

2022 Annual Implementation Plan

for improving student outcomes

Grovedale Primary School (0283)



Submitted for review by Tina Barnett (School Principal) on 28 February, 2022 at 02:56 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 11 March, 2022 at 09:31 AM
Endorsed by Ben O'Connor (School Council President) on 18 March, 2022 at 10:56 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	<p>Redeveloping our leadership approach and infrastructure for 2021 has resulted in a significantly higher level of distribution of leadership, and staff collaboration.</p> <p>Our PLC model has been refocussed and reinvigorated, and each team is effectively using the PLC inquiry cycle to build capacity, drive planning and improve student learning outcomes.</p> <p>In 2021 we implemented the The Grovedale Way - Reading, Writing and Mathematics pedagogical models. The Reading model is well established - despite the challenges of covid-19 interruptions. Learning Walks have shown outstanding growth in this. Great headway has been made in developing a whole school documented curriculum, with Essential Learnings</p>
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	developed for Reading, Writing, Speaking & Listening and Numeracy.
Considerations for 2022	<p>In 2022 we will focus on Teaching and Learning - through the Tutor Learning Initiative focused on Numeracy, and through practices to increase differentiation to ensure teaching to the point of need.</p> <p>In Wellbeing we will work to develop a whole school approach to inclusion drawing from the Disability Inclusion Pilot, engagement with School Wide Positive Behaviours Support Training, the Respectful Relationships Cluster, Berry Street Education Model Training, and Student Voice professional learning.</p> <p>In 2022 we will undertake a whole school review of the 2018-2022 School Strategic Plan which will support deep analysis of our current practices and significant planning for future school improvement, building on current gains.</p> <p>The Self Evaluation process has highlighted the need to continue to embed our reading practices, and to build further on writing and mathematics.</p>
Documents that support this plan	School Performance Report 2021 0283.pdf (1.83 MB)

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To enhance point of need teaching to maximise student learning outcomes.</p>
Target 2.1	<p><i>Increase the percentage of students in the top two bands of NAPLAN in Years three and five to be at or above the baseline taken from the three-year average (2015–17) as indicated in below</i></p> <ul style="list-style-type: none"> • <i>Numeracy - year 3, 30% to year 5, 22%</i> • <i>Reading - year 3, 43% to year 5, 31%</i> • <i>Writing - year 3, 52% to year 5, 16%</i>

Target 2.2	<i>NAPLAN Year three to five relative growth percentages to indicate that 80 percent or more of students are showing medium or high growth.</i>																
Target 2.3	<p><i>Increase the percentage of students achieving above the expected level according to Teacher Judgements, compared to the three-year average (2014–16) as indicated in the table below:</i></p> <table border="1" data-bbox="667 443 1639 667"> <thead> <tr> <th></th> <th>Years P–6</th> <th></th> <th>Years P–6</th> </tr> </thead> <tbody> <tr> <td>Reading & viewing</td> <td><i>39 per cent</i></td> <td>Measurement & geometry</td> <td><i>13 per cent</i></td> </tr> <tr> <td>Writing</td> <td><i>21 per cent</i></td> <td>Number & algebra</td> <td><i>20 per cent</i></td> </tr> <tr> <td>Speaking & Listening</td> <td><i>12 per cent</i></td> <td>Statistics & probability</td> <td><i>10 per cent</i></td> </tr> </tbody> </table>		Years P–6		Years P–6	Reading & viewing	<i>39 per cent</i>	Measurement & geometry	<i>13 per cent</i>	Writing	<i>21 per cent</i>	Number & algebra	<i>20 per cent</i>	Speaking & Listening	<i>12 per cent</i>	Statistics & probability	<i>10 per cent</i>
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Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capacity to assess, monitor and analyse student data to inform teaching and learning.																
Key Improvement Strategy 2.b Building practice excellence	Refine practices for interventions in literacy and numeracy.																
Key Improvement Strategy 2.c Evaluating impact on learning	Develop the capacity of leaders to support teacher assessment and planning for individual student needs.																
Goal 3	Embed and sustain excellence in teaching and learning to achieve student learning growth.																
Target 3.1	<i>The Staff Opinion survey to show an increasing trend from 2017 baseline levels in the following factors: Collective focus on student learning and Teacher collaboration.</i>																

Target 3.2	<i>The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Effective classroom behavior, Differentiated learning challenge, Stimulated learning, Motivation and interest.</i>
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Define and consistently implement a whole school instructional model, incorporating curricular approaches.
Key Improvement Strategy 3.b Building practice excellence	Continue to build teacher and leadership capacity, including through the implementation of Leading Literacy and Leading Numeracy (or similar) professional learning programs.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Strengthen the implementation of high impact teaching strategies, including Classroom Instruction that Works (or similar) and continued participation in the Community of Practice.
Goal 4	To enhance student agency within a defined, whole school curriculum.
Target 4.1	<i>The Staff Opinion Survey to show an increasing trend from 2017 baseline levels in the following factors: Collective efficacy and Guaranteed and viable curriculum.</i>
Target 4.2	<i>The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Student voice and agency, Effective teaching time and Self regulation and goal setting.</i>
Target 4.3	<i>The Parent Opinion survey to show an increasing trend from 2017 baseline levels in the following factors: Agency and voice, Effective teaching, Teacher communication and School communication.</i>

