

2022 Annual Implementation Plan

for improving student outcomes



Echuca Twin Rivers Primary School (5516)

Submitted for review by Julie Hommelhoff (School Principal) on 09 February, 2022 at 12:46 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

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	Embedding
	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	Excelling
	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>Teaching and learning is embedding because</p> <ul style="list-style-type: none"> - Instructional model unpacked maths and reading. - Assessment Schedules in place - Writing is an area of need as the data trend is moving in a negative direction for growth - Boost.(Tutoring) was very successful across the school - Clear roles and responsibilities and stable leadership team - Strategic planning for 2022
---------------------------------------	---

	<ul style="list-style-type: none"> - Shared vision for SIT team and engagement - Establishment of the SLC and senior school
<p>Considerations for 2022</p>	<ul style="list-style-type: none"> - Unpack writing model further in 2022 and establish consistency across the school, PLCs, PL - Revisit the 'why' of the assessments - Wellbeing data being considered alongside the academic data to align both to reflect the whole child. - Scope and sequence using I can statements for English and Maths - Continue with the multi lit and mini lit intervention program across the school with 2 tutors employed. - Parent representative for the SWPBS - Incorporate the SWPBS leader on the Student Leadership Council - Succinct lesson plans for SWPBS implementation from Foundation to Grade 6 - Development of the Leading teacher and Allied Health Roles - Termly Learning Conferences implemented - Aligning strategic teams - Implementing the D & I Framework across the school - Implement Mental Health Practitioner Pilot program - Review and update the Wellbeing Scope and Sequence with I Can statements - Reconnecting with families and re-establishing connections with the school. - Implement coaching and modelling for PMSS - Revisit E- Smart and whole school sustainability - PMSS PLfor staff in conjunction with ETRS in meeting schedule & wider school community ie: COPS, PLCs - Department and Regional Support to help implement the school priorities
<p>Documents that support this plan</p>	<p>2022 ETRS Roles and Responsibilities Booklet.docx (0.07 MB) ETRS Curriculum Day Agenda 1 2 202132.docx (0.03 MB) ETRS Meeting schedule 2022 Term 1 (2).docx (0.02 MB) IEP Template ETRS 2021.docx (1).pdf (0.09 MB) SIT Meeting 8-01-2022.docx (0.04 MB) Student Engagement Policy (1).docx.pdf (2.73 MB) THE HANDBOOK (2021 Term 4) (1).pdf (1.09 MB)</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	Improve outcomes in literacy and numeracy for all students.
Target 2.1	<p>By 2024, increase the percentage of students achieving at and above expected level in Victorian Curriculum - teacher judgements in F-6 in:</p> <ul style="list-style-type: none"> • reading from 83% (2019) to 90% (2024) • writing from 73% (2019) to 85% (2024) • numeracy from 82% (2019) to 89% (2024)
Target 2.2	<p>By 2024, increase the percentage of students achieving at the top 2 bands of NAPLAN in:</p> <p>Year Three:</p>

	<ul style="list-style-type: none"> • reading from 46% (2019) to 55% (2024) • writing from 48% (2019) to 57% (2024) • numeracy from 32% (2019) to 43% (2024) <p>Year Five:</p> <ul style="list-style-type: none"> • reading from 20% (2019) to 40% (2024) • writing from 3% (2019) to 19% (2024) • numeracy from 22% (2019) to 32% (2024)
<p>Target 2.3</p>	<p>By 2024, decrease the percentage of students achieving low benchmark growth in Year 5:</p> <ul style="list-style-type: none"> • reading from 31% (2019) to 22% (2024) • writing from 30% (2019) to 21% (2024) • numeracy from 25% (2019) to 15% (2024)
<p>Target 2.4</p>	<p>By 2024, increase positive percentage endorsement in School Staff Survey for school climate and learning module factors:</p> <ul style="list-style-type: none"> • collective efficacy from 52% (2019) to 70% (2024) • teacher collaboration from 64% (2019) to 75% (2024) <p>Practice improvement:</p> <ul style="list-style-type: none"> • professional learning through peer observation from 60% (2019) to 70% (2024) • seek feedback to improve practice from 80% in (2019) to 85% (2024)

