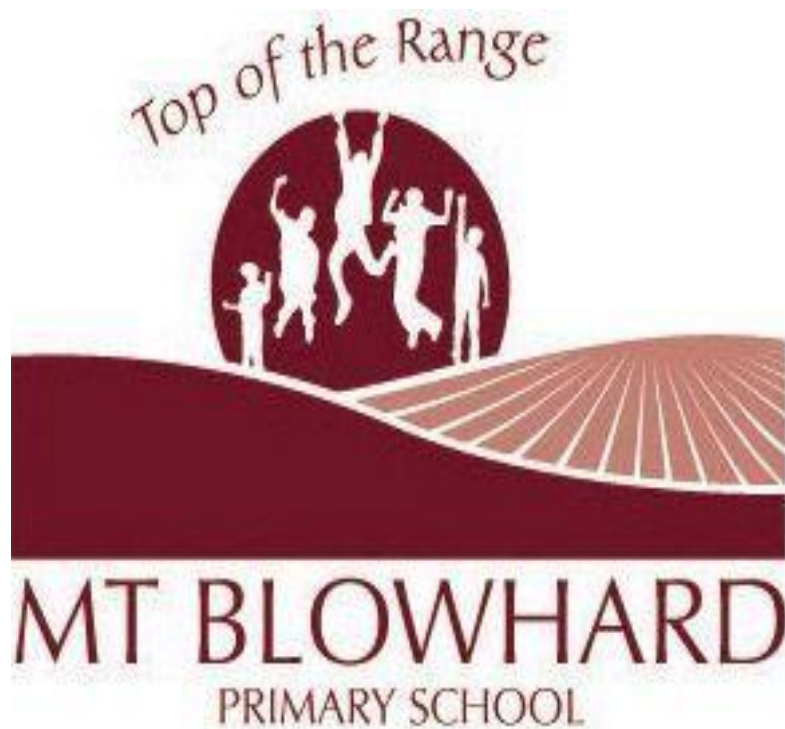


2022 Annual Implementation Plan

for improving student outcomes

Mount Blowhard Primary School (2037)



Submitted for review by Robert Walsh (School Principal) on 03 February, 2022 at 11:04 AM
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 21 March, 2022 at 10:33 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	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	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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>Staffing will remain consistent for 2021 and 2022, and this ensures traction is when implementing priorities. Consistency of practice and moving forward with strategic priorities is challenging when 50% of the classroom teachers move on every year or two due to the budget constraints.</p> <p>There has been a sustained effort and narrowed focus on ensuring consistency of practice across the school. This narrows variance between classrooms. The associated documentation now in place supports current staff and assists with sustaining evidence based best practice, with a commitment to the science of learning. This includes models and programs</p>
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	<p>based on Explicit Direct Instruction (EDI) and Rosenshein's Principles of Instruction and science of learning evidence on how students best learn and retain information through 'spaced, interleaved retrieval practice' and cognitive load theory.</p> <p>The number and algebra documentation (scope & sequence), yearly overviews and essential skills document have been completed and are ready for implementation. Pre and post assessments (screeners) in number and algebra are being developed and have been included in the assessment schedule. This will ensure paper-based pre-tests across the school. The screeners are based on the work of George Booker and Michael Ymer. They will be supported by Essential Assessment pre and post assessments across the school.</p> <p>Documentation of our 5 plagues reading spine has commenced. An F-6 curriculum map was also developed (please see attachments). As a result, rich units of work have been developed for Term 1 and this ensures our commitment to the Big 5 of reading continues, specifically in the areas of comprehension and vocabulary. Morphology lesson templates have been developed for implementation.</p> <p>A revised literacy assessment schedule reflective of current science of learning practices and assessment tools was completed. The math assessment schedule is well underway, and will be completed early next year.</p>
<p>Considerations for 2022</p>	<p>As we had a school review in Semester 1, the new SSP and subsequent AIP goals, targets and KIS commenced during Semester 2 of 2021. As the the second half of the year was impacted by remote and flexible learning, many of the KIS from the new AIP have commenced, but will need to be carried over and embedded.</p> <p>Utilising the equity, inclusive education and tutoring initiative funding to strategically ensure the required human, financial and time resources to support staff and students to implement improvement priorities outlined in the SSP and AIP will also be a priority.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To improve literacy and numeracy outcomes for all students.</p>
Target 2.1	<p>The percentage of year 5 students achieving above benchmark growth in NAPLAN to increase in:</p> <ul style="list-style-type: none"> • Reading from 38 per cent (benchmark set as a mean over three years prior to start of review period) to 45 per cent by 2024 • Writing from 29 per cent (benchmark set as a mean over three years prior to start of review period) to 35 per cent by 2024 • Numeracy from 29 per cent (benchmark set as a mean over three years prior to start of review period) to 35 per cent by 2024
Target 2.2	<p>The percentage of year 5 students achieving below benchmark growth in NAPLAN to decrease in:</p>

	<ul style="list-style-type: none"> • Reading from 15 per cent (benchmark set as a mean over three years prior to start of review period) to 10 per cent by 2024 • Writing from 14 per cent (benchmark set as a mean over three years prior to start of review period) to 10 per cent by 2024 • Numeracy from 21 per cent (benchmark set as a mean over three years prior to start of review period) to 15 per cent by 2024
Target 2.3	<p>The percentage of students achieving at or above the age expected level in teacher judgements F-6 against the Victorian Curriculum to increase in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 82 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) • Writing from 81 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) • Number and Algebra from 80 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024)
Key Improvement Strategy 2.a Building practice excellence	Embed an Instructional Model consistently across the school.
Key Improvement Strategy 2.b Evaluating impact on learning	Develop teacher efficacy in data literacy to inform teaching and learning.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop, document and monitor the school's curriculum plan and assessment schedule.
Goal 3	To enhance the social and emotional well-being of all students.

