

2022 Annual Implementation Plan

for improving student outcomes

Traralgon South Primary School (2114)



Submitted for review by Joel Blythman (School Principal) on 06 December, 2021 at 01:18 PM
Endorsed by Kevin Mealing (Senior Education Improvement Leader) on 15 December, 2021 at 02:58 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	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	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Despite numerous interruptions linked to COVID associated lockdowns throughout 2021, we were able to address a number of important actions in our AIP to support continual growth and improvement in our practice. This is primarily linked to the "Teaching and Learning" and "Leadership" dimensions, with incomplete actions in the "Assessment" and "Engagement" domains requiring further attention.
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<p>Considerations for 2022</p>	<p>As identified above, due to various interruptions there were several actions unfinished from our 2021 AIP that will need to be strongly considered for 2022. This includes:</p> <ul style="list-style-type: none"> - Completion of a whole school approach to assessment - Strengthening our work in PLCs to support teacher collaboration and effective use of data <p>Furthermore, to facilitate and drive further growth in excellence in teaching and learning, a strong consideration for 2022 will include the development of a common Instructional Model based on evidence and research to enable the consistent application of high quality practice.</p> <p>Each of the above will provide the foundational pieces for our next stage of development, whereby we "implement a whole-school instructional model that utilises high impact teaching strategies which delivers differentiation in learning for all students (SSP Goal 1 KIS 1c) and "embed PLCs with collective responsibility for effectively using data to ensure learning challenge, supported by regular monitoring, evaluating and tracking of student learning growth" (SSP Goal 1 KIS 1e).</p>
<p>Documents that support this plan</p>	

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 maximise learning growth and achievement for all students in literacy and numeracy
Target 2.1	<p>NAPLAN top two bands (target baseline is a three-year average 2017-2019):</p> <ul style="list-style-type: none"> • 41% to 50% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN numeracy • 57% to 65% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN reading • 30% to 40% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN writing.
Target 2.2	<p>Annual NAPLAN benchmark growth meeting or above (target baseline is a three-year average 2017-2019):</p> <ul style="list-style-type: none"> • From 82% to 88% (2024) meeting or above benchmark growth in numeracy • From 72% to 78% (2024) meeting or above benchmark growth in reading

	<ul style="list-style-type: none"> • From 73% to 79% (2024) meeting or above benchmark growth in writing.
<p>Target 2.3</p>	<p>Increase the percentage of students that achieve 12 months or more learning growth in reading, writing and numeracy according to Teacher Judgements against the Victorian Curriculum Standards from Foundation to Year 6.</p> <ul style="list-style-type: none"> • Reading and viewing from 68% to 80% • Writing from 66% to 80% • Numeracy (Measurement & geometry) from 88% to 95% • Numeracy (Number & algebra) from 84% to 91% • Numeracy (Statistics & probability) from 74% to 81%.
<p>Target 2.4</p>	<p>Improve the following on the School Staff Survey based on the percentage of positive endorsement:</p> <p><i>Module: Professional Learning</i></p> <ul style="list-style-type: none"> • Feedback (teacher), 2019 from 42% to 75% (2024) • School Level Support (2019) from 69% to 85% (2024). <p><i>Module: School Leadership</i></p> <ul style="list-style-type: none"> • Leading Change (2019) from 69% to 80% (2024) • Cultural Leadership (2019) from 79% to 85% (2024). <p><i>Module: School staff safety and Well-being</i></p> <ul style="list-style-type: none"> • Staff psychological safety (2019) from 64% to 80% (2024)

	<ul style="list-style-type: none"> • Staff professional safety (2019) from 71% to 85% (2024). <p>Module: Teaching and Learning- Practice Improvement</p> <ul style="list-style-type: none"> • Professional learning through peer observation (2019) from 43% to 80% (2024) • Seek feedback to improve practice (2019) from 68% to 80% (2024).
Key Improvement Strategy 2.a Instructional and shared leadership	Build a distributive approach to instructional leadership.
Key Improvement Strategy 2.b Curriculum planning and assessment	Establish a whole school approach to curriculum, planning, teaching and assessment.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Implement a whole-school instructional model that utilises high impact teaching strategies which delivers differentiation in learning for all students.
Key Improvement Strategy 2.d Building practice excellence	Build teachers as learners by establishing a culture of observation and feedback.
Key Improvement Strategy 2.e Evaluating impact on learning	Embed PLC's with collective responsibility for effectively using data to ensure learning challenge, supported by regular monitoring, evaluating and tracking of student learning growth.
Goal 3	Build engaged, independent and self-regulating learners
Target 3.1	<p>The following on the Attitudes to School Survey to be at or above 90%:</p> <ul style="list-style-type: none"> • Sense of confidence from 86% (2019) to 90% (2024) • Self-regulation and goal setting from 87% (2019) to 90% (2024) • Student voice and agency from 87% (2019) to 90% (2024)