	<p>Evaluation:</p> <ul style="list-style-type: none"> • understand how to analyse data from 80% (2019) to 85% (2024)
<p>Key Improvement Strategy 2.a Evaluating impact on learning</p>	Build teacher capabilities to use assessment data and evidence to differentiate teaching to meet student point of need
<p>Key Improvement Strategy 2.b Evaluating impact on learning</p>	Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time.
<p>Key Improvement Strategy 2.c Curriculum planning and assessment</p>	Build teacher knowledge and skill in delivering the Victorian Curriculum as a learning continuum
<p>Goal 3</p>	Improve student engagement and wellbeing in their learning
<p>Target 3.1</p>	<p>By 2024, increase the percentage positive endorsement of AToSS factors for:</p> <ul style="list-style-type: none"> • student voice and agency from 69% (2019) to 83% (2024) • stimulated learning from 81% (2019) to 89% (2024) • sense of connectedness from 70% (2019) to 80% (2024)
<p>Target 3.2</p>	<p>By 2024, increase the percentage positive endorsement of POS factors:</p> <ul style="list-style-type: none"> • student voice and agency from 69% (2019) to 84% (2024) • stimulating learning from 75% (2019) to 88% (2024) • student motivation and support 75% (2019) to 85% (2024)

Target 3.3	<p>By 2024, increase the percentage positive endorsement in School Staff Survey (SSS) factors :</p> <p>Teaching and learning module:</p> <ul style="list-style-type: none"> • promote student ownership of learning goals from 80% (2019) to 87% (2024) • support growth and learning of whole student from 87% (2019) to 93% (2024) <p>School climate:</p> <ul style="list-style-type: none"> • parent and community involvement from 61% (2019) to 73% (2024)
Target 3.4	<p>By 2024, reduce the % of students with 20+ days absence from 39% in 2019 to 25% in 2024.</p>
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	<p>Build teacher capability to activate student voice and agency within the classroom</p>
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	<p>Develop student capability to set goals and monitor their own learning progress</p>
Key Improvement Strategy 3.c Parents and carers as partners	<p>Develop and implement strategies that involve parents and carers as partners in their child's learning</p>
Key Improvement Strategy 3.d Health and wellbeing	<p>Embed a whole-school approach to the development of the social and emotional wellbeing of students</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>12 months growth for all students in the Key Learning Areas of English and Maths according to the Victorian Curriculum standards. The focus in English will be on Writing and Spelling, however we will continue to monitor and refine student progress in Reading. Implement agreed instructional models consistently across the school in the teaching of English (Reading & Writing) and Mathematics.</p>
Improve outcomes in literacy and numeracy for all students.	Yes	<p>By 2024, increase the percentage of students achieving at and above expected level in Victorian Curriculum -teacher judgements in F-6 in:</p> <ul style="list-style-type: none"> • reading from 83% (2019) to 90% (2024) • writing from 73% (2019) to 85% (2024) • numeracy from 82% (2019) to 89% (2024) 	<p>Reading - Teacher Judgement / Data Tiers of Intervention</p> <p>June 2022 21% Above 55% At 24% Below</p> <p>December 2022 22% Above 56% At</p>

			<p>22% Below</p> <p>Writing – Teacher Judgement / Data Tiers of Intervention June 2022 15% Above 56% At 29% Below December 2022 18% Above 57% At 25% Below</p> <p>Mathematics – Number & Algebra - Teacher Judgement / Data Tiers of Intervention June 2022 23% Above 47% At 25% Below December 2022 25% Above 53% At 22% Below</p> <p>Mathematics – Measurement & Geometry - Teacher Judgement / Data Tiers of Intervention June 2022 18% Above 54% At 28% Below December 2022 20% Above 55% At 25% Below</p>
--	--	--	--

