

2022 Annual Implementation Plan

for improving student outcomes

Officer Primary School (2742)



Submitted for review by Lynne Brenner (School Principal) on 15 December, 2021 at 12:44 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 24 January, 2022 at 01:46 PM
Endorsed by Karen Hutchinson (School Council President) on 27 February, 2022 at 06:58 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	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	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	Embedding
	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	Embedding
	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	<p>2021 was a challenging year for all involved. All our staff rose to the challenges presented to them and ensured that student learning and support was delivered with as little disruptions as possible.</p> <p>A key focus for 2021 was to develop the PLC model and have a greater focus on the analysis of data and the subsequent self-reflection of teacher practice. During Term 2 and 3 Gavan Hughes joined our school as Acting Principal and brought with him a wealth of knowledge around the PLC model. He worked with staff to develop their capacity to work as an effective PLC. Staff now have a good understanding of how to effectively assess students understanding and develop teaching strategies to best respond to the needs of all students. During remote learning the PLCs were able to continue to</p>
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	<p>work effectively with a focus on reading. Staff developed innovative ways to engage students with their learning. Teachers used one on one sessions along with small group work conducted via Webex to be able to monitor the progress of students. From this teachers were able to modify their approach and develop new ways to target learning.</p> <p>During Term 4 the learning specialist has worked with staff to improve practice around the teaching of reading. Teaching staff have responded very positively to the work and are enthused to refine and improve their teaching practice. This work has linked in with the reading focus of both the PLCs.</p> <p>During 2021 we implemented the TLI, sadly the effectiveness of the program was impacted on by staffing challenges. Our goals focusing on the areas of Happy, active and healthy kids saw the continued implementation of the Respectful Relationships program and Zones of regulations. Teachers utilized the Zones of Regulation to check in and monitor students wellbeing during daily Webex sessions.</p> <p>This year our leaders have participated in the CILN, Small Schools Community of Practice and Cardinia Community of Practice.</p>
<p>Considerations for 2022</p>	<p>The school will prioritize the following:</p> <ul style="list-style-type: none"> Continuing to strengthen PLCs Developing staff capacity around collecting and analysing data Strengthening the Respectful Relationships program Continued funding of the Literacy Support Program Refining the TLI Refining and improving teacher practice with a focus on the teaching of reading and mathematics
<p>Documents that support this plan</p>	

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	Improve student learning outcomes in literacy and numeracy
Target 2.1	<p>By the end of the review period increase the percentage of students in the top two bands in Year 3 for:</p> <ul style="list-style-type: none"> • Reading from 28% (2018) to 40% • Writing from 27% (2018) to 40% • Numeracy from 23% (2018) to 30%
Target 2.2	<p>By the end of the review period increase the percentage of students in the top two bands in Year 5 for:</p> <ul style="list-style-type: none"> • Reading from 29% (2018) to 30% • Writing from 10% (2018) to 30%

	<ul style="list-style-type: none"> Numeracy from 33% (2018) to 40%
Target 2.3	By the end of the review period increase the percentage of students making a medium or high gain in Reading, Writing and Numeracy to above 75%.
Target 2.4	Based on teacher judgement data to be collected and analysed by the school 90% of students will achieve a year or more of Reading and Viewing and Number learning gain annually.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Deepen the implementation of the school's instructional model with a focus on the HITS and formative assessment practices.
Key Improvement Strategy 2.b Evaluating impact on learning	Embed the effective practices of PLCs with a specific focus on evaluating the impact of teaching.
Key Improvement Strategy 2.c Evaluating impact on learning	Develop the data literacy skills of all staff to inform and reflect on effective instructional practice
Goal 3	Strengthen student voice, agency and leadership across the school
Target 3.1	By the end of the review period increase the percentage positive endorsement of School Connectedness, Student Voice and Agency and Sense of Confidence on the AToSS to above 90%

Target 3.2	<p>By the end of the review period the increase the percent positive endorsement in the SSS for:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 66.7% (2018) to 75% • Use student feedback to improve practice from 66.7% (2018) to 75%
Target 3.3	<p>By the end of the review period the increase the percent positive endorsement in the POS for Student voice and agency from 78% (2018) to 90%.</p>
Key Improvement Strategy 3.a Empowering students and building school pride	<p>Develop opportunities for students to have authentic input into their learning and school decision making</p>
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	<p>Develop and embed the effective use of proficiency scales for literacy and numeracy to enable students to monitor and track their own learning growth</p>
Goal 4	<p>Strengthen student social competencies and resilience</p>
Target 4.1	<p>By the end of the review period increase the percent positive endorsement in the AToSS for:</p> <ul style="list-style-type: none"> • Managing Bullying from 86% to 90% • Effective Classroom Behaviour from 76% to 80%
Target 4.2	<p>By the end of the review period increase the percent positive endorsement in the POS for Non-experience of bullying from 59% (2018) to 70%</p>

Target 4.3	Officer PS will identify locally collected instruments that provide meaningful feedback on learner social competencies and resilience, reflecting ongoing improvement through annual planning processes.
Key Improvement Strategy 4.a Health and wellbeing	Implement and embed a whole school approach to Respectful Relationships
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Develop and implement a whole school approach to improving student awareness of social and emotional self-regulation