	<ul style="list-style-type: none"> • Effort from 89% (2019) to 90% (2024)
Target 3.2	<p>Improve the following on the School Staff Survey to be at or above 90% by 2024:</p> <p><i>Module: School Climate</i></p> <ul style="list-style-type: none"> • Trust in students from (2019) 85% <p><i>Module: Teaching and Learning - Evaluation</i></p> <ul style="list-style-type: none"> • Use student feedback to improve practice (2019) 90%. <p><i>Module: Teaching and Learning - Implementation</i></p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from (2019) 88%
Target 3.3	<p>Improve the following on the Parent Survey from a 3-year average base line 2017-19:</p> <ul style="list-style-type: none"> • Effective teaching 78% to 85% (2024) • Stimulating learning environment from 79% to 85% (2024) • High expectations from 92% to be at or above 95% (2024) • Stimulating learning environment from (2019) 77% to 85% (2024)
Key Improvement Strategy 3.a Empowering students and building school pride	Activate student voice and agency to build authentic student led learning opportunities

<p>Key Improvement Strategy 3.b Empowering students and building school pride</p>	<p>Establish consistent and whole school processes and practices to enable all students to monitor their own learning growth and identify the next level of learning</p>
<p>Key Improvement Strategy 3.c Setting expectations and promoting inclusion</p>	<p>Develop feedback processes that enables teachers and students to measure the impact of teaching and learning on high learning growth for all students</p>
<p>Key Improvement Strategy 3.d Empowering students and building school pride</p>	<p>Build inclusive student voice and leadership across the school to model and advocate the RIPPER values</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	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>Increase the percentage of students that achieve 12 months or more learning growth in reading, writing and numeracy, according to teacher judgements against the Victorian Curriculum standards, from Foundation to Year 6.</p> <ul style="list-style-type: none"> • Reading and Viewing: From 68% to 70% • Writing: From 66% to 68% • Numeracy (Measurement and Geometry): From 88% to 90% • Numeracy (Number and Algebra): From 84% to 86% • Numeracy (Statistics and Probability): From 74% to 76%
To maximise learning growth and achievement for all students in literacy and numeracy	No	<p>NAPLAN top two bands (target baseline is a three-year average 2017-2019):</p> <ul style="list-style-type: none"> • 41% to 50% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN numeracy • 57% to 65% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN reading 	

		<ul style="list-style-type: none"> • 30% to 40% (2024) or more of Year 3 & 5 students to achieve in the top 2 bands for NAPLAN writing. 	
		<p>Annual NAPLAN benchmark growth meeting or above (target baseline is a three-year average 2017-2019):</p> <ul style="list-style-type: none"> • From 82% to 88% (2024) meeting or above benchmark growth in numeracy • From 72% to 78% (2024) meeting or above benchmark growth in reading • From 73% to 79% (2024) meeting or above benchmark growth in writing. 	
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		<p>Improve the following on the School Staff Survey based on the percentage of positive endorsement:</p> <p>Module: Professional Learning</p> <ul style="list-style-type: none"> • Feedback (teacher), 2019 from 42% to 75% (2024) • School Level Support (2019) from 69% to 85% (2024). <p>Module: School Leadership</p> <ul style="list-style-type: none"> • Leading Change (2019) from 69% to 80% (2024) • Cultural Leadership (2019) from 79% to 85% (2024). <p>Module: School staff safety and Well-being</p> <ul style="list-style-type: none"> • Staff psychological safety (2019) from 64% to 80% (2024) • Staff professional safety (2019) from 71% to 85% (2024). <p>Module: Teaching and Learning- Practice Improvement</p> <ul style="list-style-type: none"> • Professional learning through peer observation (2019) from 43% to 80% (2024) • Seek feedback to improve practice (2019) from 68% to 80% (2024). 	
Build engaged, independent and self-regulating learners	No	The following on the Attitudes to School Survey to be at or above 90%:	

		<ul style="list-style-type: none"> • Sense of confidence from 86% (2019) to 90% (2024) • Self-regulation and goal setting from 87% (2019) to 90% (2024) • Student voice and agency from 87% (2019) to 90% (2024) • Effort from 89% (2019) to 90% (2024) 	
		<p>Improve the following on the School Staff Survey to be at or above 90% by 2024:</p> <p><i>Module: School Climate</i></p> <ul style="list-style-type: none"> • Trust in students from (2019) 85% <p><i>Module: Teaching and Learning - Evaluation</i></p> <ul style="list-style-type: none"> • Use student feedback to improve practice (2019) 90%. <p><i>Module: Teaching and Learning - Implementation</i></p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from (2019) 88% 	
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12 Month Target 1.1	<p>Increase the percentage of students that achieve 12 months or more learning growth in reading, writing and numeracy, according to teacher judgements against the Victorian Curriculum standards, from Foundation to Year 6.</p> <ul style="list-style-type: none"> • Reading and Viewing: From 68% to 70% • Writing: From 66% to 68% • Numeracy (Measurement and Geometry): From 88% to 90% • Numeracy (Number and Algebra): From 84% to 86% • Numeracy (Statistics and Probability): From 74% to 76% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Implement the Tutor Learning Initiative to provide targeted support to students in literacy and numeracy - Finalise a whole school approach to assessment - Strengthen our work in PLCs to support teacher collaboration and effective use of data, with a whole school focus on Numeracy - Develop a clear Instructional Model based on research and high-impact teaching strategies, with a focus on Explicit Teaching, Worked Examples and Multiple Exposures.
Outcomes	<ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and supported based on agreed criteria - Nominated or relevant teachers will establish small group tutoring programs - Teachers will have access to a school developed consistent and agreed approach to assessment - Our whole school assessment plan includes assessment of and for learning, with annotated samples of student work to develop consistency of teacher judgements - With a focus on Numeracy, PLCs will meet (as per agreed schedule) to monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress - PLCs will have a documented approach to inform effectively using data to ensure learning challenge, supported by regular monitoring, evaluating and tracking of student learning growth