Key Improvement Strategy 4.a Curriculum planning and assessment	Develop an agreed and consistently implemented curriculum framework, with a focus on student agency.
Key Improvement Strategy 4.b Building practice excellence	Develop the digital capabilities of students and staff.
Key Improvement Strategy 4.c Curriculum planning and assessment	Explore opportunities for increased inquiry and STEAM learning.
Key Improvement Strategy 4.d Curriculum planning and assessment	Further develop regular goal setting practices with students and sharing of progress with families.

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>Achieve 25% of year 3 students in the top 2 bands of Naplan in Numeracy. Achieve 25% of year 5 students in the top 2 bands of Naplan in Numeracy.</p>
To enhance point of need teaching to maximise student learning outcomes.	Yes	<p><i>Increase the percentage of students in the top two bands of NAPLAN in Years three and five to be at or above the baseline taken from the three-year average (2015–17) as indicated in below</i></p> <ul style="list-style-type: none"> ● Numeracy - year 3, 30% to year 5, 22% ● Reading - year 3, 43% to year 5, 31% ● Writing - year 3, 52% to year 5, 16% 	<p>Achieve 25% of year 3 students in the top 2 bands of Naplan in Numeracy. Achieve 50% of year 3 students in the top 2 bands of Naplan in Reading. Achieve 35% of year 3 students in the top 2 bands of Naplan in Writing.</p> <p>Achieve 25% of year 5 students in the top 2 bands of Naplan in Numeracy.</p>

			<p>Achieve 40% of year 5 students in the top 2 bands of Naplan in Reading. Achieve 10% of year 5 students in the top 2 bands of Naplan in Writing.</p>																
		<p><i>NAPLAN Year three to five relative growth percentages to indicate that 80 percent or more of students are showing medium or high growth.</i></p>	<p>80% or more year 5 students achieve medium or high growth in Reading. 70% or more year 5 students achieve medium or high growth in Writing. 70% or more year 5 students achieve medium or high growth in Numeracy.</p>																
		<p><i>Increase the percentage of students achieving above the expected level according to Teacher Judgements, compared to the three-year average (2014–16) as indicated in the table below:</i></p> <table border="1"> <thead> <tr> <th></th> <th>Years P–6</th> <th></th> <th>Years P–6</th> </tr> </thead> <tbody> <tr> <td>Reading & viewing</td> <td>39 per cent</td> <td>Measurement & geometry</td> <td>13 per cent</td> </tr> <tr> <td>Writing</td> <td>21 per cent</td> <td>Number & algebra</td> <td>20 per cent</td> </tr> <tr> <td>Speaking & Listening</td> <td>12 per cent</td> <td>Statistics & probability</td> <td>10 per cent</td> </tr> </tbody> </table>		Years P–6		Years P–6	Reading & viewing	39 per cent	Measurement & geometry	13 per cent	Writing	21 per cent	Number & algebra	20 per cent	Speaking & Listening	12 per cent	Statistics & probability	10 per cent	<p>40% of all students achieve above the expected level in Reading according to teacher judgement. 20% of all students achieve above the expected level in Writing according to teacher judgement. 20% of all students achieve above the expected level in Speaking and Listening according to teacher judgement.</p> <p>20% of all students achieve above the expected level in Measurement and Geometry according to teacher judgement. 27% of all students achieve above the expected level in Number and Algebra according to teacher judgement. 15% of all students achieve above the expected level in Statistics and Probability according to teacher judgement.</p>
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Embed and sustain excellence in teaching and learning to achieve student learning growth.	No	<i>The Staff Opinion survey to show an increasing trend from 2017 baseline levels in the following factors: Collective focus on student learning and Teacher collaboration.</i>	
		<i>The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Effective classroom behavior, Differentiated learning challenge, Stimulated learning, Motivation and interest.</i>	
To enhance student agency within a defined, whole school curriculum.	No	<i>The Staff Opinion Survey to show an increasing trend from 2017 baseline levels in the following factors: Collective efficacy and Guaranteed and viable curriculum.</i>	
		<i>The Student Attitudes to School survey to show an increasing trend from 2017 baseline levels in the following factors: Student voice and agency, Effective teaching time and Self regulation and goal setting.</i>	
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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>	
12 Month Target 1.1	<p>Achieve 25% of year 3 students in the top 2 bands of Naplan in Numeracy. Achieve 25% of year 5 students in the top 2 bands of Naplan in Numeracy.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To enhance point of need teaching to maximise student learning outcomes.	
12 Month Target 2.1	<p>Achieve 25% of year 3 students in the top 2 bands of Naplan in Numeracy. Achieve 50% of year 3 students in the top 2 bands of Naplan in Reading. Achieve 35% of year 3 students in the top 2 bands of Naplan in Writing.</p> <p>Achieve 25% of year 5 students in the top 2 bands of Naplan in Numeracy.</p>	