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 - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Key Improvement Strategy By the end of 2022 we will make the following gains in the NAPLAN top two bands in year 3 Reading from 32% to 40% Writing from 45% to 50% Numeracy from 18% to 25% By the end of 2022 there will be an increase in the percentage of students in the top two bands in Year 5 for: Reading from 38% to 45% Writing from 13% to 20% Numeracy from 13% to 20% By then end of 2022 there will be a further 10% increase for students making high or medium gain in Reading, Writing and Numeracy By the end of 2022 there will be an increase of 10% from the 2021 results of students achieving a year or more growth for one year of learning. By the end of 2022 all students will make at least 1 year of growth in the Essential Assessment Number General All test. By the end of 2022 there will be an increase in positive endorsement on the AToSS of:</p>

			<p>Differentiate Learning Challenge from 83% to 87%</p> <p>Stimulated Learning from 77% to 85%</p> <p>By the end of 2022 there will be an increase in positive endorsement of the SSS of:</p> <p>Effective Teaching</p> <p>By the end of 2022 there will be an increase in positive endorsement of the POS of:</p> <p>Monitor Effectiveness using Data</p> <p>Use Evidence to Inform Teaching Practice</p> <p>Wellbeing Key Improvement Strategy</p> <p>By the end of 2022 there will be an increase in positive endorsement on the AToSS of:</p> <p>Emotional Awareness and Regulation from 65% to 75%</p> <p>Self Regulation and Goal Setting from 92% to 95%</p> <p>Respect for Diversity from 86% to 90%</p>
Improve student learning outcomes in literacy and numeracy	No	<p>By the end of the review period increase the percentage of students in the top two bands in Year 3 for:</p> <ul style="list-style-type: none"> ● Reading from 28% (2018) to 40% ● Writing from 27% (2018) to 40% ● Numeracy from 23% (2018) to 30% 	

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		<p>Based on teacher judgement data to be collected and analysed by the school 90% of students will achieve a year or more of Reading and Viewing and Number learning gain annually.</p>	
Strengthen student voice, agency and leadership across the school	No	<p>By the end of the review period increase the percentage positive endorsement of School Connectedness, Student Voice and Agency and Sense of Confidence on the AToSS to above 90%</p>	
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<p>12 Month Target 1.1</p>	<p>Learning Key Improvement Strategy By the end of 2022 we will make the following gains in the NAPLAN top two bands in year 3 Reading from 32% to 40% Writing from 45% to 50% Numeracy from 18% to 25% By the end of 2022 there will be an increase in the percentage of students in the top two bands in Year 5 for: Reading from 38% to 45% Writing from 13% to 20% Numeracy from 13% to 20% By then end of 2022 there will be a further 10% increase for students making high or medium gain in Reading, Writing and Numeracy By the end of 2022 there will be an increase of 10% from the 2021 results of students achieving a year or more growth for one year of learning. By the end of 2022 all students will make at least 1 year of growth in the Essential Assessment Number General All test. By the end of 2022 there will be an increase in positive endorsement on the AToSS of: Differentiate Learning Challenge from 83% to 87% Stimulated Learning from 77% to 85% By the end of 2022 there will be an increase in positive endorsement of the SSS of: Effective Teaching By the end of 2022 there will be an increase in positive endorsement of the POS of: Monitor Effectiveness using Data Use Evidence to Inform Teaching Practice</p> <p>Wellbeing Key Improvement Strategy By the end of 2022 there will be an increase in positive endorsement on the AToSS of: Emotional Awareness and Regulation from 65% to 75% Self Regulation and Goal Setting from 92% to 95% Respect for Diversity from 86% to 90%</p>

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

<p>Goal 1</p>	<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>
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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	Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs. Build the instructional practice of every teacher. Embed the PLC structure to support teacher collaboration and reflection of teacher practice Teachers will follow up students with prolonged absences
Outcomes	Leaders will: Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning. PLC leaders will continue to embed a culture of staff self reflection as this will allow staff to assess the effectiveness of their teaching and learning strategies Promote high expectations around the teaching of key curriculum areas such as reading and numeracy Leaders will continue to guide their teams through the PLC process. Leaders will ensure instruction in Literacy and Numeracy is consistent with the school's instructional models Teachers will: Teachers will identify student learning needs based on diagnostic assessment data Teachers will implement differentiated teaching and learning to meet individual student needs Teachers will give meaningful feedback to students in relation to learning intentions and success criteria Teachers will confidently and accurately identify student learning needs and adapt practice to meet learning goals PLCs will meet to engage in reflective practice, they will evaluate and plan for targeted teaching and learning Teachers will administer a student survey on teacher practice and use it as an improvement tool Participate in professional learning around assessment practices Teachers will consistently and explicitly implement the Gradual Release of Responsibility Model Teachers will consistently implement the agreed assessment schedule Students will: Students will know what the next steps are to progress their learning. Students will be provided with the opportunity to work at their level using differentiated resources Students will have content delivered at their point of need Students will experience success and celebrate the acquisition of knowledge Students will participate in two way feedback
Success Indicators	Staff documenting and implementing formative assessment in their planning and curriculum delivery. Teacher records and observations of student progress.