			<p>Mathematics – Statistics & Probability - Teacher Judgement / Data Tiers of Intervention June 2022 10% Above 60% At 30% Below December 2022 12% Above 60% At 28% Below</p>
		<p>By 2024, increase the percentage of students achieving at the top 2 bands of NAPLAN in:</p> <p>Year Three:</p> <ul style="list-style-type: none"> • reading from 46% (2019) to 55% (2024) • writing from 48% (2019) to 57% (2024) • numeracy from 32% (2019) to 43% (2024) <p>Year Five:</p> <ul style="list-style-type: none"> • reading from 20% (2019) to 40% (2024) • writing from 3% (2019) to 19% (2024) • numeracy from 22% (2019) to 32% (2024) 	<p>NAPLAN - Increase Top 2 bands to:</p> <p>Year 3 Reading – 50% Writing – 42% Numeracy – 22%</p> <p>Year 5 Reading – 30% Writing – 8% Numeracy – 25%</p>
		<p>By 2024, decrease the percentage of students achieving low benchmark growth in Year 5:</p> <ul style="list-style-type: none"> • reading from 31% (2019) to 22% (2024) • writing from 30% (2019) to 21% (2024) 	<p>NAPLAN - Benchmark Growth - LOW - Year 5</p> <p>Reading 2019 = 31% 2021 = 38%</p>

		<ul style="list-style-type: none"> • numeracy from 25% (2019) to 15% (2024) 	<p>2022 = 32% (2023 = 27%)</p> <p>Writing 2019 = 30% 2021 = 53% 2022 = 42% (2023 = 30%)</p> <p>Numeracy 2019 = 25% 2021 = 26% 2022 = 22% (2023 = 18%)</p>
		<p>By 2024, increase positive percentage endorsement in School Staff Survey for school climate and learning module factors:</p> <ul style="list-style-type: none"> • collective efficacy from 52% (2019) to 70% (2024) • teacher collaboration from 64% (2019) to 75% (2024) <p>Practice improvement:</p> <ul style="list-style-type: none"> • professional learning through peer observation from 60% (2019) to 70% (2024) • seek feedback to improve practice from 80% in (2019) to 85% (2024) <p>Evaluation:</p> <ul style="list-style-type: none"> • understand how to analyse data from 80% (2019) to 85% (2024) 	<p>Collective efficacy from 52% to 58% Teacher collaboration from 64% to 70% Professional learning through peer observation from 60% to 63% Seek feedback to improve practice from 80% to 82% Understand how to analyse data from 80% to 82%</p>

Improve student engagement and wellbeing in their learning	Yes	<p>By 2024, increase the percentage positive endorsement of AtoSS factors for:</p> <ul style="list-style-type: none"> • student voice and agency from 69% (2019) to 83% (2024) • stimulated learning from 81% (2019) to 89% (2024) • sense of connectedness from 70% (2019) to 80% (2024) 	<p>Student voice and agency from 69% to 74%</p> <p>Stimulated learning from 81% to 84%</p> <p>Sense of connectedness from 70% to 74%</p>
		<p>By 2024, increase the percentage positive endorsement of POS factors:</p> <ul style="list-style-type: none"> • student voice and agency from 69% (2019) to 84% (2024) • stimulating learning from 75% (2019) to 88% (2024) • student motivation and support 75% (2019) to 85% (2024) 	<p>Student voice and agency from 69% to 74%</p> <p>Stimulating learning from 75% to 80%</p> <p>Student motivation and support 75% to 79%</p>
		<p>By 2024, increase the percentage positive endorsement in School Staff Survey (SSS) factors :</p> <p>Teaching and learning module:</p> <ul style="list-style-type: none"> • promote student ownership of learning goals from 80% (2019) to 87% (2024) • support growth and learning of whole student from 87% (2019) to 93% (2024) 	<p>Teaching and learning module:</p> <p>promote student ownership of learning goals from 80% to 82%</p> <p>support growth and learning of whole student from 87% to 90%</p> <p>School climate:</p> <p>parent and community involvement from 61% to 64%</p>

		School climate: <ul style="list-style-type: none"> parent and community involvement from 61% (2019) to 73% (2024) 	
		By 2024, reduce the % of students with 20+ days absence from 39% in 2019 to 25% in 2024.	Reduce absence from 39% to 34%

