

2022 Annual Implementation Plan

for improving student outcomes

Buchan Primary School (1905)



Submitted for review by Sarah Walker (School Principal) on 09 February, 2022 at 01:58 PM
Endorsed by Tony Roberts (Senior Education Improvement Leader) on 14 February, 2022 at 09:29 AM
Endorsed by Richard McAuliffe (School Council President) on 17 February, 2022 at 06:33 AM

Self-evaluation Summary - 2022

Buchan Primary School (1905)

	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	<p>Ongoing collaboration with Swan Reach Primary School as part of our commitment to PLC's.</p> <p>Implementation of Reading Workshop Model in Literacy.</p> <p>Individual Learning Plans implemented.</p> <p>Graduate teacher VIT accreditation in Term 4 2021.</p> <p>HITS (High impact teaching strategies) implemented in the classrooms in 2021 with a continued focus on collaborative learning, feedback, differentiated teaching, explicit teaching (learning intentions and success criteria) and structured lessons.</p> <p>Classroom observations occurred onsite with EIL (Elizabeth Eeles and Warrick Fraser - Swan Reach PS) in Semester 2.</p> <p>Student achievement and growth continually assessed and reviewed and targeted intervention programs were implemented for students who are below expected level of achievement through the use of Tutor in Schools and TEACHaR Program.</p> <p>2021 Student Attitudes to School Survey - Differentiated learning - 96%, Stimulated learning - 100% and Effective teaching time - 100%.</p> <p>School Performance Report - Student Attitude (Influence - very high increased significantly 2021), Engagement (Influence - very high increased significantly 2020) and Participation (Influence - very high increased significantly 2021), Achievement Reading - Recharge (High, Decreased), Achievement Numeracy - Renew (Medium, Maintained) and School Climate - Renew (Medium, Maintained).</p> <p>Scope and sequence charts - Specialist learning programs, literacy (Reading and Writing) and numeracy, MAPPEN - Integrated units of work and RRRR (Resilience, rights and respectful relationships).</p> <p>Staff given ongoing professional development opportunities throughout the year on their teaching and pedagogy.</p>
	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	<p>Student assessment folder reviewed and updated to reflect formative and summative assessment practices.</p> <p>Subscription to Essential Assessment.</p> <p>Staff use 'I Can' student assessment folders using teacher judgements against the Victorian Curriculum achievement standards.</p> <p>Curriculum assessment folder reviewed and updated to reflect Victorian Curriculum Framework and classroom based assessment practices (Fountas & Pinnell, VCAA OnDemand, SA spelling test A and B, English and numeracy online prep testing, Schonell spelling test, Burt word recognition etc).</p> <p>Data walls displayed and referred to.</p> <p>Fountas & Pinnell Levelled Literacy Intervention implemented.</p> <p>The school has an assessment schedule that is reviewed at the start of the school year.</p> <p>Staff handover of teacher judgements and student support in place completed at the start of the year.</p> <p>Semester 1 and 2 reports completed against the Victoria Curriculum.</p> <p>Interim reports completed in Terms 1 and 3 for parents.</p> <p>Parent and teacher conversations occur within the first 4 weeks of each term.</p> <p>NAPLAN data reviewed and addressed.</p> <p>Teacher judgement data continuously reviewed.</p> <p>Rubric used and compared to the ACARA work samples.</p>
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		

