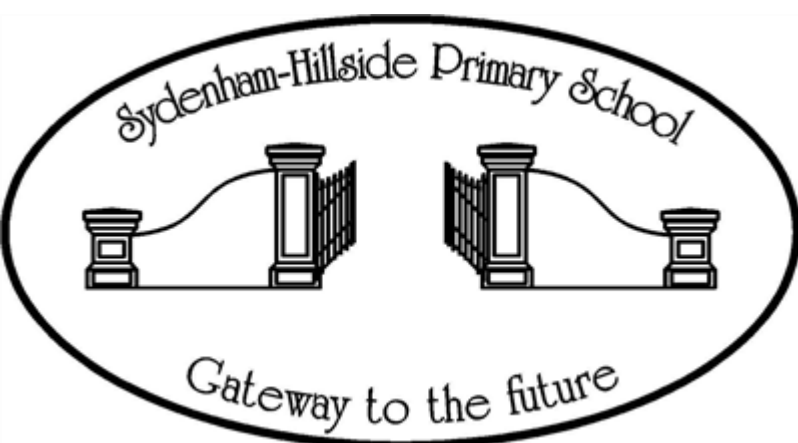# 2022 Annual Implementation Plan

for improving student outcomes

Sydenham - Hillside Primary School (3559)

Submitted for review by Sharon Nichols (School Principal) on 21 February, 2022 at 01:24 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 21 February, 2022 at 04:46 PM
Endorsed by Vicki Harriss (School Council President) on 21 February, 2022 at 08:18 PM

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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	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	Emerging
	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	Embedding
	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	As highlighted throughout the review process it was important for the school to continue to focus on building a culture that is focused upon improving student outcomes. This will be achieved through effective, consistent and targeted leadership, where there is a consistently documented curriculum, the instructional model is used consistently, and the use of data and high impact teaching strategies (HITS) are implemented effectively.
	In 2021, the school revisited and revised our whole school Instructional Model for Literacy and Numeracy, to embed a consistent approach towards explicit instructional practice. The school has worked closely with DSSI to build leadership

	capacity and pedagogical knowledge and understanding in curriculum planning and assessment. Together with the DSSI team has worked with the Instructional Leaders to establish consistent curriculum documentation, data tracking, instructional practices and an agreed approach to planning. Our future work will involve continuing our partnership with DSSI to: Maximise the achievement and learning growth for every student, particularly in Literacy and Numeracy. Document and consistently implement a guaranteed and viable curriculum and instructional model to enhance student learning in all areas of the curriculum. Strengthen teacher capabilities to utilise data and evidence to differentiate the curriculum at each student's point of need. PLC's have been the enabling factor and will continue to provide a structure for teaching teams to collaborate and build their collective efficacy in terms of collecting, analysing and applying the data to inform and improve teaching practice Our evidence has shown that our school continued to improve throughout the period of remote learning in 2021. Allocation of TIL teachers have enabled the students disadvantaged by remote learning to progress.
Considerations for 2022	Ensure consistency and accountability in the application of the SHPS instructional model and use of Reading GVC across the school Building teacher capacity to deliver explicit Guided Reading groups Build staff capacity in assessment and differentiation in order to identify and meet students individual needs Scheduling routine Learning walks and feedback Provide relevant and timely professional learning for all staff in Reading instructional practice Coaching Strengthening PLC's to provide opportunities to build collective efficacy and collaboration.
Documents that support this plan	

SSP Goals Targets and KIS

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.
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	To maximise the achievement and learning growth for every student, particularly in literacy and numeracy.
Target 2.1	By 2024, to increase the percentage of students at or above NAPLAN benchmark growth: • from 63% (2019) to 70% (2024) in Reading; • from 77% (2019) to 80% (2024) in Writing; • from 79% (2019) to 82% (2024) in Numeracy.
Target 2.2	By 2024, to increase the percentage of students in the top two bands of Year 5 NAPLAN: • from 26% (2019) to 32% (2024) in Reading; • from 12% (2019) to 19% (2024) in Writing;