<p>Target 3.1</p>	<p>To increase the percentage of positive endorsement in the Student Attitudes to School survey in the factors:</p> <ul style="list-style-type: none"> • Motivation and Interest from 60 per cent (benchmark set as a mean over three years prior to start of review period) to 75 per cent (2024) • Sense of connectedness from 75 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) • Student voice and agency from 53 per cent ((benchmark set as a mean over three years prior to start of review period) to 80 per cent (2024)
<p>Target 3.2</p>	<p>To increase the percentage of positive endorsement in the School Staff survey in the factors:</p> <ul style="list-style-type: none"> • Support the growth and learning of the whole child from 78 per cent ((benchmark set as a mean over three years prior to start of review period) to 80 per cent (2024) • Stimulated learning from 66 per cent (benchmark set as a mean over three years prior to start of review period) to 75 per cent • Use student feedback to improve practice from 56 per cent (benchmark set as a mean over three years prior to start of review period) to 70 per cent (2024)
<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>Embed a proactive wellbeing strategy across the school that improves the engagement of all students in their learning.</p>
<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	<p>Activate student voice and agency in their learning.</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 - 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>The percentage of students achieving at or above the age expected level in teacher judgements F-6 against the Victorian Curriculum to increase in: Number and Algebra from 80 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 86 per cent in 2021 to 88 per cent in 2022 (approximately 2 students).</p> <p>To increase the percentage of positive endorsement in the Student Attitudes to School survey in the factors:</p> <p>Motivation and Interest from 60 per cent (benchmark set as a mean over three years prior to start of review period) to 75 per cent (2024). Target: increase from 81 per cent in 2021 to 85 per cent 2022 (approximately 1 student).</p> <p>Sense of connectedness from 75 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 82 per cent in 2021 to 85 per cent in 2022</p>

			<p>(approximately 1 student).</p> <p>Student voice and agency from 53 per cent (benchmark set as a mean over three years prior to start of review period) to 80 per cent (2024). Target: increase from 68 per cent in 2021 to 71 per cent in 2022 (approximately 1 student).</p>
To improve literacy and numeracy outcomes for all students.	Yes	<p>The percentage of year 5 students achieving above benchmark growth in NAPLAN to increase in:</p> <ul style="list-style-type: none"> • Reading from 38 per cent (benchmark set as a mean over three years prior to start of review period) to 45 per cent by 2024 • Writing from 29 per cent (benchmark set as a mean over three years prior to start of review period) to 35 per cent by 2024 • Numeracy from 29 per cent (benchmark set as a mean over three years prior to start of review period) to 35 per cent by 2024 	<p>Targets modified for 2022 as this cohort didn't complete NAPLAN when they were in Year 3.</p> <p>The percentage of Year 5 students in the Top 2 bands for NAPLAN reading to be maintained at 50% in 2022.</p> <p>The percentage of Year 5 students in the Top 2 bands for NAPLAN writing to increase from 27% to 33% in 2022.</p> <p>The percentage of Year 5 students in the Top 2 bands for NAPLAN numeracy to increase from 10% to 22% in 2022.</p> <p>The percentage of Year 3 students in the Top 2 bands for NAPLAN reading to increase from 56% to 60% in 2022.</p> <p>The percentage of Year 3 students in the Top 2 bands for NAPLAN writing to increase from 56% to 60% in 2022.</p> <p>The percentage of Year 5 students in the Top 2 bands for NAPLAN numeracy to increase from 41% to 50% in 2022.</p>

		<p>The percentage of year 5 students achieving below benchmark growth in NAPLAN to decrease in:</p> <ul style="list-style-type: none"> • Reading from 15 per cent (benchmark set as a mean over three years prior to start of review period) to 10 per cent by 2024 • Writing from 14 per cent (benchmark set as a mean over three years prior to start of review period) to 10 per cent by 2024 • Numeracy from 21 per cent (benchmark set as a mean over three years prior to start of review period) to 15 per cent by 2024 	<p>Targets modified for 2022 as this cohort didn't complete NAPLAN when they were in Year 3.</p> <p>The percentage of Year 5 students in the Bottom 2 bands for NAPLAN reading to decrease from 20% to 11% in 2022.</p> <p>The percentage of Year 5 students in the Bottom 2 bands for NAPLAN writing to decrease from 18% to 11% in 2022.</p> <p>The percentage of Year 5 students in the Bottom 2 bands for NAPLAN numeracy to increase from 20% to 11% in 2022.</p> <p>Maintain Year 3 NAPLAN results of no students being in the Bottom 2 bands.</p>
		<p>The percentage of students achieving at or above the age expected level in teacher judgements F-6 against the Victorian Curriculum to increase in:</p> <ul style="list-style-type: none"> • Reading and Viewing from 82 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) • Writing from 81 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) 	<p>The percentage of students achieving at or above the age expected level in teacher judgements F-6 against the Victorian Curriculum to increase in:</p> <p>Reading and Viewing from 82 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 82 per cent in 2021 to 85 per cent in 2022 (approximately 2.5 students).</p> <p>Writing from 81 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024).</p>