Leadership	<p>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</p>	<p>Embedding</p>	<p>RRRR - (Resilience, rights and respectful relationships) Pilot School. Buchan Primary School is part of the Student Excellence Program - High Achievers. Students in the senior class given opportunities to be voted by their peers to be vice captain and school captain. 2021 Student Attitudes to School Survey - Student voice and agency - 100%. School Performance Report - Student Attitude (Influence - very high increased significantly 2021), Engagement (Influence - very high increased significantly 2020) and Participation (Influence - very high increased significantly 2021) and School Climate - Renew (Medium, Maintained). School values revisited in 2021 that reflect current school climate and reflect post bushfire and COVID-19 remote learning from home. They are; Show Respect • Show Empathy • Be Kind • Be a Friend. Behaviour support plan in place for a funded student. Staff induction for new staff at the start of their employment. All staff on the first day of the school year are involved in school wide approaches, rituals, routines and expectations. Shared goals and values; high expectations; and a positive, safe and orderly learning environment and a culture of respect and collaboration with positive and supportive relationships between students and staff at the core are communicated with parents and the school community through our school newsletter, Schoolstream app and our school website (https://www.buchanps.vic.edu.au/). Shared goals as it relates to the AIP are displayed in all working areas and visually written in the staff and curriculum documentation. Wellbeing Supplementary Report 2021 indicates the following: 88% of students not experiencing bullying, 100% positive endorsement in student voice and agency, 98% in positive endorsement of sense of connectedness and 75% of positive endorsement in emotional awareness and regulation. Whole school approach to Zones of Regulation and implementation of visual cue cards. All staff given leadership opportunities.</p>
	<p>Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core</p>		

Engagement	<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embedding</p>	<p>Buchan Primary School was involved in supporting community businesses as it related to camps, catering and hospitality, Buchan Caves Reserve and participation and attendance at ANZAC Day and Remembrance Day ceremonies.</p> <p>Letter of endorsement for a grant for the Buchan Recreation Reserve upgrade.</p> <p>Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school communicated with parents and the school community through our school newsletter, Schoolstream app and our school website (https://www.buchanps.vic.edu.au/) and parent and teacher interviews.</p> <p>GIVIT donations applied for and shared with the school community (Bonds panty hose and socks).</p> <p>Big Bears Donut fundraising drive occurred in Term 3 during COVID restrictions and was endorsed by Buchan and surrounding districts.</p> <p>Wellbeing Supplementary Report 2021 indicates the following: 79% of positive endorsement in Attitudes to attendance, 100% positive endorsement in student voice and agency and 98% in positive endorsement of sense of connectedness.</p> <p>School Chaplaincy grant obtained in 2021 and will continue in 2022.</p> <p>Wellbeing dog Marley introduced to the school wellbeing team in Term 4 2021.</p> <p>Tennis Australia grant successful application in 2021 and 2022 for after school tennis coaching (4 sessions each term).</p> <p>Continuous learning occurred in 2021 during remote learning from home with daily Webex meetings and student learning packs.</p> <p>Student achievement and growth continually assessed and reviewed and targeted intervention programs were implemented for students who are below expected level of achievement through the use of Tutor in Schools and TEACHaR Program.</p> <p>Buchan Primary School is part of the Student Excellence Program - High Achievers.</p> <p>All specialist subjects cater for all student needs.</p> <p>The school's pottery kiln has been hired out to school community and local community to use.</p>
	<p>Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school</p>		

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	<p>Bushfire Practitioner ongoing support with Kelly Duncan.</p> <p>Fortnightly meetings with Yvonne Mathieson Outer Gippsland Student Support Services.</p> <p>School Chaplaincy grant obtained in 2021 and will continue in 2022.</p> <p>Marley our well-being dog.</p> <p>Targeted intervention programs were implemented for students who are below expected level of achievement through the use of Tutor in Schools and Anglicare TEACHaR Program.</p> <p>Part of the Sporting Schools Grant.</p> <p>PLC network.</p> <p>TUBBS network as it relates to The Arts, sport and camps and excursions and incursions.</p> <p>The school has worked with the organisation 'Be You' in 2021 and will use this resource in 2022.</p> <p>Our 2022 SSP will address the new FISO model with learning and wellbeing at the centre.</p> <p>Transition programs have been implemented to support Grade 6 students going into Year 7 and kindergarten students going into Foundation (Prep).</p> <p>A display of resources, information and support services are available to all families in the main corridor. Support services are also communicated to the school community via our Schoolstream app and newsletter.</p> <p>Buchan Primary School is registered with Food Bank. Differentiated curriculum is embedded across the school.</p> <p>Individual learning plans support targeted students. Classrooms displays co-constructed with student voice and referred to as part of the learning intention and success criteria.</p>
	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	Our school has been really focused on maintaining our strengths and working on our weaknesses and our data and implementation of programs and resources have reflected this.
Considerations for 2022	<p>To continue to refine and implement the Readers Workshop Model into the curriculum.</p> <p>To restructure the timetable to include the explicit teaching of spelling.</p> <p>To look at increasing our PLC buy in with other local schools which include Metung and Tambo Upper Primary Schools.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Build the instructional practice of every teacher.
Target 2.1	<p>NAPLAN:</p> <ul style="list-style-type: none"> - Increase the percentage achieving high gain Years 3 – 5 to levels that match or exceed those for similar schools. (Panorama Report - aggregated ‘Growth over Time’ scores) - Increase the percentage achieving in the top two bands of NAPLAN to levels that match or exceed those for similar schools. (Panorama Report - aggregated ‘Growth over Time’ scores) <p>PARENT OPINION SURVEY:</p> <ul style="list-style-type: none"> - Stimulating learning variable to improve to 6.00

