increase teacher concern from 64 per cent (2020) to 65 per cent In the Parent Opinion Survey data: To increase stimulating learning environment from 79 per cent (2020) to 80 per cent. To increase student voice and agency from 77 per cent (2020) to 78 per cent. To increase student connectedness from 87 per cent (2020) to 88 per cent.

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

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs - review IEPs * Utilise Essential Assessment and other formative assessment data, to identify students' current stage on the mathematics learning continuum, their strengths and areas of improvement and cater for this using targeted teaching - learner profiles • Empower learners through the use of feedback, conferencing and the MyNumeracy platform via Essential Assessment to take charge of their learning (Conference journals and learning goals) • Through PLTs, undertake regular collaborative discussions to strengthen mathematical pedagogy, learning opportunities provided, tracking of student growth and measurement of impact resulting in Increased level of staff data literacy. • Tutor Learning Initiative to support identified students with enhancing literacy and numeracy skills and understanding • Introduction of Learning Specialist roles as Instructional Leaders, P-2 & 3-6. • To implement the HPS Instructional Model consistently across all year levels and re-image the model * Development of a whole school approach to EAL * Identification and development of high achieving students * Development of digital learning across the school - staff and students
Outcomes	<ul style="list-style-type: none"> • Increased confidence and strengthened mathematical understanding of students, measured by results in the Attitudes to School Survey (Learner Confidence) and Victorian Curriculum teacher judgements • Students demonstrating at or above expected learning growth in numeracy • Students in need of targeted academic support or intervention will be identified and supported through the Tutor Learning Initiative * Increased teacher pedagogical and mathematical knowledge via the coaching and supports provided by Learning Specialists (Instructional Leaders P-2 & 3-6) • Increased teacher confidence in ascertaining students strengths and weaknesses in assigning Victorian Curriculum levels through moderation. • Coaching conversations around teacher practice. • Greater level of understanding of the HPS Instructional Model

	<ul style="list-style-type: none"> • Learner Profiles to be utilised via Essential Assessment to enable students to track own achievement, growth, access feedback and undertake tasks at their point of need. • Increase in student engagement due to personalised learning. • Structured conferencing and feedback to provide opportunities for student celebration, self-identification of growth and identification of future attainable learning goals • Increased level of staff data literacy to support targeted teaching. • Differentiated, targeted goals on IEPs * Teachers better equipped with knowledge of the VC EAL continuum and how to implement this in a classroom based approach * High ability students are identified and targeted for enhanced learning opportunities * Involvement in the network COP for high ability students * Digital learning - knowledge and use of online platforms such as MSTEams is developed and both staff and students are more confident and it is regularly in use across the school 			
Success Indicators	<ul style="list-style-type: none"> • Observations, anecdotal notes and student perception data (ATOSS) outlining an increase in learner confidence • Learning growth data in the form of VC, MOI, Essential Assessment and other assessment tools. • Observations, anecdotal notes and teacher perception data from the Staff Opinion Survey, outlining an increase in teacher confidence. • Observation of teacher practice • PLT meeting minutes / Whole Staff PL minutes and presentations. • Tutor Learning Growth Data • Teachers engage with the coaching cycle - with a specific focus on graduates (1-3 years) and other staff as required • Instructional model elements reflected in teaching and learning and PLT work. • Essential Learner Profile Data • Tutor Learning Data - increase of at least 6-12 months growth in literacy and numeracy for targeted students using Victorian Curriculum teacher judgements • Students Attitude to School Survey Data & other perception data. * NAPLAN results - improvement in year 5 benchmark growth data in numeracy and increase number of students in top 2 bands in Year 5 numeracy * Teachers assess own students against EAL continuum and students do not always leave for EAL intervention, that this becomes a classroom based practice * High ability students are known and involved in opportunities to enhance their capabilities * Digital learning capabilities of staff and students is readily noticeable in their use and implementation of MSTEams 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purchase of Essential Assessment and related professional development	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$7,000.00 <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
Development of coaching schedule and coaching provided	<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	\$75,000.00 <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
Development of timetable and meeting schedule outlining regular PLTs	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