	• from 23% (2019) to 28% (2024) in Numeracy.
Target 2.3	By 2024, to increase the percentage of students in the top two bands of Year 3 NAPLAN Numeracy from 38% (2019) to 43% (2024)
Target 2.4	By 2024, to decrease the percentage of students in the bottom two bands of Year 5 NAPLAN: • from 15% (2019) to 10% (2024) in Reading; • from 9% (2019) to 7% (2024) in Writing; • from 21% (2019) to 15% (2024) in Numeracy.
Target 2.5	By 2024, to increase the percentile rank of Differentiated learning challenge on the AToSS from 32% (2019) to 50% (2024).
Key Improvement Strategy 2.a Curriculum planning and assessment	To document and consistently implement a guaranteed and viable curriculum and instructional model to enhance student learning in all areas of the curriculum.
Key Improvement Strategy 2.b Building practice excellence	To review, develop and implement a consistent literacy and numeracy strategy across the whole school.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	To strengthen teacher capabilities to utilise data and evidence to differentiate the curriculum to each student's point of need.

Goal 3	To empower students to be actively engaged in their learning.
Target 3.1	By 2024, to increase the percentile rank on the AToSS: • from 21% (2019) to 50% (2024) for Student voice and agency • from 22% (2019) to 50% (2024) for Self–regulation and goal setting • from 28% (2019) to 50% (2024) for Stimulated learning.
Target 3.2	By 2024, to increase the percentage positive response for Promote student ownership of learning goals on the SSS from 60% (2020) to 70% (2024).
Target 3.3	By 2024, the percentage positive response for Student agency and voice on the POS will increase from 79% (2020) to 85% (2024).
Key Improvement Strategy 3.a Empowering students and building school pride	To develop and implement a student voice and agency strategy in the school.
Key Improvement Strategy 3.b Empowering students and building school pride	To build student capacity to self–assess their progress against their agreed goals.
Goal 4	To strengthen each student's sense of engagement, wellbeing and ability to form respectful relationships.

Target 4.1	By 2024, the average number of days absent will decrease from 17.3 days per student per year (2020) to 16.3 days per student per year (2024).
Target 4.2	By 2024, the percentage positive response on the POS for Parent participation and involvement will increase from 72% (2020) to 80% (2024).
Target 4.3	By 2024, the percentile rank on the AToSS will increase: • from 34% (2019) to 50% (2024) for Sense of connectedness • from 50% (2019) to 60% (2024) for Attitudes to attendance.
Key Improvement Strategy 4.a Health and wellbeing	To further implement and embed positive behaviour strategies consistently across the school.
Key Improvement Strategy 4.b Empowering students and building school pride	To develop strategies to increase student connectedness to school.
Key Improvement Strategy 4.c Building communities	To build the level of parent and community participation in the school.

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	Increase the overall percentage of students at or above the level against the Victorian Curriculum in Reading from 47% to 53% By 2022 85% of students demonstrate a minimum of 12 months growth in Reading VCTJ. By 2022 90 % of students demonstrate a minimum of 12 months growth in Maths VCTJ. Increase the overall percentage of students at or above the level against the Victorian Curriculum in Mathematics-Number and Algebra from 57 % to 62% Increase the school wide positive endorsement of the AtoSS factor Managing bullying from 72.6 to 75%. Increase the school wide positive endorsement of the AtoSS factor sense of confidence from 78% to 80%

				Increase the school wide positive endorsement of the AtoSS factor Stimulated Learning from 77% to 80%.

Maintain the percentage of students at or above NAPLAN benchmark growth above 77% in Reading.

Maintain the percentage of students at or above NAPLAN benchmark growth above 22 % to 25% in Writing.

Increase the percentage of students at or above NAPLAN benchmark growth from 78% to 81% in Numeracy.

Reduce the percentage of year 5 students in the low growth category of relative gain in NAPLAN Reading from 28% to 24 % or below.

Maintain and increase the percentage of students in the top two bands of Year 5 NAPLAN from 40% or above in Reading.

