

2022 Annual Implementation Plan

for improving student outcomes

Porepukah Primary School (1144)



Submitted for review by Jill Gillies (School Principal) on 15 March, 2022 at 10:55 AM

Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 21 March, 2022 at 08:47 AM

Endorsed by Elita Sams (School Council President) on 02 May, 2022 at 11:53 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	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.	

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

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Self Evaluation will occur as part of the School Improvement Team operations at the beginning of term two. This has been due to the continuing impact of the pandemic and staff shortages during the start of 2022.
Considerations for 2022	Tutor Learning Initiative Developing Numeracy Intervention Assessment Schedule and the addition of PAT

	Project 22 Numeracy PLC Mental Health Fund and Planning Tool Respectful Relationships - full implementation School Wide Positive Behaviours Program Continue with Writing implementation - phonemic awareness / spelling Numeracy in the 3-6 learning area
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning in Literacy - Writing
Target 2.1	Decrease the number of students in the bottom two bands on NAPLAN Years 3 and Year 5 in Writing: <ul style="list-style-type: none"> • In Year 3 from 17% in the bottom two bands in 2018 to 0% in 2022 • In Year 5 from 13% in the bottom two bands in 2018 to 0% in 2022
Target 2.2	Improve Teacher Judgements against the Victorian Curriculum in English-Writing: <ul style="list-style-type: none"> • Increase the percentage of students in Foundation -Year 6 assessed Above Level from 22% in 2018 to 30% in 2022.

Target 2.3	<p>Improve NAPLAN Relative Growth in Writing from Year 3 to Year 5:</p> <ul style="list-style-type: none"> • Reduce low growth from 27% in 2018 to 10% in 2022 • Increase high growth from 18% in 2018 to 30% in 2022
Key Improvement Strategy 2.a Curriculum planning and assessment	Build assessment literacy of staff in writing
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop rigorous evidence-based approaches to teaching of writing
Key Improvement Strategy 2.c Building practice excellence	Develop strategic professional learning to improve the teaching of Writing which is collaborative, involves reflection and uses student feedback and voice to improve teaching approaches
Goal 3	To improve student voice and agency in their learning
Target 3.1	<p>Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of:</p> <ul style="list-style-type: none"> • Student Voice and Agency from 68% positive endorsement in 2019 to 80% in 2022
Target 3.2	<p>Improved Student Attitude to School Survey (SATSS) data in the Learner Characteristics and Disposition Domain in the Survey Factors of:</p> <ul style="list-style-type: none"> • Learning Confidence from 72% positive endorsement in 2019 to 80% in 2022 • Motivation & Interest from 81% positive endorsement in 2019 to 90% in 2022

	<ul style="list-style-type: none"> • Self Regulation & Goal Setting from 77% positive endorsement in 2019 to 85% in 2022
Target 3.3	<p>Improved Parent Opinion Survey (POS) results in the areas of:</p> <ul style="list-style-type: none"> • Student Motivation and Support from 83% positive response in 2018 to 88% in 2022 • Effective Teaching from 85% positive response in 2018 to 90% in 2022
Target 3.4	<p>Improve Staff Opinion Survey (SOS) results in the areas of:</p> <ul style="list-style-type: none"> • Trust in Students and Parents from 73% percentage endorsement in in 2018 to 85% in 2022 • Academic Emphasis from 66% percentage endorsement in 2018 to 85% in 2022
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Develop student skills in monitoring their own learning
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop processes for authentic learning partnerships between students, teachers and parents
Key Improvement Strategy 3.c Building practice excellence	Ensure professional learning is focused on developing staff skills in giving and receiving feedback and student voice and agency
Goal 4	To improve student engagement and wellbeing

