

2022 Annual Implementation Plan

for improving student outcomes

Carrum Primary School (3385)



Submitted for review by Clements Langford (School Principal) on 03 March, 2022 at 04:04 PM

Endorsed by Tristan Lanarus (Senior Education Improvement Leader) on 03 March, 2022 at 04:22 PM

Endorsed by Louise Childs (School Council President) on 05 April, 2022 at 10:28 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	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	This year has been a significant learning year for our staff. We continue to build the collective efficacy of the staff and use the FISO inquiry cycle and PLC practices to underpin the work we do to build our learning community. COVID has impacted on the ability to provide whole school professional learning however during the PLC implementation it has been evident that school practices are continue to improve and evolve. While some of this work was put on hold during remote learning some of the school development came out of necessity and the staff galvanizing together to build their knowledge and practice to provide high quality explicit learning programs. The enhancement of an effective learning community through clear communication with students and parents has also enabled us to build connections between home during 2021. The	

	foundations for significant school improvement has now been set and evidence based professional learning in curriculum understanding will be a primary focus in 2022.
Considerations for 2022	In 2022 we will continue to ensure whole staff professional development in line with the FISO 2.0 continuum of school improvement is implemented. New staff will go through an induction program that will enable them to understand the goals and targets of the school. Clear goals in relating to student outcomes and wellbeing will be reviewed using the FISO inquiry cycle and the FISO continuum of school improvement throughout 2022. All staff will participate in PLC teams that implement PLC practices to develop teachers collective efficacy and collaboration. Continual reflection will need to occur at a SIT level to maintain line of sight between school improvement goals and the work that staff will complete in PLC & PLT teams.
Documents that support this plan	

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	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning growth in Literacy and Numeracy.
Target 2.1	<p>NAPLAN Benchmark Growth</p> <ul style="list-style-type: none"> • Reading – improve outcome from 22per cent high growth (2021) to 30per cent high growth. • Writing – improve outcome from 78 per cent medium and high growth (2021) to 85 per cent medium and high growth. • Numeracy – improve outcome from 5 per cent high growth (2021) to 30 per cent high growth.
Target 2.2	<p>Teacher Judgements – Growth</p> <ul style="list-style-type: none"> • Reading – improve outcome for learning growth (Year 2 -6) from 65 per cent at or above expected (Semester 1,2021) to not less than 85 per cent.

	<ul style="list-style-type: none"> • Writing – improve outcome for learning growth (Year 2-6) from 48 per cent at or above expected (Semester 1, 2021) to not less than 85 per cent. • Number & Algebra – improve outcome for learning growth (Year 2-6) from 61 per cent at or above expected (Semester1,2021) to not less than 85 per cent.
Target 2.3	<p>Student Attitudes to School survey – improve the percentage of positive responses:</p> <ul style="list-style-type: none"> • Stimulated Learning from 71 per cent (2021) to 85 per cent. • Effective classroom behaviour from 74 per cent (2021) to 85 per cent.
Target 2.4	<p>Staff Opinion Survey – using Teaching and Learning modules – improve percentage of positive responses</p> <ul style="list-style-type: none"> • Understand how to evaluate data- from 64 per cent (2020) to 85 per cent • Understand formative assessment – from 64 per cent (2020) to 85 per cent
Key Improvement Strategy 2.a Curriculum planning and assessment	Build capacity of staff to provide differentiated learning opportunities for all students.
Key Improvement Strategy 2.b Empowering students and building school pride	Build learner agency to develop empowered and engaged learners.
Key Improvement Strategy 2.c Building practice excellence	Embed the Professional Learning Community model to enhance staff collaboration and build collective efficacy.