	Achieve 40% of year 5 students in the top 2 bands of Naplan in Reading. Achieve 10% of year 5 students in the top 2 bands of Naplan in Writing.	
12 Month Target 2.2	80% or more year 5 students achieve medium or high growth in Reading. 70% or more year 5 students achieve medium or high growth in Writing. 70% or more year 5 students achieve medium or high growth in Numeracy.	
12 Month Target 2.3	40% of all students achieve above the expected level in Reading according to teacher judgement. 20% of all students achieve above the expected level in Writing according to teacher judgement. 20% of all students achieve above the expected level in Speaking and Listening according to teacher judgement. 20% of all students achieve above the expected level in Measurement and Geometry according to teacher judgement. 27% of all students achieve above the expected level in Number and Algebra according to teacher judgement. 15% of all students achieve above the expected level in Statistics and Probability according to teacher judgement.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build teacher capacity to assess, monitor and analyse student data to inform teaching and learning.	Yes
KIS 2 Building practice excellence	Refine practices for interventions in literacy and numeracy.	Yes
KIS 3 Evaluating impact on learning	Develop the capacity of leaders to support teacher assessment and planning for individual student needs.	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.	In 2021 the School Performance Report indicates that we have made significant gains in our Reading data, with 'Influence' status for our students in the top two bands in year 5. In both % of students in the bottom bands, and the % of students meeting or above benchmark growth we are in the Stretch category - indicating improvement in both measures. We will continue to focus on embedding excellent practices in this area. Achievement showed improvement in students in the top 2 bands. We will continue the practices we implemented in 2021 that gave this growth. Through improved differentiated planning in maths we will aim increase the % of students in year 5 achieving at or above expected growth as this was a 'Renew' area.	

	<p>Considerable focus is required in supporting students in the bottom two bands as we had an increase in students in this category in 2021. Both areas are consistent with the 2018-2022 Strategic Plan.</p>
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Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Achieve 25% of year 3 students in the top 2 bands of Naplan in Numeracy. Achieve 25% of year 5 students in the top 2 bands of Naplan in Numeracy.
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	Review and refine the curriculum to enhance our ability to cater for individual learning, focused on student learning and wellbeing. Utilise the Tutor Learning Initiative (TLI) staff to analyse PAT Math and teacher judgement data to identify students who require extra support to achieve improved learning outcomes. TLI will prioritise, group and timetable students to receive regular mathematics tutoring based on individual student learning goals. Update Reading, Writing and Mathematics curriculum planners to include sections which explicitly outline learning differentiation and individual educational adjustments. Develop IEPs for students who are achieving one year or more above/below in the core learning areas of Reading & Viewing, Writing, Number & Algebra and Personal & Social Capability. We will develop a whole school approach to Peer Observation, enabling teachers to collaborate on developing effective practices to meet all learner's needs. Resource an additional Year 1/2 class to minimise the impact of remote learning losses on the development of foundational skill in literacy, numeracy and social capabilities.
Outcomes	Leaders will support staff to develop, implement and assess curriculum which addresses the individual needs of students, as identified by high quality data collection and analysis processes. Teachers will collaboratively plan using data, in order to provide learning programs that are differentiated for the students in their cohort, and incorporate high impact strategies. Students will work at their point of need, being able to collaborate in the development of appropriate individual learning goals, use strategies to work towards their goals, and demonstrate their attainment.

	<p>Students with the highest needs will be supported through TLI. Students will be able to articulate their learning goals, and how they will achieve them. Curriculum planners populated with differentiated learning and individual educational adjustments. The Disability Inclusion coordinator mentors teachers in developing effective IPs. IEPs will be developed and reviewed each term for DI, ATSI, OoHC and above/below students. Teachers will be able to give and receive effective and targeted feedback. Year 1/2 teachers will use increased contact time with each student to enhance wellbeing, engagement and student learning outcomes.</p>			
Success Indicators	<p>Students will be working at their point of need, engaged and achieving improved learning growth. TLI students will achieve above expected learning growth in Number & Algebra. Indigenous students will achieve increased learning growth in numeracy. Increased student learning growth across a range of areas, as demonstrated in teacher judgements and NAPLAN. These improvements will be evidenced by planners, PLC meeting minutes, SIT minutes, Leadership minutes, PLT minutes, student learning goals, summative and formative assessment documentation, TLI data and Naplan growth data. Teachers will maintain a Peer Observation Learning Journal demonstrating changes in practice.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Use additional funding beyond TLI to increase the percentage of students accessing the program	<input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$21,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
Design and deliver peer observation and coaching	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$40,000.00

