

# 2022 Annual Implementation Plan

## for improving student outcomes

Willow Grove Primary School (2520)



Submitted for review by Anthony Wilson (School Principal) on 29 March, 2022 at 11:50 AM  
Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 29 March, 2022 at 11:51 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	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	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	

<b>Support</b>	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	

<b>Enter your reflective comments</b>	<p>Proficiency Scales for writing to be completed in Term 2, 2022.</p> <p>Staff PDPs aligned to AIP and SSP.</p> <p>Development of whole-school PD</p> <p>Classroom Observations to continue and evolve with staff observing others to see best practice</p> <p>Development of NAPLAN plan</p> <p>TLI to commence Week 2, 2022 following assessments in 2021</p>
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	Mental Health Program to be implemented PLC to focus on assessment, planning and professional development.
<b>Considerations for 2022</b>	Year 2 students (in 2022) who have spent much of their first 2 years in/out of school. Balance of Learning Specialist classroom teaching responsibilities and whole-school teaching/learning responsibilities. New EBA, unsure what this will have.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b></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>
<b>Target 1.1</b>	<p>Support for the 2022 Priorities</p>
<b>Key Improvement Strategy 1.a</b> 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>
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<b>Goal 2</b>	<p>To improve student outcomes in literacy</p>
<b>Target 2.1</b>	<p>By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN writing, based on a 4-year rolling average benchmark from 71 per cent to 85 per cent.</p>
<b>Target 2.2</b>	<p>By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN based on a 4-year rolling average benchmark in:</p> <ul style="list-style-type: none"> <li>• spelling from 71 per cent in 2019 to 85 per cent</li> <li>• grammar and punctuation from 79 per cent in 2019 to 85 per cent</li> </ul>

<b>Target 2.3</b>	By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level of learning progress in each school year will increase in writing from 36 per cent to 85 per cent.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Increase the effectiveness of quality practices in planning, instruction and assessment
<b>Key Improvement Strategy 2.b</b> Instructional and shared leadership	Build capacity of leadership to support high quality instructional practices
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Implement intervention strategies and processes to support students requiring individual targeted, intensive support
<b>Goal 3</b>	To improve student outcomes in Mathematics
<b>Target 3.1</b>	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN numeracy, based on a 4-year rolling average benchmark in numeracy from 68 per cent to 85 per cent.
<b>Target 3.2</b>	By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level of learning progress in each school year will increase in mathematics from 70 per cent to 85 per cent.
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Development and implementation of a school–wide model to scaffold mathematics
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Build capacity of staff to develop and implement sequential learning units by expanding staff curriculum and assessment knowledge as a continuum of learning from foundation to year six

<b>Key Improvement Strategy 3.c</b> Evaluating impact on learning	Build capacity for data analysis and an understanding of data by teachers and students
<b>Goal 4</b>	To create empowered learners who are actively engaged in and connected to their learning
<b>Target 4.1</b>	By 2024 the following components of the student attitudes to school survey will show: <ul style="list-style-type: none"> <li>• student voice and agency will increase from 81 per cent in 2019 to 90 per cent</li> <li>• motivation and interest will increase from 85 per cent in 2019 to 90 per cent.</li> </ul>
<b>Target 4.2</b>	By 2024 the percentage of Year F-6 students meeting learning goals will be at 85 per cent or above to be measured from an established baseline level of achievement of learning goals in 2020 - 2021.  <b>(NB. This target will be measured primarily through a school developed data collection instrument to measure attainment of the more specific learning goals developed in Key Improvement Strategy 3c)</b>
<b>Target 4.3</b>	By 2024 the following components of the school staff survey will show: <ul style="list-style-type: none"> <li>• teaching and learning, planning, understand curriculum will increase from 83 per cent in 2019 to 95 per cent</li> <li>• teaching and learning, implementation, understand formative assessment will increase from 67 per cent in 2019 to 95 per cent</li> <li>• teaching and learning, practice improvement, professional learning through peer observation from 33 per cent in 2019 to 90 per cent.</li> </ul>
<b>Key Improvement Strategy 4.a</b>	Establish and monitor consistent feedback strategies in classrooms, teacher to student, student to teacher

Evidence-based high-impact teaching strategies	
<b>Key Improvement Strategy 4.b</b> Evaluating impact on learning	Development and implementation of a school developed data collection instrument to measure the achievement of learning goals. (N.B. Baseline achievement data to be established in 2020 - 2021)
<b>Key Improvement Strategy 4.c</b> Curriculum planning and assessment	Teachers will improve, further develop and share learning continuums with all students to improve the quality and precision of self-regulation and goal setting through collaboration

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></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>In 2022, support students through use of the Mental Health and Wellbeing funding to improve student motivation and interest to at least 80% as measured by the AtoSS.</p>
To improve student outcomes in literacy	Yes	By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN writing, based on a 4-year rolling average benchmark from 71per cent to 85 per cent.	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for writing according to NAPLAN.