	Classroom observations and learning walks demonstrating take up of professional learning strategies. Differentiated curriculum documents and evidence of student learning at different levels. Progress against Individual Learning Plans. A documented assessment schedule and evidence of teachers inputting data and moderating assessments			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff will participate in the Bron Ryrie Jones PD focusing on assessment	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,700.00 <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
Funding of the Literacy Support program Literacy Coordinator- \$25,000 ES -\$75,000	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <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 of the Language Support Program	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <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
Develop data literacy of teachers to inform understanding of student needs and identify students requiring extra support.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan whole school professional learning in evidence based approaches to develop teacher instructional practice.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed consistent approaches to formative assessment.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embed the PLC inquiry model so that staff can collaboratively plan for the effective teaching of all students. Teaching staff will participate in professional development to be run by Gavan Hughes around strengthening PLCs	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC leader and Learning Specialist will take part in the The Victorian Professional Learning Communities Initiative professional development.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teaching Staff will revise the Maths Rangers program in an effort to reinvigorate the program enhancing its effectiveness in improving student learning of number concepts across the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Teaching staff will evaluate key areas of the CAFE reading program and make informed changes to ensure that up to date instructional practices are being used with the goal of improving the teaching and learning of reading across the school.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	The school will fund a Chaplaincy program Staff will implement the Respectful Relationships program across the school. Staff will continue to embed the Zones of Regulation with all students.			
Outcomes	<p>Leaders will: Promote and model respect, positive attitudes and behaviours to the school community Embed a culture of respect and equality across our entire school community, from our classrooms to staffrooms, sporting fields and social events Leaders will support the implementation of the Zones of Regulation</p> <p>Teachers will: Promote and model respect, positive attitudes and behaviours to the school community Feel confident to teach our students to understand how to have healthy and respectful relationships with their class mates, teachers and family in the hope that these thing will filter through to when they're forming relationships in later life. Be aware of and challenge gender stereotypes reinforcing the message that everyone deserves to be respected, valued and treated equally and model this behaviour to students, peers and the wider community. Work to support students to develop their resilience, social skills and coping mechanisms. Teachers will plan for and implement social and emotional learning within their classrooms</p>			

	<p>Work in partnership with all members of our school community including students, parents and families, the school council and community partners to take action in support for our approach to gender equality and respectful relationships.</p> <p>Students will: Students experiencing grief, family separation, social issues or needed emotional regulation support will have access to the chaplain Students will participate in structured boys and girls groups to target specific needs Be able to build healthy relationships, resilience and confidence Develop the knowledge, understanding and skills to strengthen their sense of self and build and manage safe and respectful relationships. Feel empowered to intervene in situations where other students are not treated fairly.</p>			
Success Indicators	<p>Students engagement in wellbeing programs (feedback, participation, classroom observations) Policies and programs will show documentation of the Respectful Relationships program Student Behaviour Management handbook will refer to Zones of Regulation Curriculum planning will document the teaching of social and emotional Notes from learning walks and peer observation will show how staff are embedding social and emotional learning. AtoSS results, Emotional Awareness and Regulation, Self Regulation and Goal Setting and Respect for Diversity</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Funding of the Chaplaincy program for 2022	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,000.00 <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

<p>The chaplain will run group programs such as Bits to Boys, Girl Power and Seasons for Growth with students allowing more students to be part of the chaplaincy program.</p>	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Revise the Behaviour handbook to include Zones of Regulation and Respectful Relationships. Distribute Behaviour Handbook to all students at the start of 2022</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional learning.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>All teachers will implement both the Zones of Regulation program and Respectful Relationships program within their classrooms. When dealing with behavioral issues all staff will refer to the Zones of Regulation to help students to self regulate. Teachers and students will call out behaviours that are contrary to teachings of the Respectful Relationships program such as gender based violence, gender stereotypes and gender inequality.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$113,086.56	\$138,000.00	-\$24,913.44
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$113,086.56	\$138,000.00	-\$24,913.44

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Funding of the Literacy Support program Literacy Coordinator- \$25,000 ES -\$75,000	\$100,000.00
Funding of the Language Support Program	\$15,000.00
Funding of the Chaplaincy program for 2022	\$23,000.00
Totals	\$138,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Funding of the Literacy Support program	from: Term 1	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing

Literacy Coordinator- \$25,000 ES -\$75,000	to: Term 4		
Funding of the Language Support Program	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing
Funding of the Chaplaincy program for 2022	from: Term 1 to: Term 4	\$23,000.00	<input checked="" type="checkbox"/> Support services
Totals		\$138,000.00	

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
Staff will participate in the Bron Rylie Jones PD focusing on assessment	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Plan whole school professional learning in evidence based approaches to develop teacher instructional practice.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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
PLC leader and Learning Specialist will take part in the The Victorian Professional Learning Communities Initiative professional development.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Unknown
Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional learning.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site