		<ul style="list-style-type: none"> • Number and Algebra from 80 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) 	<p>Target: increase from 77 per cent in 2021 to 81 per cent in 2022 (approximately 3 students).</p> <p>Number and Algebra from 80 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 86 per cent in 2021 to 88 per cent in 2022 (approximately 2 students).</p>
To enhance the social and emotional well-being of all students.	No	<p>To increase the percentage of positive endorsement in the Student Attitudes to School survey in the factors:</p> <ul style="list-style-type: none"> • Motivation and Interest from 60 per cent (benchmark set as a mean over three years prior to start of review period) to 75 per cent (2024) • Sense of connectedness from 75 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024) • Student voice and agency from 53 per cent ((benchmark set as a mean over three years prior to start of review period) to 80 per cent (2024) 	
		<p>To increase the percentage of positive endorsement in the School Staff survey in the factors:</p> <ul style="list-style-type: none"> • Support the growth and learning of the whole child from 78 per cent ((benchmark set as a mean over three years prior to start of review period) to 80 per cent (2024) 	

		<ul style="list-style-type: none"> • Stimulated learning from 66 per cent (benchmark set as a mean over three years prior to start of review period) to 75 per cent • Use student feedback to improve practice from 56 per cent (benchmark set as a mean over three years prior to start of review period) to 70 per cent (2024) 	
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Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>The percentage of students achieving at or above the age expected level in teacher judgements F-6 against the Victorian Curriculum to increase in: Number and Algebra from 80 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 86 per cent in 2021 to 88 per cent in 2022 (approximately 2 students).</p> <p>To increase the percentage of positive endorsement in the Student Attitudes to School survey in the factors:</p> <p>Motivation and Interest from 60 per cent (benchmark set as a mean over three years prior to start of review period) to 75 per cent (2024). Target: increase from 81 per cent in 2021 to 85 per cent 2022 (approximately 1 student).</p> <p>Sense of connectedness from 75 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 82 per cent in 2021 to 85 per cent in 2022 (approximately 1 student).</p> <p>Student voice and agency from 53 per cent (benchmark set as a mean over three years prior to start of review period) to 80 per cent (2024). Target: increase from 68 per cent in 2021 to 71 per cent in 2022 (approximately 1 student).</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.	
Goal 2	To improve literacy and numeracy outcomes for all students.	
12 Month Target 2.1	<p>Targets modified for 2022 as this cohort didn't complete NAPLAN when they were in Year 3.</p> <p>The percentage of Year 5 students in the Top 2 bands for NAPLAN reading to be maintained at 50% in 2022.</p> <p>The percentage of Year 5 students in the Top 2 bands for NAPLAN writing to increase from 27% to 33% in 2022.</p> <p>The percentage of Year 5 students in the Top 2 bands for NAPLAN numeracy to increase from 10% to 22% in 2022.</p> <p>The percentage of Year 3 students in the Top 2 bands for NAPLAN reading to increase from 56% to 60% in 2022.</p> <p>The percentage of Year 3 students in the Top 2 bands for NAPLAN writing to increase from 56% to 60% in 2022.</p> <p>The percentage of Year 5 students in the Top 2 bands for NAPLAN numeracy to increase from 41% to 50% in 2022.</p>	
12 Month Target 2.2	<p>Targets modified for 2022 as this cohort didn't complete NAPLAN when they were in Year 3.</p> <p>The percentage of Year 5 students in the Bottom 2 bands for NAPLAN reading to decrease from 20% to 11% in 2022.</p>	

	<p>The percentage of Year 5 students in the Bottom 2 bands for NAPLAN writing to decrease from 18% to 11% in 2022.</p> <p>The percentage of Year 5 students in the Bottom 2 bands for NAPLAN numeracy to increase from 20% to 11% in 2022.</p> <p>Maintain Year 3 NAPLAN results of no students being in the Bottom 2 bands.</p>	
12 Month Target 2.3	<p>The percentage of students achieving at or above the age expected level in teacher judgements F-6 against the Victorian Curriculum to increase in:</p> <p>Reading and Viewing from 82 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 82 per cent in 2021 to 85 per cent in 2022 (approximately 2.5 students).</p> <p>Writing from 81 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 77 per cent in 2021 to 81 per cent in 2022 (approximately 3 students).</p> <p>Number and Algebra from 80 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 86 per cent in 2021 to 88 per cent in 2022 (approximately 2 students).</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Embed an Instructional Model consistently across the school.	Yes
KIS 2 Evaluating impact on learning	Develop teacher efficacy in data literacy to inform teaching and learning.	Yes
KIS 3 Curriculum planning and assessment	Develop, document and monitor the school's curriculum plan and assessment schedule.	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.