		<p>By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN based on a 4-year rolling average benchmark in:</p> <ul style="list-style-type: none"> <li>• spelling from 71 per cent in 2019 to 85 per cent</li> <li>• grammar and punctuation from 79 per cent in 2019 to 85 per cent</li> </ul>	<p>In 2022, 40% or more of Year 5 students to be in the Top 2 bands for spelling according to NAPLAN.</p> <p>In 2022, 40% or more of Year 5 students to be in the Top 2 bands for grammar and punctuation according to NAPLAN.</p>
		<p>By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level of learning progress in each school year will increase in writing from 36 per cent to 85 per cent.</p>	<p>In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in writing to be at least 80%.</p>
To improve student outcomes in Mathematics	Yes	<p>By 2024 increase the percentage of students in Year 5 making medium and high benchmark learning growth in NAPLAN numeracy, based on a 4-year rolling average benchmark in numeracy from 68 per cent to 85 per cent.</p>	<p>In 2022, 40% or more of Year 5 students to be in the Top 2 bands for numeracy according to NAPLAN.</p>
		<p>By 2024 increase the percentage of Year 1–6 students assessed against the Victorian Curriculum (VC) Levels F–10 as making at least one VC Level of learning progress in each school year will increase in mathematics from 70 per cent to 85 per cent.</p>	<p>In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in mathematics to be at least 80%</p>
To create empowered learners who are actively engaged in and connected to their learning	No	<p>By 2024 the following components of the student attitudes to school survey will show:</p> <ul style="list-style-type: none"> <li>• student voice and agency will increase from 81 per cent in 2019 to 90 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>• motivation and interest will increase from 85 per cent in 2019 to 90 per cent.</li> </ul>	
		<p>By 2024 the percentage of Year F-6 students meeting learning goals will be at 85 per cent or above to be measured from an established baseline level of achievement of learning goals in 2020 - 2021.</p> <p><b>(NB. This target will be measured primarily through a school developed data collection instrument to measure attainment of the more specific learning goals developed in Key Improvement Strategy 3c)</b></p>	
		<p>By 2024 the following components of the school staff survey will show:</p> <ul style="list-style-type: none"> <li>• teaching and learning, planning, understand curriculum will increase from 83 per cent in 2019 to 95 per cent</li> <li>• teaching and learning, implementation, understand formative assessment will increase from 67 per cent in 2019 to 95 per cent</li> <li>• teaching and learning, practice improvement, professional learning through peer observation from 33 per cent in 2019 to 90 per cent.</li> </ul>	

<b>Goal 1</b>	<b>2022 Priorities Goal</b>  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.	
<b>12 Month Target 1.1</b>	In 2022, support students through use of the Mental Health and Wellbeing funding to improve student motivation and interest to at least 80% as measured by the AtoSS.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> 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.	
<b>Goal 2</b>	To improve student outcomes in literacy	
<b>12 Month Target 2.1</b>	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for writing according to NAPLAN.	
<b>12 Month Target 2.2</b>	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for spelling according to NAPLAN. In 2022, 40% of more of Year 5 students to be in the Top 2 bands for grammar and punctuation according to NAPLAN.	
<b>12 Month Target 2.3</b>	In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in writing to be at least 80%.	

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Increase the effectiveness of quality practices in planning, instruction and assessment	No
<b>KIS 2</b> Instructional and shared leadership	Build capacity of leadership to support high quality instructional practices	No
<b>KIS 3</b> Curriculum planning and assessment	Implement intervention strategies and processes to support students requiring individual targeted, intensive support	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.	Ensure staff adequately and appropriately analyse staff data to ensure a clear understanding of point of need for teaching and learning. (This is for both within the classroom, within the TLI and also MiniLit/MacqLit intervention.) Data analysis and sharing of data within the PLC will ensure accurate planning to maximise student learning.	
<b>Goal 3</b>	To improve student outcomes in Mathematics	
<b>12 Month Target 3.1</b>	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for numeracy according to NAPLAN.	
<b>12 Month Target 3.2</b>	In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in mathematics to be at least 80%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Development and implementation of a school-wide model to scaffold mathematics	No

<b>KIS 2</b> Curriculum planning and assessment	Build capacity of staff to develop and implement sequential learning units by expanding staff curriculum and assessment knowledge as a continuum of learning from foundation to year six	No
<b>KIS 3</b> Evaluating impact on learning	Build capacity for data analysis and an understanding of data by teachers and students	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.	NAPLAN and school-based data suggests that the school has high levels of medium growth but lower than desired rates of high growth for reading, writing and maths. Work needs to continue to ensure the analysis of data then directly correlates to the instruction and learning opportunities for students.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	In 2022, support students through use of the Mental Health and Wellbeing funding to improve student motivation and interest to at least 80% as measured by the AtoSS.
<b>KIS 1</b> 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
<b>Actions</b>	With staff input, develop a targeted support program for students in numeracy within and external to the classroom. Establish small groups tutoring programs in literacy and numeracy using the school's current staff. Work with all staff to assess learning and map learning progress against individual learning plans. Data analysis within PLCs will be used to support point of need teaching and learning within the classroom and TLI
<b>Outcomes</b>	All students (regardless of what level) in need of targeted academic support or intervention will be identified and appropriately supported. Nominated teachers and school leaders will establish tutoring groups in literacy and numeracy. Students will have a clear understanding where they are at with their learning, what they need to do next and how this support will be provided by their tutor.
<b>Success Indicators</b>	All students will have at least 12-months growth over the course of the year. Differentiated resources will be used and tailored to support all students Progress will be made with Individual Learning Plans.C