	<ul style="list-style-type: none"> - Learning focus variable to improve to 6.20 - Student motivation variable to improve to 6.00 <p>STAFF OPINION SURVEY:</p> <p>The following variables related to professional learning to improve to at least 85% endorsement</p> <ul style="list-style-type: none"> - Renewal of knowledge and skills - Applicability of professional learning - Active participation - Coherence - Collective responsibility - Staff trust in colleagues - Teacher collaboration - Collective efficacy
<p>Key Improvement Strategy 2.a Networks with schools, services and agencies</p>	<p>Develop a professional learning plan that supports collaborative professional learning which improves the consistency and quality of teaching in every classroom.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning</p> <ul style="list-style-type: none"> - 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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> - To use a data wall to review and assess teacher judgements for numeracy. - To record student growth as it relates to numeracy by providing support through the Anglicare TEACHaR program and Tutor in schools initiative to targeted students. - To use the NAPLAN data to inform teacher pedagogy. - Student agency supported and encouraged using SWPBS and Zones of Regulation. - Social - Sense of connectedness (AToSS). - Non-attendance decrease.
Build the instructional practice of every teacher.	Yes	<p>NAPLAN:</p> <ul style="list-style-type: none"> - Increase the percentage achieving high gain Years 3 – 5 to levels that match or exceed those for similar schools. (Panorama Report - aggregated ‘Growth over Time’ scores) - Increase the percentage achieving in the top two bands of NAPLAN to levels that match or exceed those for similar 	<ul style="list-style-type: none"> - Staff to complete their Performance and Development Plans. - Staff to regularly attend and contribute and action outcomes at staff and curriculum meetings. - Staff Opinion Survey data reflects the variables as listed and shows improvement. - Parent Opinion Survey data reflects the

		<p>schools. (Panorama Report - aggregated 'Growth over Time' scores)</p> <p>PARENT OPINION SURVEY:</p> <ul style="list-style-type: none"> - Stimulating learning variable to improve to 6.00 - Learning focus variable to improve to 6.20 - Student motivation variable to improve to 6.00 <p>STAFF OPINION SURVEY:</p> <p>The following variables related to professional learning to improve to at least 85% endorsement</p> <ul style="list-style-type: none"> - Renewal of knowledge and skills - Applicability of professional learning - Active participation - Coherence - Collective responsibility - Staff trust in colleagues - Teacher collaboration - Collective efficacy 	<p>variables as listed and shows improvement.</p> <ul style="list-style-type: none"> - An increase in the NAPLAN percentage as per the areas listed.
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Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<ul style="list-style-type: none"> - To use a data wall to review and assess teacher judgements for numeracy. - To record student growth as it relates to numeracy by providing support through the Anglicare TEACHaR program and Tutor in schools initiative to targeted students. - To use the NAPLAN data to inform teacher pedagogy. - Student agency supported and encouraged using SWPBS and Zones of Regulation. - Social - Sense of connectedness (AToSS). - Non-attendance decrease. 	
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