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	12 months growth for all students in the Key Learning Areas of English and Maths according to the Victorian Curriculum standards. The focus in English will be on Writing and Spelling, however we will continue to monitor and refine student progress in Reading. Implement agreed instructional models consistently across the school in the teaching of English (Reading & Writing) and Mathematics.	
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	Improve outcomes in literacy and numeracy for all students.	
12 Month Target 2.1	<p>Reading - Teacher Judgement / Data Tiers of Intervention</p> <p>June 2022</p> <p>21% Above</p> <p>55% At</p> <p>24% Below</p> <p>December 2022</p> <p>22% Above</p> <p>56% At</p> <p>22% Below</p> <p>Writing – Teacher Judgement / Data Tiers of Intervention</p> <p>June 2022</p> <p>15% Above</p> <p>56% At</p> <p>29% Below</p> <p>December 2022</p> <p>18% Above</p> <p>57% At</p> <p>25% Below</p> <p>Mathematics – Number & Algebra - Teacher Judgement / Data Tiers of Intervention</p> <p>June 2022</p> <p>23% Above</p>	

	<p>47% At 25% Below December 2022 25% Above 53% At 22% Below</p> <p>Mathematics – Measurement & Geometry - Teacher Judgement / Data Tiers of Intervention June 2022 18% Above 54% At 28% Below December 2022 20% Above 55% At 25% Below</p> <p>Mathematics – Statistics & Probability - Teacher Judgement / Data Tiers of Intervention June 2022 10% Above 60% At 30% Below December 2022 12% Above 60% At 28% Below</p>
<p>12 Month Target 2.2</p>	<p>NAPLAN - Increase Top 2 bands to:</p> <p>Year 3 Reading – 50% Writing – 42% Numeracy – 22%</p> <p>Year 5 Reading – 30%</p>

	Writing – 8% Numeracy – 25%	
12 Month Target 2.3	NAPLAN - Benchmark Growth - LOW - Year 5 Reading 2019 = 31% 2021 = 38% 2022 = 32% (2023 = 27%) Writing 2019 = 30% 2021 = 53% 2022 = 42% (2023 = 30%) Numeracy 2019 = 25% 2021 = 26% 2022 = 22% (2023 = 18%)	
12 Month Target 2.4	Collective efficacy from 52% to 58% Teacher collaboration from 64% to 70% Professional learning through peer observation from 60% to 63% Seek feedback to improve practice from 80% to 82% Understand how to analyse data from 80% to 82%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build teacher capabilities to use assessment data and evidence to differentiate teaching to meet student point of need	No
KIS 2	Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time.	Yes

Evaluating impact on learning		
KIS 3 Curriculum planning and assessment	Build teacher knowledge and skill in delivering the Victorian Curriculum as a learning continuum	No
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.	Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for improvement. Data walls, PLC's and PL will focus on a school-wide approach to data collection, goal setting and reporting. SSG's will determine parent and agency involvement in this journey. School Improvement Team comprising Curriculum Leaders / Wellbeing to build teacher capacity to cater for the whole child using data from SWBS / Data walls to inform their practice. Middle Leaders to attend PL with Lead schools / partnerships in PLC, Learning Walks. PMSS leaders in ETRS/ETRSS will present PL for staff and coach in classrooms and be CoPS member. To obtain minimum of 12 month growth for all students. To schedule the time to collect, analyse and evaluate and action the data to inform student goals.	
Goal 3	Improve student engagement and wellbeing in their learning	
12 Month Target 3.1	Student voice and agency from 69% to 74% Stimulated learning from 81% to 84% Sense of connectedness from 70% to 74%	
12 Month Target 3.2	Student voice and agency from 69% to 74% Stimulating learning from 75% to 80% Student motivation and support 75% to 79%	
12 Month Target 3.3	Teaching and learning module: promote student ownership of learning goals from 80% to 82% support growth and learning of whole student from 87% to 90% School climate: parent and community involvement from 61% to 64%	
12 Month Target 3.4	Reduce absence from 39% to 34%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Build teacher capability to activate student voice and agency within the classroom	No
KIS 2 Intellectual engagement and self-awareness	Develop student capability to set goals and monitor their own learning progress	Yes
KIS 3 Parents and carers as partners	Develop and implement strategies that involve parents and carers as partners in their child's learning	No
KIS 4 Health and wellbeing	Embed a whole-school approach to the development of the social and emotional wellbeing of students	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>SSG's (Student Led Conferences) each term with Parents/carers, students, teachers and agencies will determine the goals set for students in Literacy, Numeracy and a Social / Emotional focus.</p> <p>New Leading Teacher, Occupational Therapist, Speech Pathologist, along with current Wellbeing Officer (& Principal Class) will develop a whole-school approach to wellbeing using the MH Practitioner, SWPBS, RRRR and policy.</p> <p>To implement a program/s, strategies to improve overall school attendance.</p> <p>Termly conferences with students, parents, agencies, staff and others to build upon existing goals and strategies through the use of school-wide consistent IEP document. (academic, social/emotional, BSP and medical)</p> <p>to develop student goals and monitor their own learning progress.</p> <p>Berry Street training.</p> <p>ETRSS & ETRS to work collaboratively with families where applicable, MHiPs, D&I, wellbeing officers, buddies and in classrooms.</p>	