	- All teachers implementing an Instructional Model that utilises high impact teaching strategies, further informing the work of PLCs and delivering differentiation in learning for all students			
Success Indicators	<ul style="list-style-type: none"> - Staffing of Tutor Learning Initiative program - Students involved in Tutor Learning Initiative will have demonstrated learning growth in literacy and numeracy, measured with standardised assessments - A documented assessment schedule and evidence of teachers moderating assessments - PLCs operating as per the Traralgon South Primary School documented PLC approach - By regularly monitoring, evaluating and tracking student learning growth in assessments within agreed whole school assessment plan, students will demonstrate improvements in their learning of numeracy. - A whole school Instructional Model is developed, and evidence of teachers using this in the classroom 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement the Tutor Learning Initiative to provide targeted support to students in literacy and numeracy.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,903.98 <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
Finalise a whole school approach to assessment.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strengthen our work in PLCs to support teacher collaboration and effective use of data, with a whole school focus on Numeracy.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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 a clear Instructional Model based on research relating to high-impact teaching strategies, with a focus on Explicit Teaching, Worked Examples and Multiple Exposures.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Embed the implementation of the Respectful Relationships program from P-6 - Research and investigate the specific wellbeing needs of our students using a variety of data sets, to inform the implementation of our Mental Health Reform Funding allocation - Establish a TSPS Student Wellbeing approach which clearly details the Universal, Early Intervention and Targeted supports that will be developed for students 			
Outcomes	<p>Through the Respectful Relationships program:</p> <ul style="list-style-type: none"> - Teachers will promote and model respect, positive attitudes and behaviours - Students will demonstrate respect, positive attitudes and behaviours and will also demonstrate a capacity to build healthy relationships, resilience and confidence <p>- Develop and document wellbeing interventions, specific to our student population (i.e.) Tier 1 (universal), Tier 2 (early intervention/cohort specific), and Tier 3 (targeted support). Implement and track these interventions</p>			
Success Indicators	<ul style="list-style-type: none"> - Curriculum documentation (Respectful Relationships), which will include a P-6 Scope and Sequence to appropriately cater for our composite grade structures. - Student behaviour data and analysis will show reductions in behaviours measured in the 'Serious' and 'Severely Harmful/Harmful' quadrants of the TSPS Behaviour Matrix - Student perception and survey data (AToSS 'Sense Of Confidence', 'Perseverance' and 'Self-Regulation and Goal Setting' framework factors improving from 2021 percentages of positive endorsement) - A TSPS Student Wellbeing approach that clearly details the Universal, Early Intervention and Targeted supports is developed for students. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Embed the implementation of the Respectful Relationships program from P-6	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,299.63

			to: Term 2	<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
Research and investigate the specific wellbeing needs of our students using a variety of data sets, to inform the implementation of our Mental Health Reform Funding allocation	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a TSPS Student Wellbeing approach which clearly details the Universal, Early Intervention and Targeted supports that will be developed for students	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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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	\$16,996.30	\$15,000.00	\$1,996.30
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$15,299.63	\$15,299.63	\$0.00
Total	\$32,295.93	\$30,299.63	\$1,996.30

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Strengthen our work in PLCs to support teacher collaboration and effective use of data, with a whole school focus on Numeracy.	\$15,000.00
Embed the implementation of the Respectful Relationships program from P-6	\$5,299.63
Research and investigate the specific wellbeing needs of our students using a variety of data sets, to inform the implementation of our Mental Health Reform Funding allocation	\$10,000.00
Totals	\$30,299.63

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Strengthen our work in PLCs to support teacher collaboration and effective use of data, with a whole school focus on Numeracy.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$15,000.00	

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
Embed the implementation of the Respectful Relationships program from P-6	from: Term 1 to: Term 2	\$5,299.63	<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"> ○ Respectful Relationships
Research and investigate the specific wellbeing needs of our students using a variety of data sets, to inform the implementation of our Mental Health Reform Funding allocation	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Tier 2/Category: Therapeutic models This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Animal Therapy

Totals		\$15,299.63	
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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
Develop a clear Instructional Model based on research relating to high-impact teaching strategies, with a focus on Explicit Teaching, Worked Examples and Multiple Exposures.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Research and investigate the specific wellbeing needs of our students using a variety of data sets, to inform the implementation of our Mental Health Reform Funding allocation	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	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"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Mental Health Reform	<input checked="" type="checkbox"/> On-site