Target 4.1	<p>Drafting note: may wish to consider alternative (non AToSS) student data, e.g. attendance, wellbeing/behaviour data e.g. SWPBS, or other school level data.</p> <p>Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of:</p> <ul style="list-style-type: none"> • Student Connectedness from 64% positive endorsement in 2019 to 80% in 2022
Target 4.2	<p>Improved Student Attitude to School Survey (SATSS) data in the Effective Teaching Practice for Cognitive Engagement Domain in the Survey Factors of:</p> <ul style="list-style-type: none"> • Stimulated Learning from 73% positive endorsement in 2019 to 85% in 2022 – for all students <p>And in addition, for the results for boys to be improved as follows</p> <ul style="list-style-type: none"> • Stimulated Learning from 50% positive endorsement in 2019 to 75% in 2022 - for boys
Target 4.3	<p>Improved Parent Opinion Survey (POS) results in the area of General Satisfaction from 83% in 2018 to 88% in 2022</p>
Key Improvement Strategy 4.a Vision, values and culture	<p>Review the school's vision, values and culture to reflect the current parent, student and staff vision</p>
Key Improvement Strategy 4.b Empowering students and building school pride	<p>Implement evidence based processes for student recognition and feedback in relation to student learning, attitude and behaviour</p>
Key Improvement Strategy 4.c	<p>Build school processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their attitudes to learning and behaviour</p>

Empowering students and building school pride

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>2022 Priority</p> <p>KIS 1.a Targets:</p> <p>Increase the percentage of students assessed at 'At Level' and 'Above Level' in 2021 using Teacher Judgements against the Victorian Curriculum in: Reading from 91% in 2021 to 95% Writing from 93% in 2021 to 95% Number from 91% in 2021 to 95%</p> <p>Decrease the number of students in the bottom two bands on NAPLAN Year 3 and Year 5 in Writing. Year 3 to maintain 0% Year 5 from 25% to 0%</p> <p>Improve NAPLAN Relative Growth in Writing. Reduce low growth from 27% to 10% Increase high growth from 9% to 30%</p> <p>Increase the percentage of students in F-6 assessed Above Level from 22% in 2021 to 30%.</p>

			<p>KIS 1.b Targets:</p> <p>Improved Student Attitude to School Survey (SATSS) data in positive endorsement: Student Voice and Agency from 68% in 2021 to 70% Sense of Confidence from 81% in 2021 to 85% Motivation and Interest from 76% in 2021 to 80% Self Regulation and Goal Setting from 93% in 2021 to 95%</p> <p>Other Targets:</p> <p>Student Connectedness from 70% in 2021 to 80% Stimulated Learning ALL from 85% in 2021 to 88% Stimulated Learning BOYS from 76% in 2021 to 78%</p> <p>Improved Parent Opinion Survey (POS) in positive endorsement: General Satisfaction from 92% in 2021 to 94% Student Motivation and Support from 81% in 2021 to 88% Effective Teaching from 81% in 2021 to 90%</p> <p>Improved Staff Opinion Survey (SOS) in positive endorsement: Trust in Students and Parents from 83% in 2021 to 85%</p>
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			Academic Emphasis from 61% in 2021 to 85%
To improve student learning in Literacy - Writing	No	<p>Decrease the number of students in the bottom two bands on NAPLAN Years 3 and Year 5 in Writing:</p> <ul style="list-style-type: none"> • In Year 3 from 17% in the bottom two bands in 2018 to 0% in 2022 • In Year 5 from 13% in the bottom two bands in 2018 to 0% in 2022 	
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		<p>Improve NAPLAN Relative Growth in Writing from Year 3 to Year 5:</p> <ul style="list-style-type: none"> • Reduce low growth from 27% in 2018 to 10% in 2022 • Increase high growth from 18% in 2018 to 30% in 2022 	
To improve student voice and agency in their learning	No	Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of:	