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	12 months growth for all students in the Key Learning Areas of English and Maths according to the Victorian Curriculum standards. The focus in English will be on Writing and Spelling, however we will continue to monitor and refine student progress in Reading. Implement agreed instructional models consistently across the school in the teaching of English (Reading & Writing) and Mathematics.
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	<ol style="list-style-type: none"> (1) Embed the Reading, Writing & Maths Instructional Model (2) Refine curriculum structure and content for English & Maths (3) Continue implementation of MacLit (Years 3-6) and MiniLit (Years P-2) intervention programs (4) Develop capacity of staff in teaching of Maths
Outcomes	<ol style="list-style-type: none"> (1) All classrooms across the school will follow the agreed instructional model for Reading, Writing & Maths. <ul style="list-style-type: none"> - Teachers & Students will be familiar with the structure and know the expectations of all parties. - Teachers will use the instructional models to frame planning. - Peer Observation / Learning Walks will occur across the school. (2) Teachers will use scope and sequence documents to outline when content is taught. Teachers will include what content is being taught by using 'I can' statements in planners. Teachers will collaboratively develop a working curriculum document for English & Maths outlining the content to be taught and when. ETRS & ETRSS will combine when presenting PMSS (maths PL for staff).

	<p>(3) Identified students will achieve 12 months growth in key learning areas. Students display 12 months learning growth over the year Teachers assess student progress and report on growth Teachers analyse data to target teaching Leaders monitor student growth data</p> <p>(4) All staff will increase their knowledge in mathematics from exposure to Professional Learning from PMSS Teachers attend PL sessions on Maths Teachers apply professional learning into their planners and teaching Teachers participate in learning walks to compliment the PL in Mathematics Leaders structure meeting schedule to allow time for Maths professional learning Leaders monitor learning walk protocols Students exposed to new learning through teaching practice</p>			
Success Indicators	<p>(1) Reading, Writing & Maths instructional model visible in classrooms - posters/charts & teaching content • Reading, Writing & Maths instructional model evidenced in planning documents</p> <p>(2) Documents will be developed with scope & sequence and "I can" statements for English & Maths</p> <p>(3) Data collected to evidence student growth in intervention programs • Timetabling to reflect intervention programs & students involved</p> <p>(4) Staff will implement learning from P.L. into their planning and instruction of Maths</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>(1) Reading, Writing & Maths Instructional Models to be investigated and embedded across the school - unpack the current Instructional Models - expectations for Students & Teachers in each of the components of the agreed model</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</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
(1.1) Audit current methods of teaching writing at Echuca Twin Rivers School - identify what is currently happening in classrooms	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
(1.2) Identify the needs of teachers & students in the teaching & learning of writing and maths - where to next? - what Professional Learning can assist? - how will we teach writing and math going forward at ETRS? - Plan and implement learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <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	\$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
(2) Add Level 7 to English & Maths Scope & Sequence documents	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <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
(2.1) Develop "I Can" statements for English & Maths - link these to (a) Scope & Sequence documents & (b) Reporting	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
(3) Continue MacLit & Mini Lit intervention programs - testing students - grouping students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<ul style="list-style-type: none"> - timetabling - ensuring feedback is timely 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal 		to: Term 4	<ul style="list-style-type: none"> <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>(4) Prioritised list of Professional Learning opportunities developed for Maths.</p> <ul style="list-style-type: none"> -Survey of staff - Priority areas of P.L. will be addressed in the Meeting Schedule - PL linked to Maths instructional Model - PL implemented 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <ul style="list-style-type: none"> <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>(4.1) Professional learning developed and implemented during PD days and Whole staff PL meetings.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <ul style="list-style-type: none"> <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