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Allocate staff and resources to the targeted literacy or numeracy intervention program.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$22,000.00  <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
Assess learning and map progress against Individual Learning Plans	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<b>Actions</b>	With staff input, develop a desired support program for students across the school to improve motivation and interest. Identify students in need of support to improve engagement with school and motivation. Whole-School approach of social/emotional learning through explicit teaching of Respectful Relationships.			
<b>Outcomes</b>	Students to be engaged, excited and motivated to be at school and learn Teachers and leaders will integrate social/emotional leaders into school practice, policies and programs			
<b>Success Indicators</b>	Improvement to at least 80% in motivation and interest as measured in AtoSS Student active and willing participation in program where needed.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Allocate staff and resources to the targeted mental health program	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,700.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Monitor mental health program	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	To improve student outcomes in literacy			
<b>12 Month Target 2.1</b>	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for writing according to NAPLAN.			
<b>12 Month Target 2.2</b>	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for spelling according to NAPLAN. In 2022, 40% of more of Year 5 students to be in the Top 2 bands for grammar and punctuation according to NAPLAN.			
<b>12 Month Target 2.3</b>	In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in writing to be at least 80%.			
<b>KIS 1</b> Curriculum planning and assessment	Implement intervention strategies and processes to support students requiring individual targeted, intensive support			
<b>Actions</b>	Complete Proficiency Scales for writing for Foundation - 7. Termly classroom observations and feedback Writing moderation within each PLC and across the whole school			
<b>Outcomes</b>	Students and staff will see what level their writing is at and what needs to be done through visual proficiency scales in each classroom. Active participation in observations and feedback.			
<b>Success Indicators</b>	All students Years 1-6 will have at least 12 months growth over the course of the year as measured in their semester 2 report. Observations for all staff to have taken place each term as agreed.			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Complete Proficiency Scales	<input checked="" type="checkbox"/> All Staff	<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
Classroom Observations	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Proficiency Scales displayed in each classroom	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 3</b>	To improve student outcomes in Mathematics			
<b>12 Month Target 3.1</b>	In 2022, 40% or more of Year 5 students to be in the Top 2 bands for numeracy according to NAPLAN.			
<b>12 Month Target 3.2</b>	In 2022, the percentage of Years 1-6 students assessed against the Victorian Curriculum as making at least 12 months growth in mathematics to be at least 80%			
<b>KIS 1</b> Evaluating impact on learning	Build capacity for data analysis and an understanding of data by teachers and students			
<b>Actions</b>	<p>With staff input, develop a targeted support program for students in numeracy within and external to the classroom.</p> <p>Establish small groups tutoring programs in literacy and numeracy using the school's current staff.</p> <p>Work will all staff to assess learning and map learning progress against individual learning plans.</p> <p>Data analysis within PLCs will be used to support point of need teaching and learning within the classroom and TLI</p>			
<b>Outcomes</b>	<p>All students (regardless of what level) in need of targeted academic support or intervention will be identified and appropriately supported.</p> <p>Nominated teachers and school leaders will establish tutoring groups in literacy and numeracy.</p> <p>Students will have a clear understanding where they are at with their learning, what they need to do next and how this support will be provided by their tutor.</p>			

<b>Success Indicators</b>	All students will have at least 12-months growth over the course of the year. Differentiated resources will be used and tailored to support all students Progress will be made with Individual Learning Plans.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Allocate staff and resources to the targeted literacy or numeracy intervention program.	<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
Assess learning and map progress against Individual Learning Plans	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$0.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,300.00	\$15,300.00	\$0.00
<b>Total</b>	<b>\$15,300.00</b>	<b>\$15,300.00</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Allocate staff and resources to the targeted mental health program	\$10,700.00
<b>Totals</b>	<b>\$10,700.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Allocate staff and resources to the targeted mental health program	from: Term 1 to: Term 4	\$15,300.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Additional teacher</li> <li>○ Mental Health Practitioner</li> </ul>
<b>Totals</b>		\$15,300.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Allocate staff and resources to the targeted mental health program	✓ Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ SEIL</li> <li>✓ Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Complete Proficiency Scales	✓ All Staff	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Curriculum development</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Classroom Observations	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Assess learning and map progress against Individual Learning Plans	✓ School Improvement Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Design of formative assessments</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Internal staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>