<p>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.</p>	<p>This is in line with system priorities for 2022.</p>	
<p>Goal 2</p>	<p>Build the instructional practice of every teacher.</p>	
<p>12 Month Target 2.1</p>	<ul style="list-style-type: none"> - Staff to complete their Performance and Development Plans. - Staff to regularly attend and contribute and action outcomes at staff and curriculum meetings. - Staff Opinion Survey data reflects the variables as listed and shows improvement. - Parent Opinion Survey data reflects the variables as listed and shows improvement. - An increase in the NAPLAN percentage as per the areas listed. 	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Networks with schools, services and agencies</p>	<p>Develop a professional learning plan that supports collaborative professional learning which improves the consistency and quality of teaching in every classroom.</p>	<p>Yes</p>
<p>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.</p>	<p>This is in line with system priorities for 2022.</p>	

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.
12 Month Target 1.1	<ul style="list-style-type: none"> - To use a data wall to review and assess teacher judgements for numeracy. - To record student growth as it relates to numeracy by providing support through the Anglicare TEACHaR program and Tutor in schools initiative to targeted students. - To use the NAPLAN data to inform teacher pedagogy. - Student agency supported and encouraged using SWPBS and Zones of Regulation. - Social - Sense of connectedness (AToSS). - Non-attendance decrease.
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"> - To build staff capacity in assessment and differentiation to meet student point of need as it relates to numeracy. - To implement the BRACE model (Belonging, Routine, Attachment, Capacity and Emotion) as it relates to a students wellbeing. - To subscribe to online differentiated learning programs.
Outcomes	<ul style="list-style-type: none"> - NAPLAN data will improve and reach the given targets as documented. - To provide a tutoring / learning intervention program with a focus on numeracy for targeted students. - To continue to address our data and teacher judgements and align the curriculum to meet our students point of need as it relates to their learning. - To use pre and post testing as per Essential Assessment as it relates to numeracy and use this data to support student learning. - Staff will implement online learning programs to supplement student learning in numeracy (Essential Assessment) and Mathematics. - Staff will trial a times tables online learning program (Times tables Rockstar). - To continue to be part of the DET High Achievers Program as it relates to numeracy and literacy - Ongoing teacher observations and implementation of HITS.

Success Indicators	<ul style="list-style-type: none"> - Panorama Report will show growth. - Improved NAPLAN results. - An improvement in our data wall and teacher judgements against the Victorian Curriculum as it relates to numeracy. - Student growth as it relates to Tutor in Schools Initiative in numeracy. - Pre and post testing using Essential Assessment for numeracy. - Curriculum documentation will show differentiation. - Student IEP's will highlight and track student needs. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
To subscribe to Essential Assessment, Timestable Rockstar and Mathletics to support student learning in the classroom as it relates to numeracy.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
To support positive mental health by enabling staff to have access to mental health services provided by the DET and release as it relates to providing support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy by conferencing with students / testing students / developing IEP's / parent conferences.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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"> - To work with Patricia Newgreen SWPBS coach to refine our SWPBS to continue to create a supportive, positive and safe learning environment. - To partner with outside agencies, DET agencies and other stakeholders to support student learning and wellbeing. - To employ a new school chaplain for 2022. - To be guided by new programs, support and initiatives from our Bushfire Practitioner Kelly Duncan. - To introduce Mindfulness into the specialist timetable to support student wellbeing. Buchan Primary School is a Mindful Champion School as part of The Smiling Mind School Program. - To introduce Marley our wellbeing dog into the school environment. - To introduce the program Bounce Back to complement our RRRR (Rights, resilience and respectful relationships) program. - To sign up to the Achievement Program - Cancer Council. - To renew our eSmart School membership. - To subscribe to Mind Ninja an online wellbeing program based on emotions. 			
Outcomes	<ul style="list-style-type: none"> - The Mindfulness Program will be embedded into the specialist timetable as per the scope and sequence chart. - Marley our wellbeing dog will be integrated into the classroom learning environment and will provide emotional and social support to students. - The School Chaplain will attend school one day per week to provide emotional and social support to students and or families. - An improvement and or stability in our student wellbeing data. - SWPBS will be embedded across the school. - Dedicated time in the timetable for student wellbeing programs to be taught (RRRR and Bounce Back). - Staff using Zones of Regulation visual cards / cues as behaviour reinforcements. - Attendance at SWPBS meetings with Patricia Newgreen. 			
Success Indicators	<ul style="list-style-type: none"> - Improvement and or stability across all areas of the student, staff and parent attitudes to school survey as it relates to this KIS. -As per the Wellbeing Supplementary Report 2021, to move from 'Emerging' to 'Evolving or higher' for % of positive endorsement in Attitudes to attendance which was 79% and to move from 'Evolving' to 'Embedding or higher' for % of positive endorsement in Emotional awareness and regulation 75% and to move from 'Embedding' to 'Excelling' for % of student NOT experiencing bullying 			