Increase the percentage of students in the top two bands of Year 5 NAPLAN from 18 % to 19% in Writing

Maintain and increase the percentage of students in the top two bands of Year 5 NAPLAN from 28% or above in Numeracy.
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Increase the percentage of students in the top two bands of Year 3 NAPLAN

			from 41% to 43% in Numeracy.
			Maintain or decrease the percentage of student in the bottom two bands of year 5 NAPLAN from 6% in Reading.

Decrease the percentage of students in the bottom 2 bands from 17% to 12% in Writing.

Decrease the percentage of students in the bottom two bands from 12% to 10% in Numeracy.

Increase the percentile rank of differentiated learning challenge on the AToSS from 46.5 % to 48%. |
| To maximise the achievement and learning growth for every student, particularly in literacy and numeracy. | No | By 2024, to increase the percentage of students at or above NAPLAN benchmark growth:

- from 63% (2019) to 70% (2024) in Reading;
- from 77% (2019) to 80% (2024) in Writing;
- from 79% (2019) to 82% (2024) in Numeracy. | |
| | | By 2024, to increase the percentage of students in the top two bands of Year 5 NAPLAN:

- from 26% (2019) to 32% (2024) in Reading;
- from 12% (2019) to 19% (2024) in Writing;
- from 23% (2019) to 28% (2024) in Numeracy. | |

		By 2024, to increase the percentage of students in the top two bands of Year 3 NAPLAN Numeracy from 38% (2019) to 43% (2024)	
		By 2024, to decrease the percentage of students in the bottom two bands of Year 5 NAPLAN: • from 15% (2019) to 10% (2024) in Reading; • from 9% (2019) to 7% (2024) in Writing; • from 21% (2019) to 15% (2024) in Numeracy.	
		By 2024, to increase the percentile rank of Differentiated learning challenge on the AToSS from 32% (2019) to 50% (2024).	
To empower students to be actively engaged in their learning.	No	By 2024, to increase the percentile rank on the AToSS: • from 21% (2019) to 50% (2024) for Student voice and agency • from 22% (2019) to 50% (2024) for Self–regulation and goal setting • from 28% (2019) to 50% (2024) for Stimulated learning.	

		By 2024, to increase the percentage positive response for Promote student ownership of learning goals on the SSS from 60% (2020) to 70% (2024).	
		By 2024, the percentage positive response for Student agency and voice on the POS will increase from 79% (2020) to 85% (2024).	
To strengthen each student's sense of engagement, wellbeing and ability to form respectful relationships.	Yes	By 2024, the average number of days absent will decrease from 17.3 days per student per year (2020) to 16.3 days per student per year (2024).	The average number of days absent will decrease from 16.1 days per student to 15.1 days per student per year.
		By 2024, the percentage positive response on the POS for Parent participation and involvement will increase from 72% (2020) to 80% (2024).	The percentage of positive responses on the POS for parent participation and involvement will increase from 72% to 76%
		By 2024, the percentile rank on the AToSS will increase: • from 34% (2019) to 50% (2024) for Sense of connectedness	The percentile rank on the AToSS will increase from 55% to 57% for Attitudes to attendance. The percentile rank on the AToSS will increase from 38.5% to 42% for Sense of Connectedness.

	• from 50% (2019) to 60% (2024) for Attitudes to attendance.	

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	Increase the overall percentage of students at or above the level against the Victorian Curriculum in Reading from 47% to 53% By 2022 85% of students demonstrate a minimum of 12 months growth in Reading VCTJ. By 2022 90 % of students demonstrate a minimum of 12 months growth in Maths VCTJ. Increase the overall percentage of students at or above the level against the Victorian Curriculum in Mathematics- Number and Algebra from 57 % to 62% Increase the school wide positive endorsement of the AtoSS factor Managing bullying from 72.6 to 75%. Increase the school wide positive endorsement of the AtoSS factor sense of confidence from 78% to 80% Increase the school wide positive endorsement of the AtoSS factor Stimulated Learning from 77% to 80%. Maintain the percentage of students at or above NAPLAN benchmark growth above 77% in Reading. Maintain the percentage of students at or above NAPLAN benchmark growth above 22 % to 25% in Writing. Increase the percentage of students at or above NAPLAN benchmark growth from 78% to 81% in Numeracy.