PMSS Leader - Modelling - Coaching - PL implementation -CoPS ETRS & ETRSS PL for all staff	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$89,413.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To employ a Leading Teacher to oversee the MHP and wellbeing of all across the school. To engage ERH to provide Occupational Therapist and Speech Pathology services for 1.5 days per week. Continue the role of our Wellbeing Officer increasing time fraction to 0.8. Implementation of D & I Framework. Employ additional Education Support Staff across the school. Allocate an hour of time release for the SWPBS Coordinator Continue with the Dogs Connect Program			
Outcomes	Teachers will: conduct check-ins throughout the day. Plan Play twice daily. Develop a streamlined Transition process from P - 6. Attend the Berry Street PL Model training ad implement strategies.			

	<p>Attend the Tier 2 SWPBS training Devise BSP for students who have 3 or more majors in a term. Explicitly teach RRRR, SWPBS and Zones and be evident in planning documents from F - 6. Leading Teacher to develop a whole child approach to wellbeing & mental health in consultation with the O.T, Speech, Wellbeing Officer, agencies and school staff. Attend S.M.A.R.T Goal setting PL.</p> <p>Students will: check-in with teachers 3 times or more daily. Plan their Play before break times. Use the dogs to support student wellbeing</p> <p>Leaders will: align resources to support Wellbeing needs across the school. Be an active part of the Wellbeing Team/s. Attend PL to support the MHP role. Implement and coach staff using the Wellbeing Frameworks. Allocate D & I funding to support students as identified with the greatest need. Work with Dogs Connect to further develop the program</p> <p>Parents will: attend all meetings to support the their child's education.</p>			
Success Indicators	<p>Planning documents will evidence the the Wellbeing Programs being explicitly taught. Staff will have completed PL. Parent, Staff and ATOSS survey results exceed % in Connectedness / Engagement / Safety Wellbeing Framework will be evidenced in planning documents, policy, role descriptions. Documentation and information communicated through newsletters, wall displays, website, handbooks, information nights. Meeting minutes.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employment of Leading Teacher - Wellbeing / MHP (Liaise with ETRS staff, PL)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$96,274.00 <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
Employment of Allied Health - Occupational Therapist & Speech Pathologist 1.5 days a week	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$86,168.00 <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
Employment of Education Support Staff (additional)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$41,537.00 <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
Berry Street Training PL	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$15,000.00 <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
S.M.A.R.T Goal PL	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Circle Time, Plan Your Play, Transition PL	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Planning documents will be reviewed termly	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Inquiry Engagement Initiative - Hands On Learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <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
Allocate an hour of time release for the SWPBS Coordinator	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(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
Employment of Wellbeing Officer	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <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

Additional Classroom Teacher	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$108,994.00 <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
Dogs Connect Program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <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
Goal 2	Improve outcomes in literacy and numeracy for all students.			
12 Month Target 2.1	Reading - Teacher Judgement / Data Tiers of Intervention June 2022 21% Above 55% At			

24% Below
December 2022
22% Above
56% At
22% Below

Writing – Teacher Judgement / Data Tiers of Intervention
June 2022
15% Above
56% At
29% Below
December 2022
18% Above
57% At
25% Below