	<input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<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
Teachers to engage in professional learning and practice to build capacity to implement educational adjustments in differentiated planning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Undertake the year 5 Maths sprint with the Network, whilst concurrently conducting the Maths Sprint for students in years 3-6.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00 <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 an indigenous tutoring and cultural program	<input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,200.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Utilise professional Learning in Voice and Agency to enhance student input into the development of individual learning goals Quaglia - Fee x 4 = \$6,000 CRT 3 x 4 + \$6,000	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$12,000.00 <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
Embed Writing and Numeracy Pedagogical Models through coaching and observation, in school professional learning and participation in PLC and Collaborative planning.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Resource an additional Year 1/2 class to ensure Foundation to Year 2 classes are established with low student numbers at the start of the year to bridge the learning gaps created by Covid-19.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

<p>Actions</p>	<p>Review and refine whole school approaches to student wellbeing and mental health through disability inclusion and trauma informed practices.</p> <p>Engage in whole-school trauma informed practice professional learning through the Berry Street Education Model.</p> <p>Participate in Respectful Relationships professional learning and Community of Practice.</p> <p>Continue to embed Respectful Relationships in the curriculum.</p> <p>Facilitate CASEA in Schools Program for nominated families, staff support and open parent sessions.</p> <p>Disability Inclusion; 4 key principles:</p> <p>Set a strong inclusive school culture through strong leadership</p> <ul style="list-style-type: none"> • Undertake a review of whole school approaches to assuring the Inclusion of all students (Setting Expectations & Promoting Inclusion FISO Tool). • Undertake a review of all school policies to ensure they use inclusive language and enable and encourage the inclusion of all students and families in the school community. • Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles over the next 3 calendar years. <p>Focus on inclusive practice at whole school and in class level</p> <ul style="list-style-type: none"> • Build staff capacity and knowledge to develop high quality Individual Education Plans. • Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs. • Establish structures and practices that enable teachers to formally record classroom adjustments made to support individual students. <p>Value specialist expertise</p> <ul style="list-style-type: none"> • Work in collaboration with specialists to ensure that the adjustments are able to be successfully implemented in the school setting. • Actively seek guidance from specialists to meet the needs of individuals. <p>Collaborate and engage with parents</p> <ul style="list-style-type: none"> • Establish a consistent whole school approach to engaging and connecting the parent community.
<p>Outcomes</p>	<p>Development of consistent, evidence-based trauma informed practices across the school, including Ready to Learn Scales, individual Ready to Learn Plans, Community Circles and the development of self-regulation strategies.</p> <p>Whole-school conducts weekly Respectful Relationships sessions in-line with the school's scope and sequence.</p> <p>Selected parents and students will participate in weekly, term 1, CASEA sessions to develop improved skills to cope with the daily pressures at home and school together.</p> <p>Disability Inclusion</p>

	<ul style="list-style-type: none"> • Refined whole school approaches promoting the inclusion of all students, including updating policies relating to student engagement, wellbeing and learning. • All students in need of adjustments are identified and have an informative, useful and contemporary IEP that are consistently and regularly updated in collaboration with parents • A multi-tiered system of support is in place and whole class inclusive practices enable all students to participate in learning, provide data to inform tier 2 responses and tier 2 data informs tier 3 responses. • Students are engaged in learning experiences which meet their individual needs. • PCOs, Teachers, ES and Wellbeing Officer with increase their capacity to be inclusive through the shared expertise of allied health workers and SSS. 			
Success Indicators	<ul style="list-style-type: none"> • Students will have a greater sense of connectedness with their teachers and the school. • Students will apply self-regulation strategies to reduce the the number and severity of behavioural issues. • Reduction in mental health issues • Increase in student attendance/reduction in absences • Reduction in suspensions and SSGs relating to incidents from term 1 to 4. <p>Disability Inclusion Early Indicators (By the end of Semester 1)</p> <ul style="list-style-type: none"> • All teachers have been trained and are developing high quality IEP's for all students requiring reasonable adjustments • Data on reasonable adjustments across the school is accessible and being used to inform whole school practice and professional development decision making <p>Late Indicators (By the end of Semester 2)</p> <ul style="list-style-type: none"> • Curriculum documentation shows plans for differentiation across all subject areas • School-wide Sense of Connectedness (ATOSS) data is improving <p>Longer Term indicators</p> <ul style="list-style-type: none"> • School-wide Teacher Collective Efficacy (SS) data is improving • School-wide Emotional awareness and regulation, psychological distress, resilience (ATOSS) data is improving • School-wide student attendance data is improving 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Engage in 2 (of a total of 4) Berry St Education Model Training Days \$18,000 Schools Plus Smart Giving Grant</p> <p>Expend \$9,000 on teacher training Expend \$9,000 on CRT and implementation costs</p>	<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
<p>Disability Inclusion Coordination - 2 days per week of Assistant Principal time will be allocated to lead whole school improvement in Disability Inclusion.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$58,185.60 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Wellbeing Team - Provide release to develop and embed a whole school approach to wellbeing which is based on the research of RR, SWPBS, CASEA and Berry St Education Model. PCO, Wellbeing Officer, 3 teachers - 4 days</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,000.00 <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
Respectful Relationships Cluster Engagement and leadership of staff professional learning 2 days per term for leader	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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
Commence engagement with the School Wide Positive Behaviour Support (SWPBS) program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <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
Provision of SSGs and Care Team Meetings for mandatory students, and Disability Inclusion Tier 2 and 3 students. (Cost of releasing staff to attend)	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Facilitate the CASEA in Schools Program for selected parents and students.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Increase Wellbeing Officer time fraction to 0.6 FTE to support the greater needs of our learning community as a result of covid-19.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$16,000.00