	Reduce the percentage of year 5 students in the low growth category of relative gain in NAPLAN Reading from 28% to 24 % or below.
	Maintain and increase the percentage of students in the top two bands of Year 5 NAPLAN from 40% or above in Reading.
	Increase the percentage of students in the top two bands of Year 5 NAPLAN from 18 % to 19% in Writing
	Maintain and increase the percentage of students in the top two bands of Year 5 NAPLAN from 28% or above in Numeracy. .
	Increase the percentage of students in the top two bands of Year 3 NAPLAN from 41% to 43% in Numeracy.
	Maintain or decrease the percentage of student in the bottom two bands of year 5 NAPLAN from 6% in Reading.
	Decrease the percentage of students in the bottom 2 bands from 17% to 12% in Writing.
	Decrease the percentage of students in the bottom two bands from 12% to 10% in Numeracy.
	Increase the percentile rank of differentiated learning challenge on the AToSS from 46.5 % to 48%.

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.	
Goal 2	To strengthen each student's sense of engagement, wellbeing and ability to form respectful relationships.	
12 Month Target 2.1	The average number of days absent will decrease from 16.1 days per student to 15.1 days per student per year.	
12 Month Target 2.2	The percentage of positive responses on the POS for parent participation and involvement will increase from 72% to 76%	
12 Month Target 2.3	The percentile rank on the AToSS will increase from 55% to 57% for Attitudes to attendance. The percentile rank on the AToSS will increase from 38.5% to 42% for Sense of Connectedness.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	To further implement and embed positive behaviour strategies consistently across the school.	Yes
KIS 2 Empowering students and building school pride	To develop strategies to increase student connectedness to school.	No
KIS 3 Building communities	To build the level of parent and community participation in the school.	No

| 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. | The school has embarked on implementing and embedding the SWPB program to ensure consistency of practice is developed and maintained regarding student and staff behaviours. Both staff and students commented that this initiative is useful as students are provided with positive reinforcement for good behaviour, particularly where the behaviours exemplified the school's values.Due to significant periods of off site learning this program will continue to remain a focus as we return to on site learning to further embed consistency in the delivery of SWPBS initiatives.

The AToS data shows there is a need to strengthen our students' connectedness to school. This will be linked to improved teaching strategies and building student voice and agency.

Due to parents and students being off site for significant periods as a result of the Covid 19 pandemic, it was identified that there was a need to re-engage with our community during 2022. Our School Council has this as a focus for the next year. In the parent focus group, parents indicated that they wanted to be more involved in the school and wanted to be provided with more information related to curriculum, homework and school events.
Parents commented that the use of an online tool for communication with classroom teachers was a positive initiative, but that there was inconsistency with the way that this was used by different teachers. Most parents find the school to be welcoming and nurturing. Overall parents stated that they wanted to be more involved in the school, and that they wanted more consistent processes at the school. |

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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	Increase the percentage of students in the top two bands of Year 5 NAPLAN from 18 % to 19% in Writing
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	Maintain or decrease the percentage of student in the bottom two bands of year 5 NAPLAN from 6% in Reading.
	Decrease the percentage of students in the bottom 2 bands from 17% to 12% in Writing.
	Decrease the percentage of students in the bottom two bands from 12% to 10% in Numeracy.
	Increase the percentile rank of differentiated learning challenge on the AToSS from 46.5 % to 48%.
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	Whole school Build staff capacity in developing and implementing the school GVC: Reading and Maths. Build staff capacity in implementing the school Instructional models in Reading and Maths. Develop data literacy of teachers to inform understanding of student needs, identify and differentiate teaching and learning for students requiring additional support or extension. SIT team uses data to determine whole school intervention approach e.g. LLI and extension. Plan whole school professional learning in evidence based instructional practice to build teacher capacity to differentiate teaching and learning for students. Classroom Level Techers will use SHPS reading and maths GVC, scope and sequence documents and data to inform planning. Teachers will develop an understanding of what is essential to be taught at each level (GVC). Teachers consistently implement all elements of the agreed instructional models. Teachers will engage in PLC improvement cycles, in order to collaboratively plan with a focus on differentiated instruction. Teachers will consistently use whole school planning documentation. PLC leaders will maintain PLC structures to support teacher collaboration and analysis of data in Literacy and Numeracy. PLC leaders lead teams in reflective practices by evaluating units and effectiveness of instructional practices(HITS).