There are two main reasons these KIS have been selected, one being they were developed as part of the school review process in 2021. Many data sets were reviewed and analysed as part of the school review process, and these are they KIS identified to improve literacy and numeracy outcomes for all students. The KIS strategies commenced implementation during Semester 2 2021, and there is great traction and a need to maintain this and embed further in 2022. Secondly, after another 12 months of interrupted learning, these KIS continue to be a priority to ensure the development of staff capacity and to ultimately maximum the learning growth for all students.

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	<p>The percentage of students achieving at or above the age expected level in teacher judgements F-6 against the Victorian Curriculum to increase in: Number and Algebra from 80 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 86 per cent in 2021 to 88 per cent in 2022 (approximately 2 students).</p> <p>To increase the percentage of positive endorsement in the Student Attitudes to School survey in the factors:</p> <p>Motivation and Interest from 60 per cent (benchmark set as a mean over three years prior to start of review period) to 75 per cent (2024). Target: increase from 81 per cent in 2021 to 85 per cent 2022 (approximately 1 student).</p> <p>Sense of connectedness from 75 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 82 per cent in 2021 to 85 per cent in 2022 (approximately 1 student).</p> <p>Student voice and agency from 53 per cent (benchmark set as a mean over three years prior to start of review period) to 80 per cent (2024). Target: increase from 68 per cent in 2021 to 71 per cent in 2022 (approximately 1 student).</p>
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"> *Develop a multi-tiered response to meet students' individual learning needs. *Explore opportunities for whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom.
Outcomes	<ul style="list-style-type: none"> *Students in need of targeted academic support will be identified and where resourcing is possible, intervention in specified areas will be provided. *Tutoring will provide targeted academic support in decoding and spelling through MSL (Multisensory Structured Language). *Endeavour to resource numeracy intervention for at risk students. *Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs.

	<p>*Teachers will identify student learning needs based on diagnostic assessment data.</p> <p>*Teachers will implement differentiated teaching and learning to meet individual student needs.</p> <p>*Students will know how lessons are structured and how this supports their learning (e.g. MBPS instructional model/s).</p> <p>*PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.</p>			
Success Indicators	<p>Early indicators:</p> <p>*Student IEPs will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>*SSG meeting take place to support students at risk.</p> <p>*Formative and summative assessment will show student learning growth.</p> <p>Early indicators:</p> <p>*Teachers' formative assessment data and summative judgements against the curriculum.</p> <p>*Teacher records and observations of student progress.</p> <p>*Evidence of communication with parents/carers (SSGs).</p> <p>*A documented assessment schedule and evidence of teachers inputting data (GradeXpert).</p> <p>*Differentiated curriculum documents and evidence of student learning at different levels.</p> <p>Late indicators:</p> <p>*Victorian Curriculum judgements will show growth in learning.</p> <p>*Long term summative assessment items on the assessment schedule (e.g. PAT).</p> <p>*NAPLAN benchmark growth.</p> <p>*Teacher judgements.</p> <p>*ATSS factors: stimulated learning to increase from 77% positive endorsement to 80%.</p> <p>*ATSS factors: advocate at school to increase from 87% positive endorsement to 90%.</p> <p>*ATSS factors: sense of connectedness to increase from 82% positive endorsement to 85%.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a multi-tiered response to meet students' individual learning needs.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input type="checkbox"/> Equity funding will be used

				<input checked="" 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
Explore opportunities for whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,800.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Depending on student needs and the new disability inclusion funding model, we may need to employ an integration aide to support inclusion and provide further intervention programs for at risk cohorts.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
A staff member or integration aide may need to complete MSL training, depending on resources available and student needs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <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
*Maintain PLC structure to support teacher collaboration and reflection, develop data literacy and strengthen teaching practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
*Assessment schedule completed to assist with point of need teaching.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$400.00

	<input checked="" type="checkbox"/> Principal		to: Term 1	<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
*Provide MSL tutoring over three days for at risk students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,102.45 <input type="checkbox"/> Equity funding will be used <input checked="" 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	*Continue to develop an inclusive culture that improves outcomes for all students. *Form a connection and partnership with Disability Inclusion Senior Implementation Officer, Sarah Clark. *Continue to develop staff and parent understanding of disability Inclusion over the next 5 calendar years.			
Outcomes	*All students in need of adjustments are identified and have an informative, useful and contemporary IEP that is consistently and regularly updated in collaboration with parents.			