			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
Goal 2	To enhance point of need teaching to maximise student learning outcomes.			
12 Month Target 2.1	<p>Achieve 25% of year 3 students in the top 2 bands of Naplan in Numeracy. Achieve 50% of year 3 students in the top 2 bands of Naplan in Reading. Achieve 35% of year 3 students in the top 2 bands of Naplan in Writing.</p> <p>Achieve 25% of year 5 students in the top 2 bands of Naplan in Numeracy. Achieve 40% of year 5 students in the top 2 bands of Naplan in Reading. Achieve 10% of year 5 students in the top 2 bands of Naplan in Writing.</p>			
12 Month Target 2.2	<p>80% or more year 5 students achieve medium or high growth in Reading. 70% or more year 5 students achieve medium or high growth in Writing. 70% or more year 5 students achieve medium or high growth in Numeracy.</p>			
12 Month Target 2.3	<p>40% of all students achieve above the expected level in Reading according to teacher judgement. 20% of all students achieve above the expected level in Writing according to teacher judgement. 20% of all students achieve above the expected level in Speaking and Listening according to teacher judgement.</p> <p>20% of all students achieve above the expected level in Measurement and Geometry according to teacher judgement. 27% of all students achieve above the expected level in Number and Algebra according to teacher judgement. 15% of all students achieve above the expected level in Statistics and Probability according to teacher judgement.</p>			
KIS 1	Build teacher capacity to assess, monitor and analyse student data to inform teaching and learning.			

Evaluating impact on learning				
Actions	Implement a systematised and evidence based approach through the PLC and Professional Learning Plan to connect assessment, teaching and learning seamlessly for improved student outcomes. Facilitate high level professional learning opportunities which enhance teachers capacity to develop tier 3 assessment tasks, utilise assessment, monitor and analyse growth, and inform teaching and learning.			
Outcomes	The development of targeted tier 3 assessment tasks which lead to improved teaching and learning. Development of student learning goals based on student data collected as part of the assessment schedule. Increased use of PAT and SPA for data analysis to drive curriculum planning, teaching and learning.			
Success Indicators	Depth of data discussions in PLC Meetings. Improved differentiated learning practices. Improved student learning growth in core learning areas as a result of point of need teaching. Increased learning engagement and decreased behavioural issues. Effective and efficient use of data tools.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Privilege time for teachers to collect and analyse data in alignment with the assessment schedule, to connect differentiation in planners with learning data.</p> <p>PAT data collection \$6,500 English Online and Maths Online \$4x3x\$500 - \$6,000 Data analysis day per team - \$6,000 Professional Learning in implementing Fountas and Pinnell \$2,000</p>	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Develop teacher capacity to lead PLCs in 2023 - LS Leads PLCs, mentoring staff to take on increasing responsibility for conducting an effective inquiry cycle throughout the year. LS x 2 days per week</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$27,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Undertake whole school Review to develop a new School Strategic Plan (release SIT for up to 3 days).</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$7,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Facilitate professional Learning opportunities in ACER PAT assessments, using the SPA (Student Performance Analyse) platform, VCAA and ARC.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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 Building practice excellence	Refine practices for interventions in literacy and numeracy.			
Actions	<p>Scheduled writing moderation each term on a specified text with related assessment rubric. Utilising newly developed Reading & Viewing, Writing and Mathematics planning documents which include areas for differentiation and educational adjustments. Timetabled weekly PLC Meetings and adjacent Team Planning Meeting with the Learning Specialist. Regular and ongoing development of individual learning goals. Weekly ES meetings to discuss and refine the educational adjustments required to support tier 2 and 3 students.</p>			
Outcomes	<p>Increased discussions and analysis of student learning outcomes leading to point of need teaching. Explicitly planning for differentiated learning and taking into consideration the educational adjustments required to support tier 2 and 3 students. Use of the improvement cycle to track the effectiveness of individual and cohort learning growth. Celebrating learning growth and achievement on a regular basis. Continual refinement of educational adjustments which suit the needs of all learners.</p>			
Success Indicators	<p>Accurate reporting of student learning progress on semester reports. Increased learning engagement (AToSS) Improved learning confidence (AToSS) Progress on the PLC Matrix for all teams from 2021-2022.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Refine whole school curriculum with a focus on learning goals - Develop 'I can' Statements</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$4,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Mentor and coach teachers to develop and implement Individual Education Plans that cater effectively for a diverse range of learning needs</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>PLC inquiry cycles focused on numeracy</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC inquiry cycle focused on spelling	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<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
KIS 3 Evaluating impact on learning	Develop the capacity of leaders to support teacher assessment and planning for individual student needs.			
Actions	Consistency in planning documentation, including the use of differentiated learning and educational adjustments for tier 2 and 3 students. Leadership Team to refine assessment tasks based upon evidence-based practices. School Improvement Team to develop agreed practices for differentiated learning.			
Outcomes	Students engaging in learning experiences which are adaptive to their needs. Teachers collaboratively planning tasks with a low floor and high ceiling in order to find the zone of proximal development for all			