	Individual Build staff capacity to understand and implement IEPs. Engage in professional learning on using LLI guided reading resources. Engage in collaborative planning to differentiate learning for all students. Engage in professional learning in elements of the instructional model and apply this learning to classroom practice.
Outcomes	Whole School Teachers will confidently and consistently deliver the agreed upon school wide curriculum and instructional models. Teachers will consistently embed the use of the High Impact Teaching Strategies in their practice to support best practice in teaching and learning. PLCs will collaboratively plan units of work utilising our school based GVC and scope and sequence documents. PLCs will collect and analyse data to differentiate and meet the needs of all students, including those with additional needs, EAL or disabilities. Leaders will develop clear processes and practices to build teachers knowlege of assessment and differentiation practices. Classroom level Teachers will confidently and accurately identify student learning needs based on assessment data. Teachers will implement differentiated teaching and learning to meet individual students' needs. Teachers will provide regular feedback and monitor student progress in PLC enquiry meetings. Teachers enter data on the school data tracking system based on the school assessment schedule. Teachers will consistently and explicitly implement the schools agreed upon instructional models in Literacy and Numeracy in their classroom. Team unit planners and individual classroom work programs will reflect the agreed upon Instructional model. Individual Students in need of targeted academic support or intervention will be identified and supported. Students with disabilities will be provided with the necessary adjustments that responds to their specific learning needs. Students will know and understand the learning intention and success criteria for reading,writing and maths. Tutors will provide targeted academic support for students identified as not maintaining growth through data. Teachers will consistently use the Reading GVC through lines to identify and plan for students at their point of need. Staff understand the purpose and perform their role in a PLC. Teachers will consistently and explicitly use fluid explicit teaching grouping based on current data in Literacy and Numeracy. Students will receive support at their point of learning and wellbeing needs.

Success Indicators	Whole school Teachers' formative assessment data and teacher judgement will be entered into the data tracker. Teachers' records and observations of student progress. Classroom observations, learning walks and student interviews demonstrating use of strategies from professional learning. Increaased NAPLAN results of students in the top 2 NAPLAN bands. Curriculum documentation shows evidence of planning for differentiation. Consistency in planning across the school. Notes from peer observation, coaching and learning walks show that staff are implementing effective practices. Staff opinion survey shows increased teacher confidence in the Guaranteed and Viable Curriculum. Classroom level Evidence of small group explicit teaching in planning documentation. Differentiated curriculum documents and evidence of student learning at different levels. Documentation and data from formative assessments. Learning Intentions and Success Criteria reflect the agreed upon GVC for Reading and Maths. Individual Data used to identify students for tailored support. Evidence of Data tracker entries maintained and updated regularly and in line with the school assessment schedule. Learning walk observations reflect implementation of the instructional model. Staff have high level knowledge of the Essential Learnings as evidenced in planning documentation.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Schedule and organise professional learning on formative assessment, collecting, analysing, responding to and monitoring data through out the year.	☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Literacy Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
Embed processes and structures for collecting and monitoring school, cohort and individual classroom data	☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership team continue to work with DSSI leadership partners to further embed strategic enablers including robust structures and processes.	☑ Leadership Partners (DSSI) ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

SIT team scheduled case management meetings to anaylse and monitor whole school data to determine whole school needs e.g. professional learning, coaching and TLI program.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Research best practice approaches to formative assessment and connect with experts and DET resources to design professional learning for staff	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership team and PLC leaders work with DSSI partners to embed the use of GVC and scope and sequence documents as a part of PLC enquiry cycles.	☑ All Staff ☑ Leadership Partners (DSSI) ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