	<p>*Information relating to all students in need of adjustments is consistently shared and utilised to inform positive transition between year levels and when exiting the school.</p> <p>*A multi-tiered system (tier 1, tier 2 and tier 3) of support is in place and whole class inclusive practices enable all students to participate in learning.</p> <p>*Inclusive practice excellence is shared between staff and students to ensure all students are benefitting from teaching cycles of improvement.</p> <p>*All staff have a solid understanding of the intent of Disability Inclusion.</p>			
<p>Success Indicators</p>	<p>Short Term indicators:</p> <p>*Students at risk identified.</p> <p>*IEPs developed for at risk students.</p> <p>*SSGs take place for identified students.</p> <p>*All teachers have been trained and are developing high quality IEPs for all students requiring reasonable adjustments</p> <p>*All staff have completed the Disability Inclusion LearnEd modules.</p> <p>*Curriculum documentation shows plans for differentiation.</p> <p>*Respectful Relationship lessons take place fortnightly in each class.</p> <p>Longer Term indicators:</p> <p>*SS factors: teacher collective efficacy to increase from 83% positive endorsement to 90%.</p> <p>*ATSS factors: emotional awareness and regulation to increase from 75% positive endorsement to 80%. psychological distress,</p> <p>*ATSS factors: perseverance to increase from 83% positive endorsement to 85%.</p> <p>*ATSS factors: respect for diversity to increase from 81% positive endorsement to 85%.</p>			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Appoint a Disability Inclusion coordinator and formulate and clarify their role statement.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Disability Inclusion Senior Implementation Officer to deliver a whole school professional development session.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" 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
Staff to complete all Disability Inclusion LearnEd modules.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,600.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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>Arrange for all teaching and educational support staff (if applicable) to attend and access IEP training.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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>Three cycles of IEPs completed for students the school deems at risk on the MBPS at risk register.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$3,200.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input checked="" 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>Undertake a review of whole school approaches to assuring the Inclusion of all students (Setting Expectations & Promoting Inclusion FISO Tool)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 2</p>	<p>\$1,200.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input checked="" 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
Undertake a review of all school policies to ensure they use inclusive language and enable and encourage the inclusion of all students and families in the school community	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$800.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
When applicable, ensure Disability Inclusion Profiles are developed over the next 3 calendar years.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Establish structures and practices that enable teachers to formally record classroom adjustments made to support individual students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Ensure that all staff understand their responsibilities associated with Disability Inclusion and have access to appropriate Professional Learning.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Ensure opportunities for staff to engage with specialists, including SSS, NDIS providers, Allied Health to identify the needs and the adjustments required for individual students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,600.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input checked="" 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
Work in collaboration with specialists to ensure that the adjustments are able to be successfully implemented in the school setting.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,600.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
*Enhance staff capacity and knowledge to develop high quality Individual Education Plans (IEPs).	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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 Respectful Relationships education through a whole school approach and consider actions at the leadership, staff and student levels.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Goal 2	To improve literacy and numeracy outcomes for all students.			
12 Month Target 2.1	Targets modified for 2022 as this cohort didn't complete NAPLAN when they were in Year 3. The percentage of Year 5 students in the Top 2 bands for NAPLAN reading to be maintained at 50% in 2022. The percentage of Year 5 students in the Top 2 bands for NAPLAN writing to increase from 27% to 33% in 2022. The percentage of Year 5 students in the Top 2 bands for NAPLAN numeracy to increase from 10% to 22% in 2022. The percentage of Year 3 students in the Top 2 bands for NAPLAN reading to increase from 56% to 60% in 2022. The percentage of Year 3 students in the Top 2 bands for NAPLAN writing to increase from 56% to 60% in 2022. The percentage of Year 5 students in the Top 2 bands for NAPLAN numeracy to increase from 41% to 50% in 2022.			

<p>12 Month Target 2.2</p>	<p>Targets modified for 2022 as this cohort didn't complete NAPLAN when they were in Year 3.</p> <p>The percentage of Year 5 students in the Bottom 2 bands for NAPLAN reading to decrease from 20% to 11% in 2022.</p> <p>The percentage of Year 5 students in the Bottom 2 bands for NAPLAN writing to decrease from 18% to 11% in 2022.</p> <p>The percentage of Year 5 students in the Bottom 2 bands for NAPLAN numeracy to increase from 20% to 11% in 2022.</p> <p>Maintain Year 3 NAPLAN results of no students being in the Bottom 2 bands.</p>
<p>12 Month Target 2.3</p>	<p>The percentage of students achieving at or above the age expected level in teacher judgements F-6 against the Victorian Curriculum to increase in:</p> <p>Reading and Viewing from 82 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 82 per cent in 2021 to 85 per cent in 2022 (approximately 2.5 students).</p> <p>Writing from 81 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 77 per cent in 2021 to 81 per cent in 2022 (approximately 3 students).</p> <p>Number and Algebra from 80 per cent (benchmark set as a mean over three years prior to start of review period) to 85 per cent (2024). Target: increase from 86 per cent in 2021 to 88 per cent in 2022 (approximately 2 students).</p>
<p>KIS 1 Building practice excellence</p>	<p>Embed an Instructional Model consistently across the school.</p>
<p>Actions</p>	<p>*Continue to narrow the variance in instruction and ensure evidence based best practice is implemented.</p>
<p>Outcomes</p>	<p>Leaders:</p> <ul style="list-style-type: none"> *Model the Explicit Teach phase of the mathematics instructional model, and lead Staff/PLC meetings to improve staff knowledge and skills around explicit instruction. *Lead the implementation of the EDI instructional model. <p>Teachers:</p> <ul style="list-style-type: none"> *Continue to define and embed practices related to the explicit teach phase of the mathematics instructional model: explain intention,