Goal 3	To improve student's emotional and social wellbeing to support engagement in learning.
Target 3.1	<p>To improve the percentage of students reporting positive endorsements on the Attitudes to School Survey</p> <p>Social Engagement Domain:</p> <ul style="list-style-type: none"> • Sense of Connectedness from 78 per cent (2021) 85 per cent. • Student voice and agency from 63 per cent (2021) to 85 per cent.
Target 3.2	<p>Learner Characteristics Domain:</p> <ul style="list-style-type: none"> • Motivation and Interest from 69 per cent (2021) to 85per cent. • Perseverance from 67 per cent (2021) to 85 per cent. • Self-regulation and goal-setting from 82 per cent (2021) to 85per cent.
Target 3.3	<p>Teacher/student Relations Domain:</p> <ul style="list-style-type: none"> • Teacher concern from 71per cent (2021) to 85 per cent. • Effort from 73 per cent (2021) to 85 per cent.
Target 3.4	<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> • Support growth and learning of whole student - from 73% (2020) to 85% • Seek feedback to improve practice - from 73% (2020) to 85%

Target 3.5	<p>Attendance:</p> <p>Improve attendance outcomes for the percentage of students having 20 or more days absent per annum from 26 per cent (2019) to not more than 20 per cent.</p>
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	Build the capacity of staff to respond to the social and emotional needs of students.
<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	Build staff understanding of learner agency to develop empowered and engaged learners.
<p>Key Improvement Strategy 3.c Intellectual engagement and self-awareness</p>	Build student capabilities to enhance independence, self-regulation and goal-setting.

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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Writing – improve outcome from 78 per cent medium and high growth (2021) to 85 per cent medium and high growth.</p> <p>Numeracy – improve outcome from 5 per cent high growth (2021) to 20 per cent high growth.</p> <p>Writing – improve outcomes for learning growth (Year 2-6) from 48 per cent at or above expected (Semester 1, 2021) to not less than 65 per cent.</p> <p>Number & Algebra – improve outcome for learning growth (Year 2-6) from 61 per cent at or above expected (Semester1,2021) to not less than 70 per cent.</p> <p>SATSS- Self-regulation and goal-setting from 82 per cent (2021) to 85per cent</p> <p>Support growth and learning of whole student - from 73% (2020) to 85%</p> <p>Attendance- Improve attendance outcomes for the percentage of students</p>

			having 20 or more days absent per annum from 26 per cent (2019) to not more than 20 per cent
To improve student learning growth in Literacy and Numeracy.	No	NAPLAN Benchmark Growth <ul style="list-style-type: none"> • Reading – improve outcome from 22per cent high growth (2021) to 30per cent high growth. • Writing – improve outcome from 78 per cent medium and high growth (2021) to 85 per cent medium and high growth. • Numeracy – improve outcome from 5 per cent high growth (2021) to 30 per cent high growth. 	
		Teacher Judgements – Growth <ul style="list-style-type: none"> • Reading – improve outcome for learning growth (Year 2 -6) from 65 per cent at or above expected (Semester 1,2021) to not less than 85 per cent. • Writing – improve outcome for learning growth (Year 2-6) from 48 per cent at or above expected (Semester 1, 2021) to not less than 85 per cent. • Number & Algebra – improve outcome for learning growth (Year 2-6) from 61 per cent at or above expected (Semester1,2021) to not less than 85 per cent. 	

		Student Attitudes to School survey – improve the percentage of positive responses: <ul style="list-style-type: none"> • Stimulated Learning from 71 per cent (2021) to 85 per cent. • Effective classroom behaviour from 74 per cent (2021) to 85 per cent. 	
		Staff Opinion Survey – using Teaching and Learning modules – improve percentage of positive responses <ul style="list-style-type: none"> • Understand how to evaluate data- from 64 per cent (2020) to 85 per cent • Understand formative assessment – from 64 per cent (2020) to 85 per cent 	
To improve student's emotional and social wellbeing to support engagement in learning.	No	<p>To improve the percentage of students reporting positive endorsements on the Attitudes to School Survey</p> <p>Social Engagement Domain:</p> <ul style="list-style-type: none"> • Sense of Connectedness from 78 per cent (2021) 85 per cent. • Student voice and agency from 63 per cent (2021) to 85 per cent. 	