	88%. - Panorama report - improvement in overall results. - Stability and or improvement in our student and staff wellbeing data.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Animal Therapy and the continuous upkeep and maintenance of Marley our wellbeing dog and Dogs Connect Program (Grooming, purchasing of food, vaccinations, pet insurance and worming etc).	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student incursions and excursions as it relates to wellbeing programs and travel (Includes Sporting Schools Program, camp).	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Professional Development for staff. Staff to include the following in their Curriculum meetings throughout the year; Be You National Initiative for Educators, Achievement Program - Cancer Council, Bully Stoppers training modules and resources for staff (eSmart membership renewal to access resources).</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <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
<p>Subscribe to Mind Ninja (Wellbeing). 8 modules of evidence based strategies which will teach your students exactly what they need to manage: themselves, their thoughts and their emotions. Subscribe to Brain Gym.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$500.00</p> <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
<p>Goal 2</p>	<p>Build the instructional practice of every teacher.</p>			
<p>12 Month Target 2.1</p>	<ul style="list-style-type: none"> - Staff to complete their Performance and Development Plans. - Staff to regularly attend and contribute and action outcomes at staff and curriculum meetings. - Staff Opinion Survey data reflects the variables as listed and shows improvement. 			

	<ul style="list-style-type: none"> - Parent Opinion Survey data reflects the variables as listed and shows improvement. - An increase in the NAPLAN percentage as per the areas listed. 			
KIS 1 Networks with schools, services and agencies	Develop a professional learning plan that supports collaborative professional learning which improves the consistency and quality of teaching in every classroom.			
Actions	<ul style="list-style-type: none"> - To keep an ongoing record of staff professional develop. - To be part of a PLC collective. - To provide staff with online and in person professional development opportunities. - To delegate roles and responsibilities and leadership opportunities to staff. - To listen to staff and ask for feedback and active participation and input in staff and curriculum meetings and implement changes as required and or put support mechanisms in place. - To introduce learning walks and observation rounds with PLC schools. - To continue to work with Elizabeth Eeles (EIL) to provide improvement strategy support as it relates to the curriculum. 			
Outcomes	<ul style="list-style-type: none"> - Staff will meet their Performance and Development goals. - Low staff absences. - Staff PD documented. - Staff will complete DET online learning modules. - Learning walks and teacher observations to occur each term with written and verbal feedback. - Webex and in person follow ups with Elizabeth Eeles (EIL) as timetabled on our Term Planner regarding the curriculum and professional learning. - Staff to attend, contribute and implement PLC initiatives. - Staff to attend wellbeing initiatives when given the opportunity. 			
Success Indicators	<ul style="list-style-type: none"> - Staff Opinion Survey. - Improvement in student data. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
To provide ongoing professional development for staff in numeracy and student wellbeing resources (Online and or hard copy and	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,649.20