	<p>prior knowledge, concept development, skill development & guided practice, relevance and closure.</p> <p>*Continue to define and embed practices related to 'TAPPLE': teach first, ask a question, pause, pair share and point, pick a non-volunteer, listen to the response and effective feedback.</p> <p>*Continue to define and embed practices related to 'student engagement norms': pronounce with me, track with me, read with me, gesture with me, pair-share, attention signal, whiteboards (chin it) and complete sentences.</p>			
Success Indicators	<p>*Teacher practice enhanced.</p> <p>*Student learning outcomes enhanced.</p> <p>*The above outcomes evident during learning walks.</p> <p>*The above outcomes evident in planning templates.</p> <p>*Whole school instructional model, based on EDI and 'I do, you do, we do', visible in each classroom.</p> <p>*Curriculum day/s, staff meeting and PLC meeting meetings reflect the work undertaken in the above areas.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Define the practice within the Explicit Direct Instruction model (EDI) and embed 'I do, we do, you do' into the model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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 Explicit Teach phase lesson model (Power Point template) in planning. As a result, embed the Explicit Teach phase of our mathematics instructional model in each classroom.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$400.00

	<input checked="" type="checkbox"/> Principal		to: Term 3	<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
Learning walks to take place in order to observe the above models in practice.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$800.00 <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
*Embed the Explicit Direct Instruction model (EDI) model where pertinent.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 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 Explicit Teach phase of our mathematics instructional model.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <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
*Learning walks to take place in order to observe the above models in practice.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <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>*Define the practice within the Explicit Direct Instruction model (EDI) and embed 'I do, we do, you do' into the model.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2 Evaluating impact on learning</p>	<p>Develop teacher efficacy in data literacy to inform teaching and learning.</p>			
<p>Actions</p>	<p>*Embed Professional Learning Communities as a vehicle for engaging in conversations related to student data and teacher impact.</p>			
<p>Outcomes</p>	<p>Leaders:</p> <ul style="list-style-type: none"> *Continue to prioritise and resource PLC implementation. *Continue to use sources of evidence to track implementation of PLCs, including the Maturity Matrix and enablers and barriers. *Continue to provide opportunities for professional learning related to new assessment tools and data literacy. *Model the use of data scripts and protocols to engage in conversations related to student data and teacher impact. *Ensure assessment schedule data is entered into the data management system and brought to PLC meetings. *Continue to engage with the Regional PLC Leader and form a partnership with a PLC Link School to support the development of effective PLCs. <p>Teachers:</p> <ul style="list-style-type: none"> *Understand the characteristics of high-quality PLCs. *Engage in regular conversations about student learning. *Use PLC time to evaluate the impact of teaching on student learning outcomes. *Use data scripts and protocols to engage in conversations related to student data and teacher impact. *Triangulate data sets, with a focus on short- and medium-term formative assessment (Dylan Williams). 			

	<p>*Enter assessment schedule data into the data management system. *Access assessment schedule data to inform planning.</p>			
Success Indicators	<p>Leaders: There will be a narrow focus on the PLC Maturity Matrix in the area of using data to focus and drive collaborative improvement and evaluate impact on learning. Specifically, moving from emerging to evolving on the matrix. Evolving: The school has a data management system that enables teachers to readily access and use data at team, class and individual levels. Data is used in PLC meetings to support curriculum planning.</p> <p>*Agendas and minutes. *Survey data, observations and other evidence related to PLC implementation. *Assessment schedule data entered into the data management system.</p> <p>Teachers: *Complete a minimum of three PLC inquiry cycle. *PLC minutes and artifacts. *Evidence used within PLC to evaluate impact of teaching on student outcomes. *Assessment schedule data entered into the data management system. *Assessment schedule data entered into the data management system accessed in PLC meetings to support planning and the improvement cycle.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ensure the assessment schedule and associated assessment tools align with science of learning where pertinent, particularly in literacy.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <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
Ensure items on the assessment schedule are on the data management system (GradeXpert).	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$800.00 <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
Ensure assessment schedule data is entered into the data management system and monitored at a PLC level.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,200.00 <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
Embed Professional Learning Communities (PLCs)	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$800.00

			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
KIS 3 Curriculum planning and assessment	Develop, document and monitor the school's curriculum plan and assessment schedule.			
Actions	*Develop, document and monitor the school's curriculum and assessment plan in literacy and numeracy.			
Outcomes	<p>Leaders:</p> <ul style="list-style-type: none"> *Continue the Number and Algebra, Measurement and Geometry and Statistics and Probability curriculum documentation. *Develop mathematics screeners based and the work of Booker and Ymer. *Facilitate staff development in the use of Essential Assessment. *Complete the mathematics assessment schedule. *Lead the development of the reading spine. *Lead the development and support implementation of the morphology lessons from F-6. *Increase staff knowledge and capacity to implement fluency. *Lead the development and support implementation of the literacy reviews in Year 3-6 including spelling, morphology and vocabulary from comprehension units. <p>Teachers:</p> <ul style="list-style-type: none"> *Use Essential Assessment pre and post assessments to inform planning for point of need teaching and to monitor learning growth. *Use the mathematics screeners to inform planning for point of need teaching and to monitor learning growth. *Trial the use of Essential Assessment pre and post assessment data for student feedback and goal setting in an area of the school (Years 3-6). *Use the mathematics curriculum documents for planning. 			