	students. Teachers planning and students engaging in a vast modality of assessment tasks.			
Success Indicators	An increased number of students experiencing improved learning growth in core learning areas from 2021-2022 i.e. less students achieving 6 months growth in a year, more students achieving 1 years growth in a year and more students achieving 18 months+ growth in a year. Planning documents from term 1 to term 4 will have improved differentiated learning and educational adjustments. Students will be more engaged in their learning and have improved wellbeing/decreased stress (AToSS).			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Consistency in planning documentation, including the use of differentiated learning and educational adjustments for tier 2 and 3 students. Teams released for a day to work with the DI Coordinator to plan differentiated learning tasks and educational adjustments.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC inquiry cycles	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(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
<p>Develop and deliver and effective Peer Observation program Learning Specialist undertakes training.</p> <p>T1 - Professional Learning - What is effective feedback and how to give it. Teachers released to observe curriculum leaders (more complex arrangements for observation can be made by mutual agreement).</p> <p>T2 - Professional Learning - Development of The Grovedale Way - Peer Observation: Norms and documentation to support the program. Teachers released to observe each other and give feedback - teacher directed.</p> <p>T3 - Teachers released on an organised program with staff deemed experts. Teachers focus on area identified by teachers as wanting support, aligned with school goals.</p> <p>T4 - Full implementation of The Grovedale Way for observation and feedback</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$1,000.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Privileged time facilitates fortnightly alternating meeting with Principal and Literacy/Numeracy Leaders to drive curriculum leadership focused on consistent and high quality implementation of whole school approaches to curriculum approaches.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$2,000.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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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	\$143,127.87	\$215,000.00	-\$71,872.13
Disability Inclusion Tier 2 Funding	\$151,067.78	\$22,000.00	\$129,067.78
Schools Mental Health Fund and Menu	\$18,596.08	\$36,000.00	-\$17,403.92
Total	\$312,791.73	\$273,000.00	\$39,791.73

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Use additional funding beyond TLI to increase the percentage of students accessing the program	\$21,000.00
Design and deliver peer observation and coaching	\$40,000.00
Teachers to engage in professional learning and practice to build capacity to implement educational adjustments in differentiated planning	\$10,000.00
Undertake the year 5 Maths sprint with the Network, whilst concurrently conducting the Maths Sprint for students in years 3-6.	\$4,000.00
Implement an indigenous tutoring and cultural program	\$16,200.00
Utilise professional Learning in Voice and Agency to enhance student input into the development of individual learning goals	\$12,000.00

Quaglia - Fee x 4 = \$6,000 CRT 3 x 4 + \$6,000	
Resource an additional Year 1/2 class to ensure Foundation to Year 2 classes are established with low student numbers at the start of the year to bridge the learning gaps created by Covid-19.	\$100,000.00
Disability Inclusion Coordination - 2 days per week of Assistant Principal time will be allocated to lead whole school improvement in Disability Inclusion.	\$58,185.60
Wellbeing Team - Provide release to develop and embed a whole school approach to wellbeing which is based on the research of RR, SWPBS, CASEA and Berry St Education Model. PCO, Wellbeing Officer, 3 teachers - 4 days	\$6,000.00
Respectful Relationships Cluster Engagement and leadership of staff professional learning 2 days per term for leader	\$4,000.00
Commence engagement with the School Wide Positive Behaviour Support (SWPBS) program	\$10,000.00
Provision of SSGs and Care Team Meetings for mandatory students, and Disability Inclusion Tier 2 and 3 students. (Cost of releasing staff to attend)	\$14,000.00
Increase Wellbeing Officer time fraction to 0.6 FTE to support the greater needs of our learning community as a result of covid-19.	\$16,000.00
Privilege time for teachers to collect and analyse data in alignment with the assessment schedule, to connect differentiation in planners with learning data.	\$20,500.00