		<ul style="list-style-type: none"> • Student Voice and Agency from 68% positive endorsement in 2019 to 80% in 2022 	
		<p>Improved Student Attitude to School Survey (SATSS) data in the Learner Characteristics and Disposition</p> <p>Domain in the Survey Factors of:</p> <ul style="list-style-type: none"> • Learning Confidence from 72% positive endorsement in 2019 to 80% in 2022 • Motivation & Interest from 81% positive endorsement in 2019 to 90% in 2022 • Self Regulation & Goal Setting from 77% positive endorsement in 2019 to 85% in 2022 	
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		<ul style="list-style-type: none"> Academic Emphasis from 66% percentage endorsement in 2018 to 85% in 2022 	
To improve student engagement and wellbeing	No	<p>Drafting note: may wish to consider alternative (non AToSS) student data, e.g. attendance, wellbeing/behaviour data e.g. SWPBS, or other school level data.</p> <p>Improved Student Attitude to School Survey (SATSS) data in the Social Engagement Domain in the Survey Factor of:</p> <ul style="list-style-type: none"> Student Connectedness from 64% positive endorsement in 2019 to 80% in 2022 	
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<p>Goal 1</p>	<p>2022 Priorities Goal
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<p>12 Month Target 1.1</p>	<p>2022 Priority</p> <p>KIS 1.a Targets:</p> <p>Increase the percentage of students assessed at 'At Level' and 'Above Level' in 2021 using Teacher Judgements against the Victorian Curriculum in: Reading from 91% in 2021 to 95% Writing from 93% in 2021 to 95% Number from 91% in 2021 to 95%</p> <p>Decrease the number of students in the bottom two bands on NAPLAN Year 3 and Year 5 in Writing. Year 3 to maintain 0% Year 5 from 25% to 0%</p> <p>Improve NAPLAN Relative Growth in Writing. Reduce low growth from 27% to 10% Increase high growth from 9% to 30%</p> <p>Increase the percentage of students in F-6 assessed Above Level from 22% in 2021 to 30%.</p> <p>KIS 1.b Targets:</p> <p>Improved Student Attitude to School Survey (SATSS) data in positive endorsement: Student Voice and Agency from 68% in 2021 to 70% Sense of Confidence from 81% in 2021 to 85% Motivation and Interest from 76% in 2021 to 80% Self Regulation and Goal Setting from 93% in 2021 to 95%</p>

	<p>Other Targets:</p> <p>Student Connectedness from 70% in 2021 to 80% Stimulated Learning ALL from 85% in 2021 to 88% Stimulated Learning BOYS from 76% in 2021 to 78%</p> <p>Improved Parent Opinion Survey (POS) in positive endorsement: General Satisfaction from 92% in 2021 to 94% Student Motivation and Support from 81% in 2021 to 88% Effective Teaching from 81% in 2021 to 90%</p> <p>Improved Staff Opinion Survey (SOS) in positive endorsement: Trust in Students and Parents from 83% in 2021 to 85% Academic Emphasis from 61% in 2021 to 85%</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Action 1: Utilise formative and summative assessment to identify students for targeted support or extension.</p> <p>Action 2: Develop consistency across the school through formal processes to validate teacher judgements in writing and numeracy.</p>
Outcomes	<p>The practice will change in the following ways as a result of these actions:</p> <p>Leaders will be:</p> <ul style="list-style-type: none"> - Leading data driven PLC cycles in both writing and numeracy - Participate in Network professional learning project in numeracy - Structuring opportunities for support for teaching staff to reflect and moderate practice - Supporting teachers to participate in moderation and cross-marking sessions within and beyond the school - Monitor accuracy and use of data to ensure student learning is caught up and extended <p>Teachers will be:</p> <ul style="list-style-type: none"> - Assessing students using identified summative and formative assessments - Able to routinely adjust teaching and learning in writing based on student need - Able to accurately establish learning sequences in numeracy - Implementing consistent assessment in writing and numeracy practice - Participating in PLC cycles around teaching and learning

	<ul style="list-style-type: none"> - Using whole school, cohort and individual data consistently during planning - Working collegiately with the nominated Tutor to plan for small group Literacy and Numeracy intervention <p>Students will be:</p> <ul style="list-style-type: none"> - Able to articulate the success criteria for a sequence of work - Know where they are with their learning and what they need to do to achieve the next level - Confident to share their learning data with another person 			
Success Indicators	<p>To measure the success of the Actions and Outcomes for this Goal and Key Improvement Strategy we will use the following indicators:</p> <ul style="list-style-type: none"> - Self-assessment against updated FISO model - Updated assessment schedule - Evidence of implementation of PLC schedule, documented cycles and outcomes - High level participation in network based professional learning and support - School participation in high quality evidenced based collaborative inquiry based professional learning - Articulation of Writing and Numeracy Data - Student improvement as measured through teacher judgements against the Victorian Curriculum 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning schedule aligned to AIP Writing and Numeracy goals.	<input checked="" type="checkbox"/> Leadership Team <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