		Learner Characteristics Domain: <ul style="list-style-type: none"> • Motivation and Interest from 69 per cent (2021) to 85per cent. • Perseverance from 67 per cent (2021) to 85 per cent. • Self-regulation and goal-setting from 82 per cent (2021) to 85per cent. 	
		Teacher/student Relations Domain: <ul style="list-style-type: none"> • Teacher concern from 71per cent (2021) to 85 per cent. • Effort from 73 per cent (2021) to 85 per cent. 	
		Staff Opinion Survey: <ul style="list-style-type: none"> • Support growth and learning of whole student - from 73% (2020) to 85% • Seek feedback to improve practice - from 73% (2020) to 85% 	
		Attendance:	

		Improve attendance outcomes for the percentage of students having 20 or more days absent per annum from 26 per cent (2019) to not more than 20 per cent.	
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12 Month Target 1.1	<p>Writing – improve outcome from 78 per cent medium and high growth (2021) to 85 per cent medium and high growth.</p> <p>Numeracy – improve outcome from 5 per cent high growth (2021) to 20 per cent high growth.</p> <p>Writing – improve outcomes for learning growth (Year 2-6) from 48 per cent at or above expected (Semester 1, 2021) to not less than 65 per cent.</p> <p>Number & Algebra – improve outcome for learning growth (Year 2-6) from 61 per cent at or above expected (Semester1,2021) to not less than 70 per cent.</p> <p>SATSS- Self-regulation and goal-setting from 82 per cent (2021) to 85per cent</p> <p>Support growth and learning of whole student - from 73% (2020) to 85%</p> <p>Attendance- Improve attendance outcomes for the percentage of students having 20 or more days absent per annum from 26 per cent (2019) to not more than 20 per cent</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

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Provide effective differentiation across grades Prep-6 in the classroom as as part of intervention programs. Follow the Professional Learning Community model to enhance staff collaboration and build collective efficacy for student outcomes.
Outcomes	Staff will: - Review student data sets at PLC meetings monthly to provide targeted intervention that meets student needs - Actively contribute to PLC meetings by participating in the FISO inquiry cycle and seek interventions to support student learning

	<ul style="list-style-type: none"> - Review Assessment Scope and Sequence, analyse and review assessment prior to setting them and subsequently providing students with immediate feedback on performance (PLCs to discuss data every four weeks) - Set clear learning goals with students - Teams to embed the 10 criteria for Writing within their Writing instruction to ensure exposure, sequence understanding and effective assessment - PLT meetings will address/provide Professional Development to support differentiation within whole school programs, particularly in regard to differentiation and assessment - Class visits and peer mentoring activities to support understanding of Teaching and Learning across all areas of the school - Continue to embed engaging rich learning tasks that promote problem solving and critical thinking - Provide intervention programs that meet the specific needs of students. - <p>Students will:</p> <ul style="list-style-type: none"> - Develop learning goals with their teachers - Establish classroom expectations with teachers and other members of the class - Actively participate in the development of learning tasks and complete tasks to the best of their ability - Be able to articulate learning intentions and demonstrate ability to successfully work towards these goals 			
Success Indicators	<ul style="list-style-type: none"> - Teacher judgement - NAPLAN - PAT Assessments - Essential Assessment - Scaffolding Numeracy Assessment - MOI & EOI - Writing Rubric 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to provide a structured Tutor Program to support staff with intervention for learning catch up and extension	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00 <input checked="" 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
Continue to develop consistency in the whole school instructional practices through the PLT & PLC meetings and use peer observations to support this development	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" 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
Professional learning provided to staff to support co-construction of learning goals in literacy and numeracy	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" 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

Structured intervention program based on a systematic synthetic phonics program (OG)	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" 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	Build the capacity of staff to respond to the social and emotional needs of students. Build student capabilities to enhance independence, self-regulation and goal-setting.			
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> - Understand the theories underpinning SWPBS and work with Well-being PLT to provide Tiered Intervention to support student learning and well being needs - Communicate promptly any student well being concerns to the AP and Well-being PLT - Monitor attendance data and implement a whole school staged response to support the attendance of students at risk - Staff designated to support each student leadership team (Communication, Digital Technologies, Environment, The Arts, German, Sport) support captains to convene meetings and implement student engagement activities. <p>Students will:</p> <ul style="list-style-type: none"> - Participate in the Quality Beginnings Program and establish positive relationships with staff and students - Communicate any concerns with their teachers - Develop positive relationships with teachers so that they actively seek support and communicate their concerns - Student leaders and team members (Communication, Digital Technologies, Environment, The Arts, German, Sport) implement school wide programs and conferences to support students connectedness/engagement. 			