PAT data collection \$6,500 English Online and Maths Online \$4x3x\$500 - \$6,000 Data analysis day per team - \$6,000 Professional Learning in implementing Fountas and Pinnell \$2,000	
Develop teacher capacity to lead PLCs in 2023 - LS Leads PLCs, mentoring staff to take on increasing responsibility for conducting an effective inquiry cycle throughout the year. LS x 2 days per week	\$27,000.00
Undertake whole school Review to develop a new School Strategic Plan (release SIT for up to 3 days).	\$7,500.00
Refine whole school curriculum with a focus on learning goals - Develop 'I can' Statements	\$4,000.00
Mentor and coach teachers to develop and implement Individual Education Plans that cater effectively for a diverse range of learning needs	\$2,000.00
Consistency in planning documentation, including the use of differentiated learning and educational adjustments for tier 2 and 3 students. Teams released for a day to work with the DI Coordinator to plan differentiated learning tasks and educational adjustments.	\$8,000.00
Totals	\$380,385.60

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Design and deliver peer observation and coaching	from: Term 1	\$40,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		<input checked="" type="checkbox"/> CRT
Undertake the year 5 Maths sprint with the Network, whilst concurrently conducting the Maths Sprint for students in years 3-6.	from: Term 1 to: Term 2	\$4,000.00	<input checked="" type="checkbox"/> CRT
Utilise professional Learning in Voice and Agency to enhance student input into the development of individual learning goals Quaglia - Fee x 4 = \$6,000 CRT 3 x 4 + \$6,000	from: Term 1 to: Term 3	\$12,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Resource an additional Year 1/2 class to ensure Foundation to Year 2 classes are established with low student numbers at the start of the year to bridge the learning gaps created by Covid-19.	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
Privilege time for teachers to collect and analyse data in alignment with the assessment schedule, to connect differentiation in planners with learning data. PAT data collection \$6,500 English Online and Maths Online \$4x3x\$500 - \$6,000 Data analysis day per team - \$6,000 Professional Learning in implementing Fountas and Pinnell \$2,000	from: Term 1 to: Term 4	\$20,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Develop teacher capacity to lead PLCs in 2023 - LS Leads PLCs, mentoring staff to take on increasing responsibility for conducting an effective inquiry cycle throughout the year. LS x 2 days per week	from: Term 1 to: Term 4	\$27,000.00	<input checked="" type="checkbox"/> School-based staffing
Undertake whole school Review to develop a new School Strategic Plan (release SIT for up to 3 days).	from: Term 1 to: Term 2	\$7,500.00	<input checked="" type="checkbox"/> CRT
Refine whole school curriculum with a focus on learning goals - Develop 'I can' Statements	from: Term 3 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> CRT
Totals		\$215,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Use additional funding beyond TLI to increase the percentage of students accessing the program	from: Term 1 to: Term 4	\$21,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> Other Increased access to TLI for tier 2 students.
Teachers to engage in professional learning and practice to build capacity to implement educational adjustments in differentiated planning	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Middle school leaders <input checked="" type="checkbox"/> CRT

			<ul style="list-style-type: none"> • CRT (to attend staff PL)
Implement an indigenous tutoring and cultural program	from: Term 1 to: Term 4		
Disability Inclusion Coordination - 2 days per week of Assistant Principal time will be allocated to lead whole school improvement in Disability Inclusion.	from: Term 1 to: Term 4	\$58,185.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator
Provision of SSGs and Care Team Meetings for mandatory students, and Disability Inclusion Tier 2 and 3 students. (Cost of releasing staff to attend)	from: Term 1 to: Term 4	\$14,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend Profile meetings)
Mentor and coach teachers to develop and implement Individual Education Plans that cater effectively for a diverse range of learning needs	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning)
Consistency in planning documentation, including the use of differentiated learning and educational adjustments for tier 2 and 3 students. Teams released for a day to work with the DI Coordinator to plan differentiated learning tasks and educational adjustments.	from: Term 3 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other Release teams to explicitly plan for differentiated learning and educational adjustments

Totals			
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Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Wellbeing Team - Provide release to develop and embed a whole school approach to wellbeing which is based on the research of RR, SWPBS, CASEA and Berry St Education Model. PCO, Wellbeing Officer, 3 teachers - 4 days	from: Term 2 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy
Respectful Relationships Cluster Engagement and leadership of staff professional learning 2 days per term for leader	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Bullying prevention
Commence engagement with the School Wide Positive Behaviour Support (SWPBS) program	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Schoolwide Positive Behaviour Support (SWPBS) Sam Wyath
Increase Wellbeing Officer time fraction to 0.6 FTE to support the greater needs of our learning community as a result of covid-19.	from: Term 1 to: Term 4	\$16,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional mental health and wellbeing professional Social Worker FTE increase
Totals		\$36,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Education Support Staff working with Tier 2 students to support their wellbeing, engagement and educational outcomes.	\$22,000.00
Totals	\$22,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Education Support Staff working with Tier 2 students to support their wellbeing, engagement and educational outcomes.	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Education Support Staff working with Tier 2 students to support their wellbeing, engagement and educational outcomes.	from: Term 1 to: Term 4	\$22,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Totals		\$22,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Education Support Staff working with Tier 2 students to support their wellbeing, engagement and educational outcomes.	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Design and deliver peer observation and coaching	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<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
Teachers to engage in professional learning and practice to build capacity to implement educational adjustments in differentiated planning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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
Undertake the year 5 Maths sprint with the Network, whilst concurrently conducting the Maths Sprint for students in years 3-6.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Year 5 maths sprint data analysis will be held at a shared venue with participating schools, if the Operations