	<p>*Complete F-6 curriculum map of domains and subject specific topics covered. This will inform our reading spine.</p> <p>*Commence developing units of work for Term 1 2022 that align to the reading spine. This ensures students are exposed to a range of text types and texts with different complexities during their schooling and avoids any repetition across grades.</p> <p>*A unit of work to be developed in PowerPoint for each class, with vocabulary and comprehension discussion points and tasks included.</p> <p>*Vocabulary instruction defined and explicit vocabulary lesson model and PowerPoint slide example developed for consistency.</p> <p>*Develop and implement morphology lessons.</p> <p>*Develop and implement reviews in spelling, morphology and vocabulary.</p> <p>*Increased knowledge of, and capacity to, implement fluency.</p>			
Success Indicators	<p>*Documentation of mathematics curriculum.</p> <p>*Documentation of reading spine.</p> <p>*Mathematics screeners completed.</p> <p>*Data evident in Essential Assessment pre and post assessments for Years 1-6, and Foundation in Term 4.</p> <p>*Students in Years 3-6 trialing goal setting in mathematics; and investigating best practice in effective goal setting.</p> <p>*Documentation of F-6 curriculum map outlining domains and subject specific topics.</p> <p>*Unit of work for Term 1 2022 that aligns to the reading spine completed, with vocabulary and comprehension discussion points and tasks included.</p> <p>*Vocabulary instruction defined and explicit vocabulary lesson model and PowerPoint slide example developed for consistency.</p> <p>*Morphology lessons evident in classrooms (F-6).</p> <p>*Literacy review lessons evident in classrooms (3-6).</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Complete and embed the development and implementation of math screeners in place value of whole and decimal numbers, the four operations and fractions for F-6 (based on the work of George Booker and Michael Ymer).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Use pre and post assessments in Essential assessment from Years F-6 to support point of need teaching. With Foundation commencing the use of Essential Assessment in Term 4.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Complete and embed the development and implementation our number and algebra documentation, measurement and geometry and statistics and probability (scope & sequence), yearly overviews and essential learnings documentation.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <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
Complete and embed the development and implementation our 5 plagues reading spine. As a result, this will develop rich units of work and ensure our commitment to the Big 5 of reading in F-6	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>continues, specifically in the areas of comprehension and vocabulary.</p>	<p><input checked="" type="checkbox"/> Principal</p>		<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Develop and implement morphology lessons from F-6.</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$400.00</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>
<p>Develop and implement literacy reviews in Year 3-6 including spelling, morphology and vocabulary from comprehension units.</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$400.00</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>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
*Develop and implement morphology lessons from F-6.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400.00 <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
*Increase staff knowledge and capacity to implement fluency.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$400.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$11,735.00	\$0.00	\$11,735.00
Disability Inclusion Tier 2 Funding	\$57,702.45	\$0.00	\$57,702.45
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$69,437.45	\$0.00	\$69,437.45

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a multi-tiered response to meet students' individual learning needs.	\$1,600.00
Explore opportunities for whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom.	\$2,800.00
Depending on student needs and the new disability inclusion funding model, we may need to employ an integration aide to support inclusion and provide further intervention programs for at risk cohorts.	\$35,000.00
A staff member or integration aide may need to complete MSL training, depending on resources available and student needs.	\$1,500.00
*Assessment schedule completed to assist with point of need teaching.	\$400.00
*Provide MSL tutoring over three days for at risk students.	\$12,102.45

Staff to complete all Disability Inclusion LearnEd modules.	\$1,600.00
Three cycles of IEPs completed for students the school deems at risk on the MBPS at risk register.	\$3,200.00
Undertake a review of whole school approaches to assuring the Inclusion of all students (Setting Expectations & Promoting Inclusion FISO Tool)	\$1,200.00
Undertake a review of all school policies to ensure they use inclusive language and enable and encourage the inclusion of all students and families in the school community	\$800.00
When applicable, ensure Disability Inclusion Profiles are developed over the next 3 calendar years.	\$1,600.00
Establish structures and practices that enable teachers to formally record classroom adjustments made to support individual students.	\$800.00
Ensure opportunities for staff to engage with specialists, including SSS, NDIS providers, Allied Health to identify the needs and the adjustments required for individual students.	\$1,600.00
Work in collaboration with specialists to ensure that the adjustments are able to be successfully implemented in the school setting.	\$1,600.00
*Embed Respectful Relationships education through a whole school approach and consider actions at the leadership, staff and student levels.	\$400.00
Embed the Explicit Teach phase lesson model (Power Point template) in planning. As a result, embed the Explicit Teach phase of our mathematics instructional model in each classroom.	\$400.00
Learning walks to take place in order to observe the above models in practice.	\$800.00
*Embed the Explicit Teach phase of our mathematics instructional model.	\$400.00
*Learning walks to take place in order to observe the above models in practice.	\$800.00

Ensure the assessment schedule and associated assessment tools align with science of learning where pertinent, particularly in literacy.	\$1,500.00
Ensure items on the assessment schedule are on the data management system (GradeXpert).	\$800.00
Ensure assessment schedule data is entered into the data management system and monitored at a PLC level.	\$3,200.00
Complete and embed the development and implementation our number and algebra documentation, measurement and geometry and statistics and probability (scope & sequence), yearly overviews and essential learnings documentation.	\$800.00
Develop and implement morphology lessons from F-6.	\$400.00
Develop and implement literacy reviews in Year 3-6 including spelling, morphology and vocabulary from comprehension units.	\$400.00
*Develop and implement morphology lessons from F-6.	\$400.00
*Increase staff knowledge and capacity to implement fluency.	\$400.00
Totals	\$76,502.45