					□ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop capacity of Leadership SIT team in real time data monitoring,	☑ Leadership Partners (DSSI) ☑ Leadership Team	□ PLP Priority	from: Term 1 to: Term 4	$0.00 □ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which may include DET funded or free items	
Build capacity of PLC leaders through coaching with DSSI and leadership team.	☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$14,500.00 □ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items will be used which	

				may include DET funded or free items
Provide Professional Learning for PLC leaders in FISO Improvement cycle	☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Learning specialists provide teachers with coaching in elements of the Instructional model	☑ All Staff ☑ Leadership Partners (DSSI) ☑ Learning Specialist(s) ☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule, plan and deliver a Curriculum day for developing our Numeracy GVC.	☑ All Staff ☑ Leadership Partners (DSSI)	☐ PLP Priority	from: Term 1	$0.00

	☑ Leadership Team		to: Term 2	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Build capacity of learning specialists to coach in elements of the instructional model.	☑ Leadership Partners (DSSI) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule regular Learning Walks with a focus on Reading	☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Learning specialists lead the development of pedagogical practice through modelling in classrooms, leading collaborative planning processes and providing team and individual coaching.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$252,987.24 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership team and learning specialists will attend the Leading Literacy and Numeracy Bastow program	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	Whole School Embed the SWPBS framework. Develop an action plan for reducing absences and late arrivals. Classroom level Implement the SWPB framework in year levels. Teachers make contact on the first day of absence. Leaders and teachers promote the importance of Every Day counts. Monitor attendance data on Sentral. Convene Attendance Support meetings as required. Individual Build staff capacity to collect, analyse and respond to student wellbeing data. Students arrive at school on time to maximise their learning opportunities. Students attend school every day unless ill.
Outcomes	Whole school Teachers will implement and model consistent routines,SWPB strategies. Teachers, leaders and school community will share a common understanding of the whole school approach to physical, social, emotional, cultural and civic wellbeing. Classroom level Students will feel supported and engaged in their class and contribute to a strong classroom culture. Students will have strong relationships with peers/staff. At risk students will be identified and receive targeted support in a timely manner. Individual Teachers will support students with emerging wellbeing needs to remain engaged in learning and connected to peers. 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.

Success Indicators	Whole School level Classroom and peer observations indicate implementation of SWPBS strategies. Documentation of referrals/communication processes. Students, parent perception surveys positive endorsement in wellbeing domains (Emotional/Relational Engagement, Individual Social/Emotional Wellbeing and Student Connectedness. Classroom level Students engagement in wellbeing programs. IEPs established for all at risk students. SSG meeting minutes Teacher reports of student wellbeing concerns. Individual Data used to identify students in need of targeted support. Improved attendance data from 16.1-15.1 days absent.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SWPBS Leader to provide coaching to individual teachers and cohorts in SWPBS behaviour management strategies.	☑ KLA Leader ☑ Wellbeing Team	☑ PLP Priority	from: Term 2 to: Term 4	$17,600.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Schedule monthly Positive Climate for Learning meetings with Leadership Team to analyse major behaviour data and complete Big 5 data decision guide/solution plan.	☑ KLA Leader ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Regional SWPBS coach to meet with SWPBS team to provide coaching and support.	☑ KLA Leader ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership team to participate in regional training in SWPBS Stage 2	☑ Leadership Team	☑ PLP Priority	from: Term 2 to: Term 2	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of a part-time social worker	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Respectful relationship program	☑ All Staff ☑ Wellbeing Team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Goal 2	To strengthen each student's sense of engagement, wellbeing and ability to form respectful relationships.			
12 Month Target 2.1	The average number of days absent will decrease from 16.1 days per student to 15.1 days per student per year.			
12 Month Target 2.2	The percentage of positive responses on the POS for parent participation and involvement will increase from 72% to 76%			
12 Month Target 2.3	The percentile rank on the AToSS will increase from 55% to 57% for Attitudes to attendance. The percentile rank on the AToSS will increase from 38.5% to 42% for Sense of Connectedness.			
KIS 1 Health and wellbeing	To further implement and embed positive behaviour strategies consistently across the school.			
Actions	Whole school Embed a culture where positive behaviour is acknowledged and reinforced, along with monitoring and recording major/minor behaviours. Further develop leaders and teachers understanding of SWPBS Universal Prevention Action plans through ongoing professional learning.			
Outcomes	Whole School Leaders provide opportunity for the SWPBS team to lead, support and sustain the implementation and monitoring of SWPBS. Leaders frequently monitor SWPBS behaviour data using SENTRAL. Classroom Teachers understand the SWPBS philosophy and teach the desired behaviours. Teachers use consistent language to discuss positive behaviours and major/minor behaviours. Teachers record non classroom and classroom setting major behaviours using SENTRAL. Teachers teach the SWPBS lesson each week during the whole school lesson allocated time. Individual Students and staff identify and demonstrate appropriate behaviours in non classroom and classroom settings. Students and staff articulate and demonstrate the positive behaviours and major/minor behaviours outlined in the SWPBS framework.			