						Guide allows.
Utilise professional Learning in Voice and Agency to enhance student input into the development of individual learning goals Quaglia - Fee x 4 = \$6,000 CRT 3 x 4 + \$6,000	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Quaglia Institute	<input checked="" type="checkbox"/> On-site
Embed Writing and Numeracy Pedagogical Models through coaching and observation, in school professional learning and participation in PLC and Collaborative planning.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Engage in 2 (of a total of 4) Berry St Education Model Training Days \$18,000 Schools Plus Smart Giving Grant Expend \$9,000 on teacher	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site

training Expend \$9,000 on CRT and implementation costs						
Disability Inclusion Coordination - 2 days per week of Assistant Principal time will be allocated to lead whole school improvement in Disability Inclusion.	✔ Assistant Principal	from: Term 1 to: Term 4	✔ Planning ✔ Individualised Reflection ✔ Demonstration lessons	✔ Formal School Meeting / Internal Professional Learning Sessions ✔ Network Professional Learning	✔ Internal staff ✔ Departmental resources Disability Inclusion training provided by DET	✔ On-site
Wellbeing Team - Provide release to develop and embed a whole school approach to wellbeing which is based on the research of RR, SWPBS, CASEA and Berry St Education Model. PCO, Wellbeing Officer, 3 teachers - 4 days	✔ Wellbeing Team	from: Term 2 to: Term 4	✔ Planning ✔ Collaborative Inquiry/Action Research team ✔ Student voice, including input and feedback	✔ Formal School Meeting / Internal Professional Learning Sessions ✔ PLC/PLT Meeting	✔ Internal staff ✔ External consultants CASEA - Barwon Health Berry Street ✔ Departmental resources SWPBS, RR	✔ On-site
Respectful Relationships Cluster Engagement and leadership of staff professional learning 2 days per term for leader	✔ Respectful Relationships Implementation Team	from: Term 1 to: Term 4	✔ Planning ✔ Curriculum development	✔ PLC/PLT Meeting	✔ Internal staff ✔ Departmental resources Respectful Relationships Cluster	✔ Off-site Cluster meetings will be online until the Operation Guide allows face-

						to-face meetings.
Commence engagement with the School Wide Positive Behaviour Support (SWPBS) program	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS DET Manager	<input checked="" type="checkbox"/> On-site
Privilege time for teachers to collect and analyse data in alignment with the assessment schedule, to connect differentiation in planners with learning data. PAT data collection \$6,500 English Online and Maths Online \$4x3x\$500 - \$6,000 Data analysis day per team - \$6,000 Professional Learning in implementing Fountas and Pinnell \$2,000	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop teacher capacity to lead PLCs in 2023 - LS Leads PLCs, mentoring staff to take on increasing responsibility for conducting an effective inquiry cycle throughout the year. LS x 2 days per week	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>Undertake whole school Review to develop a new School Strategic Plan (release SIT for up to 3 days).</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p>from: Term 1 to: Term 2</p>	<p><input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Reviewer <input checked="" type="checkbox"/> Departmental resources Challenge Partners <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher</p>	<p><input checked="" type="checkbox"/> On-site</p>
<p>Facilitate professional Learning opportunities in ACER PAT assessments, using the SPA (Student Performance Analyse) platform, VCAA and ARC.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants ACER</p>	<p><input checked="" type="checkbox"/> Off-site On site where possible, ACER training may need</p>

						to be off site.
Refine whole school curriculum with a focus on learning goals - Develop 'I can' Statements	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<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
Develop and deliver and effective Peer Observation program Learning Specialist undertakes training. T1 - Professional Learning - What is effective feedback and how to give it. Teachers released to observe curriculum leaders (more complex arrangements for observation can be made by mutual agreement). T2 - Professional Learning - Development of The Grovedale Way - Peer Observation: Norms and documentation to support the program. Teachers released to observe each other and give feedback - teacher directed. T3 - Teachers released on an	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised 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"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources AITSL Standards <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

organised program with staff deemed experts. Teachers focus on area identified by teachers as wanting support, aligned with school goals. T4 - Full implementation of The Grovedale Way for observation and feedback						
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