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
A staff member or integration aide may need to complete MSL training, depending on resources available and student needs.	from: Term 1 to: Term 4	\$1,535.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

*Assessment schedule completed to assist with point of need teaching.	from: Term 1 to: Term 1	\$400.00	<input checked="" type="checkbox"/> CRT
Embed the Explicit Teach phase lesson model (Power Point template) in planning. As a result, embed the Explicit Teach phase of our mathematics instructional model in each classroom.	from: Term 1 to: Term 3	\$400.00	<input checked="" type="checkbox"/> CRT
Learning walks to take place in order to observe the above models in practice.	from: Term 1 to: Term 1	\$800.00	<input checked="" type="checkbox"/> CRT
*Embed the Explicit Teach phase of our mathematics instructional model.	from: Term 1 to: Term 4	\$400.00	<input checked="" type="checkbox"/> CRT
*Learning walks to take place in order to observe the above models in practice.	from: Term 1 to: Term 4	\$800.00	<input checked="" type="checkbox"/> CRT
Ensure the assessment schedule and associated assessment tools align with science of learning where pertinent, particularly in literacy.	from: Term 1 to: Term 1	\$1,400.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Ensure items on the assessment schedule are on the data management system (GradeXpert).	from: Term 1 to: Term 1	\$800.00	<input checked="" type="checkbox"/> CRT
Ensure assessment schedule data is entered into the data	from: Term 1	\$3,200.00	<input checked="" type="checkbox"/> CRT

management system and monitored at a PLC level.	to: Term 4		
Complete and embed the development and implementation our number and algebra documentation, measurement and geometry and statistics and probability (scope & sequence), yearly overviews and essential learnings documentation.	from: Term 1 to: Term 4	\$800.00	<input checked="" type="checkbox"/> CRT
Develop and implement morphology lessons from F-6.	from: Term 1 to: Term 4	\$400.00	<input checked="" type="checkbox"/> CRT
Develop and implement literacy reviews in Year 3-6 including spelling, morphology and vocabulary from comprehension units.	from: Term 1 to: Term 4	\$400.00	<input checked="" type="checkbox"/> CRT
*Develop and implement morphology lessons from F-6.	from: Term 1 to: Term 4	\$400.00	<input checked="" type="checkbox"/> CRT
*Increase staff knowledge and capacity to implement fluency.	from: Term 2 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a multi-tiered response to meet students' individual learning needs.	from: Term 1 to: Term 4	\$800.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning)
Explore opportunities for whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom.	from: Term 1 to: Term 4	\$2,800.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend staff PL)
Depending on student needs and the new disability inclusion funding model, we may need to employ an integration aide to support inclusion and provide further intervention programs for at risk cohorts.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> •
*Provide MSL tutoring over three days for at risk students.	from: Term 1 to: Term 4	\$12,102.45	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Staff to complete all Disability Inclusion LearnEd modules.	from: Term 1 to: Term 2	\$1,600.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school
Three cycles of IEPs completed for students the school deems at risk on the MBPS at risk register.	from: Term 1 to: Term 4	\$3,200.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • Other Time for staff to complete quality IEPs.
Undertake a review of whole school approaches to assuring the	from: Term 2	\$1,200.00	<input checked="" type="checkbox"/> CRT

Inclusion of all students (Setting Expectations & Promoting Inclusion FISO Tool)	to: Term 2		<ul style="list-style-type: none"> CRT (to attend school planning)
Undertake a review of all school policies to ensure they use inclusive language and enable and encourage the inclusion of all students and families in the school community	from: Term 2 to: Term 3	\$800.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend school planning)
When applicable, ensure Disability Inclusion Profiles are developed over the next 3 calendar years.	from: Term 1 to: Term 4	\$1,600.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend Profile meetings)
Establish structures and practices that enable teachers to formally record classroom adjustments made to support individual students.	from: Term 1 to: Term 4		
Ensure opportunities for staff to engage with specialists, including SSS, NDIS providers, Allied Health to identify the needs and the adjustments required for individual students.	from: Term 1 to: Term 4	\$1,600.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> Other SSG meetings
Work in collaboration with specialists to ensure that the adjustments are able to be successfully implemented in the school setting.	from: Term 1 to: Term 4	\$1,600.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend school planning)
*Embed Respectful Relationships education through a whole school approach and consider actions at the leadership, staff and student levels.	from: Term 1 to: Term 4	\$400.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend school planning)
Totals			

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
Disability Inclusion Senior Implementation Officer to deliver a whole school professional development session.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 1	<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"/> Departmental resources Disability Inclusion Senior Implementation Officer	<input checked="" type="checkbox"/> Off-site WebEx
Staff to complete all Disability Inclusion LearnEd modules.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources LearnEd modules	<input checked="" type="checkbox"/> On-site
Arrange for all teaching and educational support staff (if applicable) to attend and access IEP training.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Three cycles of IEPs completed for students the school deems at risk on the MBPS at risk register.	<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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Define the practice within the Explicit Direct Instruction model (EDI) and embed 'I do, we do, you do' into the model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal					
Embed the Explicit Teach phase lesson model (Power Point template) in planning. As a result, embed the Explicit Teach phase of our mathematics instructional model in each classroom.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site