Success Indicators	Evidence of behaviour matrix which outlines expected behaviours implemented. Staff use Sentral to record major/minor student behaviour. Evidence of acknowledgment system for students being implemented consistently though allocation of tokens and class dojo points. Behaviour data analysis from SENTRAL Use of SWPBS language evident during observations and learning walks within non classroom and classroom settings. Achievement of the SWPBS Bronze award.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Organise and schedule professional learning for all staff in SWPBS framework	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Leadership team and SWPBS team members to complete training within the SWPBS framework	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Leadership team and SWPBS team monitor and anaylse major /minor behaviour data	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS short activities regularly shared and discussed during PLCs	☑ PLC Leaders ☑ School Improvement Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Plan, document and teach weekly SWPBS/Respectful relationships lessons	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule learning walks to observe SWPBS lessons	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$252,987.24	$252,987.24	$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	$252,987.24	$252,987.24	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Learning specialists lead the development of pedagogical practice through modelling in classrooms, leading collaborative planning processes and providing team and individual coaching.	$252,987.24
Totals	$252,987.24

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Learning specialists lead the development of pedagogical practice through modelling in classrooms, leading collaborative	from: Term 1 to: Term 4	$252,987.24	☑ School-based staffing

planning processes and providing team and individual coaching.			
Totals		$252,987.24	

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
Schedule and organise professional learning on formative assessment, collecting, analysing, responding to and monitoring data through out the year.	☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Literacy Leader ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Teaching partners ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Embed processes and structures for collecting and monitoring school, cohort and individual classroom data	☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Leadership partners ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Leadership team and PLC leaders work with DSSI partners to embed the use of GVC and scope and	☑ All Staff ☑ Leadership Partners (DSSI)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

sequence documents as a part of PLC enquiry cycles.	☑ Leadership Team					
Build capacity of PLC leaders through coaching with DSSI and leadership team.	☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Provide Professional Learning for PLC leaders in FISO Improvement cycle	☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ PLC Leaders	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Leadership team and learning specialists will attend the Leading Literacy and Numeracy Bastow program	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Network Professional Learning	☑ Bastow program/course	☑ On-site

SWPBS Leader to provide coaching to individual teachers and cohorts in SWPBS behaviour management strategies.	☑ KLA Leader ☑ Wellbeing Team	from: Term 2 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ School improvement partnerships	☑ On-site
Leadership team to participate in regional training in SWPBS Stage 2	☑ Leadership Team	from: Term 2 to: Term 2	☑ Curriculum development	☑ Regional Leadership Conferences	☑ School improvement partnerships	☑ On-site
Organise and schedule professional learning for all staff in SWPBS framework	☑ All Staff	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
SWPBS short activities regularly shared and discussed during PLCs	☑ PLC Leaders ☑ School Improvement Team ☑ Wellbeing Team	from: Term 2 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site