Implement Tutor Learning Initiative, Literacy and Numeracy intervention and support.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,590.89 <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 the High Ability Program and develop school based extension programs.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Revise and update whole school assessment schedule and access to student learning data by staff teams.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<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 network based Project 22 Numeracy PLC.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00 <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
Complete one full PLC cycle in teaching teams.	<input checked="" type="checkbox"/> Learning Specialist(s)	<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
Teaching teams to mentor and support peer observations, learning walks and team planning.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Action 1: Build the capacity of all staff to promote the wellbeing and positive mental health of students. Action 2: Establish a multi-tiered response model to support the mental health and wellbeing of students.			
Outcomes	Our practice will change in the following ways as a result of these actions: Leaders will be: - Engaging in dialogue with teachers around student mental health and wellbeing - Referring to policy and process of support available - Supporting the implementation of Respectful Relationships - Utilising the Schools Mental Health Fund Menu and Planning Tool - Ensuring School Wide Positive Behaviours (SWPBs) model is implemented Teachers will be: - Engaging in dialogue around student mental health and wellbeing - Supported in supporting students			

	<ul style="list-style-type: none"> - Explicitly teaching the Respectful Relationships curriculum - Promoting SWPBs in all interactions with students <p>Students will be:</p> <ul style="list-style-type: none"> - Engaging in mental health support if needed - Able to articulate elements of the Respectful Relationships program - Demonstrating the school values and participate in SWPBs implementation 			
Success Indicators	<p>Success Indicators To measure the success of the Actions and Outcomes for this Goal and Key Improvement Strategy we will use the following indicators:</p> <ul style="list-style-type: none"> - Self-assessment against the new FISO model - Evidence of the process to review and revise policy around student mental health and wellbeing - High levels of participation in all aspects of supporting student mental health and wellbeing - Evidence of School Wide Positive Behaviour support throughout the school environment and language 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Planned professional learning to increase staff capacity to identify and support student wellbeing and mental health.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Develop and document policies and processes that support student mental health including how student data is collected and utilised.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue full implementation of Respectful Relationships curriculum.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Explore DET Mental Health Fund Menu and Planning tool to make informed decisions around best program.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$15,299.63 <input checked="" 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
Continue implementation of School Wide Positive Behaviours Support.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$14,220.40	\$14,220.40	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$20,299.63	-\$5,000.00
Total	\$29,520.03	\$34,520.03	-\$5,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement Tutor Learning Initiative, Literacy and Numeracy intervention and support.	\$36,590.89
Teaching teams to mentor and support peer observations, learning walks and team planning.	\$5,000.00
Planned professional learning to increase staff capacity to identify and support student wellbeing and mental health.	\$5,000.00
Develop and document policies and processes that support student mental health including how student data is collected and utilised.	\$0.00
Explore DET Mental Health Fund Menu and Planning tool to make informed decisions around best program.	\$15,299.63
Totals	\$61,890.52

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement Tutor Learning Initiative, Literacy and Numeracy intervention and support.	from: Term 1 to: Term 4	\$7,045.40	<input checked="" type="checkbox"/> School-based staffing
Teaching teams to mentor and support peer observations, learning walks and team planning.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> CRT
Explore DET Mental Health Fund Menu and Planning tool to make informed decisions around best program.	from: Term 3 to: Term 4	\$2,175.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$14,220.40	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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Planned professional learning to increase staff capacity to identify and support student wellbeing and mental health.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Be You mental health literacy training
Develop and document policies and processes that support student mental health including how student data is collected and utilised.	from: Term 2 to: Term 4	\$0.00	
Explore DET Mental Health Fund Menu and Planning tool to make informed decisions around best program.	from: Term 3 to: Term 4	\$15,299.63	
Totals		\$20,299.63	

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
Planned professional learning to increase staff capacity to identify and support student wellbeing and mental health.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> Departmental resources SSSO support	<input checked="" type="checkbox"/> On-site