<p>other online resources such as Twinkl, Teachstarter and Teach This).</p>			<p>to: Term 4</p>	<p><input checked="" 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>
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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	\$5,649.20	\$5,649.20	\$0.00
Disability Inclusion Tier 2 Funding	\$2,000.00	\$0.00	\$2,000.00
Schools Mental Health Fund and Menu	\$10,500.00	\$12,500.00	-\$2,000.00
Total	\$18,149.20	\$18,149.20	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
To subscribe to Essential Assessment, Timestable Rockstar and Mathletics to support student learning in the classroom as it relates to numeracy.	\$1,000.00
To support positive mental health by enabling staff to have access to mental health services provided by the DET and release as it relates to providing support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy by conferencing with students / testing students / developing IEP's / parent conferences.	\$7,000.00
Animal Therapy and the continuous upkeep and maintenance of Marley our wellbeing dog and Dogs Connect Program (Grooming, purchasing of food, vaccinations, pet insurance and worming etc).	\$2,000.00
Student incursions and excursions as it relates to wellbeing programs and travel (Includes Sporting Schools Program, camp).	\$3,500.00

Professional Development for staff. Staff to include the following in their Curriculum meetings throughout the year; Be You National Initiative for Educators, Achievement Program - Cancer Council, Bully Stoppers training modules and resources for staff (eSmart membership renewal to access resources).	\$1,500.00
Subscribe to Mind Ninja (Wellbeing). 8 modules of evidence based strategies which will teach your students exactly what they need to manage: themselves, their thoughts and their emotions. Subscribe to Brain Gym.	\$500.00
To provide ongoing professional development for staff in numeracy and student wellbeing resources (Online and or hard copy and other online resources such as Twinkl, Teachstarter and Teach This).	\$2,649.20
Totals	\$18,149.20

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
To subscribe to Essential Assessment, Timestable Rockstar and Mathletics to support student learning in the classroom as it relates to numeracy.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Professional Development for staff. Staff to include the following in their Curriculum meetings throughout the year; Be You National Initiative for Educators, Achievement Program - Cancer Council, Bully Stoppers training modules and resources for staff (eSmart	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

membership renewal to access resources).			
Subscribe to Mind Ninja (Wellbeing). 8 modules of evidence based strategies which will teach your students exactly what they need to manage: themselves, their thoughts and their emotions. Subscribe to Brain Gym.	from: Term 2 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
To provide ongoing professional development for staff in numeracy and student wellbeing resources (Online and or hard copy and other online resources such as Twinkl, Teachstarter and Teach This).	from: Term 1 to: Term 4	\$2,649.20	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$5,649.20	

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
To support positive mental health by enabling staff to have access to mental health services provided by the DET and release as it relates to	from: Term 1	\$7,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu staffing ○ Staff Release

providing support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy by conferencing with students / testing students / developing IEP's / parent conferences.	to: Term 4		CRT
Animal Therapy and the continuous upkeep and maintenance of Marley our wellbeing dog and Dogs Connect Program (Grooming, purchasing of food, vaccinations, pet insurance and worming etc).	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Animal Therapy ○ Dogs Connect
Student incursions and excursions as it relates to wellbeing programs and travel (Includes Sporting Schools Program, camp).	from: Term 1 to: Term 4	\$3,500.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Positive education ○ Outdoor Education Programs / Camps.
Totals		\$12,500.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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
Professional Development for staff. Staff to include the following in their Curriculum meetings throughout the year; Be You National Initiative for Educators, Achievement Program - Cancer Council, Bully Stoppers training modules and resources for staff (eSmart membership renewal to access resources).	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> External consultants Online learning modules. <input checked="" type="checkbox"/> Departmental resources DET - Website.	<input checked="" type="checkbox"/> On-site
To provide ongoing professional development for staff in numeracy and student wellbeing resources (Online and or hard copy and other online resources such as Twinkl, Teachstarter and Teach This).	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources DET - Numeracy portal online.	<input checked="" type="checkbox"/> On-site