Success Indicators	<ul style="list-style-type: none"> - Attitude to School Surveys - Parent Opinion Survey - Staff Opinion Survey - Compass behaviour data - Attendance Data 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Implement a consistent Quality Beginnings Program in their classroom that reflect the school's policies	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00 <input checked="" 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
- Monitor attendance data and implement a whole school staged response to support the attendance of students at risk	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Implement SWPBS staff and student behaviour matrix in line with school behaviour policy	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" 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
Provide professional development to support classroom differentiation and targeted zones of regulation support.	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input checked="" 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$35,502.00	\$0.00	\$35,502.00
Disability Inclusion Tier 2 Funding	\$169,740.10	\$0.00	\$169,740.10
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$205,242.10	\$0.00	\$205,242.10

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue to provide a structured Tutor Program to support staff with intervention for learning catch up and extension	\$75,000.00
Continue to develop consistency in the whole school instructional practices through the PLT & PLC meetings and use peer observations to support this development	\$50,000.00
Professional learning provided to staff to support co-construction of learning goals in literacy and numeracy	\$10,000.00
Structured intervention program based on a systematic synthetic phonics program (OG)	\$50,000.00
- Implement a consistent Quality Beginnings Program in their classroom that reflect the school's policies	\$20,000.00
- Monitor attendance data and implement a whole school staged response to support the attendance of students at risk	\$20,000.00
Implement SWPBS staff and student behaviour matrix in line with school behaviour policy	\$20,000.00

Provide professional development to support classroom differentiation and targeted zones of regulation support.	\$35,000.00
Totals	\$280,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to provide a structured Tutor Program to support staff with intervention for learning catch up and extension	from: Term 1 to: Term 4		
Continue to develop consistency in the whole school instructional practices through the PLT & PLC meetings and use peer observations to support this development	from: Term 1 to: Term 4		
Professional learning provided to staff to support co-construction of learning goals in literacy and numeracy	from: Term 1 to: Term 4		
Structured intervention program based on a systematic synthetic phonics program (OG)	from: Term 1 to: Term 4		
- Implement a consistent Quality Beginnings Program in their classroom that reflect the school's policies	from: Term 1 to: Term 1		

- Monitor attendance data and implement a whole school staged response to support the attendance of students at risk	from: Term 1 to: Term 4		
Implement SWPBS staff and student behaviour matrix in line with school behaviour policy	from: Term 1 to: Term 4		
Provide professional development to support classroom differentiation and targeted zones of regulation support.	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to provide a structured Tutor Program to support staff with intervention for learning catch up and extension	from: Term 1 to: Term 4		
Continue to develop consistency in the whole school instructional practices through the PLT & PLC meetings and use peer observations to support this development	from: Term 1 to: Term 4		
Professional learning provided to staff to support co-construction of	from: Term 1		

learning goals in literacy and numeracy	to: Term 4		
Structured intervention program based on a systematic synthetic phonics program (OG)	from: Term 1 to: Term 4		
- Implement a consistent Quality Beginnings Program in their classroom that reflect the school's policies	from: Term 1 to: Term 1		
Implement SWPBS staff and student behaviour matrix in line with school behaviour policy	from: Term 1 to: Term 4		
Provide professional development to support classroom differentiation and targeted zones of regulation support.	from: Term 1 to: Term 4		
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
Continue to provide a structured Tutor Program to support staff with intervention for learning catch up and extension	✓ School Improvement Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ Learning Specialist 	✓ On-site
Continue to develop consistency in the whole school instructional practices through the PLT & PLC meetings and use peer observations to support this development	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ Learning Specialist 	✓ On-site
Professional learning provided to staff to support co-construction of learning goals in literacy and numeracy	✓ School Improvement Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Moderated assessment of student learning ✓ Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Timetabled Planning Day ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ Leadership partners ✓ School improvement partnerships ✓ Bastow program/course 	✓ On-site
Structured intervention program based on a systematic synthetic phonics program (OG)	✓ Literacy Leader	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Literacy Leaders 	✓ On-site

			<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
Implement SWPBS staff and student behaviour matrix in line with school behaviour policy	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional development to support classroom differentiation and targeted zones of regulation support.	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site