			to: Term 4	<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
Development of revised Instructional Model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Introduction and implementation of MyNumeracy Platform	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00 <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
Tutor Learning Initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00 <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
Development of EAL curriculum knowledge and improved implementation in the classroom	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$180,744.00 <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
High ability students are identified and targeted for improved learning outcomes	<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	\$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
Digital Learning capacity is enhanced for staff and students	<input checked="" type="checkbox"/> All Staff	<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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Employment of Youth Connections officer and Wellbeing Counsellor. These 2 staff members will focus on small group work with priority cohorts and early intervention support and programs. - Refine the behaviour management model to focus on positive behaviour support and social/emotional regulation. It will be a multi-tiered model, involving not only positive behaviour support, but early intervention & proactive strategies. - Students with emerging or acute wellbeing needs identified and referred appropriately and are supported via a range of supports and adjustments that they participate in developing (via a Student Support Group) - Build relationships and engage with families of at-risk students - Build in professional development for staff to equip them with skills to implement behaviour models and recognise wellbeing concerns. - Enhancement of the PSD/Inclusion approach, including the employment of an ES staff member as PSD/Inclusion Coordinator - Developing community connections - Develop an authentic approach to student agency 			
Outcomes	<ul style="list-style-type: none"> • Teachers will implement and model consistent routines. • Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing. • Students will have strong relationships with peers/staff. • Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success. • Students and families will be connected to allied health and mental health services • Families of at-risk students will receive regular communication and support from the school • Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers. * Students identified early for PSD funding, referrals regularly made, regular updates to SOCS, a more collegiate approach with SSS team * Enhanced transition processes Kinder to Prep and 6-7, especially for priority cohorts * Enhanced community connections driven by the Youth Connections Worker * Increased authentic student agency * Development in the use of Compass for school staff and wider community 			
Success Indicators	Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented Documentation of referrals/communication processes Self assessment against the DET Inclusive Schooling Index tool Late indicators Students, staff and parent perception survey results Attendance data Students engagement in wellbeing programs			

<p>Teacher reports of student wellbeing concerns Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Documentation of strategies students will use in classes and at school Number of students identified for PSD increases Number of students accessing referrals and assessments increases Provision of a Speech Pathologist to undertake assessments Increase in community connections - City of Casey, youth organisations, enhanced family connections via support group meetings, whole school events, clear communication Students are consulted and help to drive decision making within the school Enhancements to Compass that increase staff and community usage</p>				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employment of Education Support staff for wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$170,000.00 <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
Employment of PSD/Inclusion Coordinator - Education Support Class	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$85,000.00 <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
Re-design of Behaviour Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Development of an authentic approach to student agency	<input checked="" type="checkbox"/> Assistant Principal <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

Identify and support priority cohorts - OoHC, Koorie, refugees, PSD	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
Enhancements to the use of Compass to increase communication and clarity across the whole school community	<input checked="" type="checkbox"/> All Staff	<input 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
Establish transition teams for Kinder - Prep and 6-7	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <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
Engage a Speech Pathologist for assessments	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$311,203.46	\$311,203.46	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$311,203.46	\$311,203.46	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Employment of Education Support staff for wellbeing	\$170,000.00
Employment of PSD/Inclusion Coordinator - Education Support Class	\$85,000.00
Identify and support priority cohorts - OoHC, Koorie, refugees, PSD	\$25,000.00
Establish transition teams for Kinder - Prep and 6-7	\$10,000.00
Engage a Speech Pathologist for assessments	\$5,000.00
Totals	\$295,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of Education Support staff for wellbeing	from: Term 1 to: Term 1	\$175,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Employment of PSD/Inclusion Coordinator - Education Support Class	from: Term 1 to: Term 1	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services
Identify and support priority cohorts - OoHC, Koorie, refugees, PSD	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
Establish transition teams for Kinder - Prep and 6-7	from: Term 2 to: Term 4	\$26,203.46	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

			<input checked="" type="checkbox"/> Support services
Engage a Speech Pathologist for assessments	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> Support services
Totals		\$311,203.46	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Purchase of Essential Assessment and related professional development	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Development of coaching schedule and coaching provided	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Development of revised Instructional Model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants TBA <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Tutor Learning Initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources TLI <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Development of EAL curriculum knowledge and improved implementation in the classroom	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants NPELS <input checked="" type="checkbox"/> Departmental resources EAL continuum <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
High ability students are identified and targeted for improved learning outcomes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources High Ability Guidelines	<input checked="" type="checkbox"/> On-site

Digital Learning capacity is enhanced for staff and students	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Re-design of Behaviour Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Development of an authentic approach to student agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site