Mathematics – Number & Algebra - Teacher Judgement / Data Tiers of Intervention
June 2022
23% Above
47% At
25% Below
December 2022
25% Above
53% At
22% Below

Mathematics – Measurement & Geometry - Teacher Judgement / Data Tiers of Intervention
June 2022
18% Above
54% At
28% Below
December 2022
20% Above
55% At
25% Below

Mathematics – Statistics & Probability - Teacher Judgement / Data Tiers of Intervention

	<p>June 2022 10% Above 60% At 30% Below</p> <p>December 2022 12% Above 60% At 28% Below</p>
12 Month Target 2.2	<p>NAPLAN - Increase Top 2 bands to:</p> <p>Year 3 Reading – 50% Writing – 42% Numeracy – 22%</p> <p>Year 5 Reading – 30% Writing – 8% Numeracy – 25%</p>
12 Month Target 2.3	<p>NAPLAN - Benchmark Growth - LOW - Year 5</p> <p>Reading 2019 = 31% 2021 = 38% 2022 = 32% (2023 = 27%)</p> <p>Writing 2019 = 30% 2021 = 53% 2022 = 42% (2023 = 30%)</p> <p>Numeracy</p>

	<p>2019 = 25%</p> <p>2021 = 26%</p> <p>2022 = 22%</p> <p>(2023 = 18%)</p>
12 Month Target 2.4	<p>Collective efficacy from 52% to 58%</p> <p>Teacher collaboration from 64% to 70%</p> <p>Professional learning through peer observation from 60% to 63%</p> <p>Seek feedback to improve practice from 80% to 82%</p> <p>Understand how to analyse data from 80% to 82%</p>
KIS 1 Evaluating impact on learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time.
Actions	<p>(1) Continue the implementation of a whole school Assessment Schedule</p> <p>(2) Embed the use of data walls across the school</p> <p>(3) Implement collaborative planning across the school</p>
Outcomes	<p>(1) The ETRS Assessment Schedule will be updated & utilised in all classes across the school</p> <ul style="list-style-type: none"> - Teachers will administer assessments and record results on appropriate data trackers using agreed Assessment Schedule and timelines - Teachers will develop/select maths moderation tasks to implement throughout the school - Teachers will provide feedback to students and parents on student progress - Leaders will use the data sets to target professional learning to improve student outcomes - Students will complete assessments at the required time - Students will receive feedback on progress <p>(2) Staff use data to inform their teaching and learning</p> <ul style="list-style-type: none"> - Teachers update data walls - Teachers use data walls to plan programs that will improve student outcomes - Teachers have professional discussions around how to improve student outcomes during NFF planning - Leaders will monitor data wall use and lead discussion in department planning sessions and meetings - Students will complete work designed to target areas of need <p>(3) Staff using NFF time to efficiently plan detailed and targeted units of work.</p>

	<ul style="list-style-type: none"> - Teachers collaborating while planning, sharing ideas, resources and have an understanding of the content being taught - Agenda for planning time developed - Leaders audit planning documents and join in on planning sessions - Students will complete work designed to target areas of need 			
Success Indicators	<p>(1) a. An updated Assessment Schedule will be implemented across the school b. Data trackers completed within agreed timelines c. Data walls implemented and visible in office areas d. Assessment Schedule document updated on the shared drive e. Maths moderation created</p> <p>(2) a. Improved student outcomes as evidenced on data trackers b. Planning documents published on shared drive with evidence of data driven teaching & learning c. Intervention programs in place to support student learning & achievement d. Learning Walks - (i) Leadership & (ii) Teachers e. PLC meetings - time allocated to discuss student outcomes f. Team planning - time allocated to discuss student outcomes</p> <p>(3) a detailed and sequenced planning documents b. Allocated time in timetable for team planning c. PLC time allocated to team planning d. Audited planning documents - consistency across departments e. Planning time agenda/schedules/protocol created and followed</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review/audit data wall usage across the school (a) Review chosen data sets from Prep-6 (b) Teachers will write the reasoning behind each chosen data set (c) Teachers will complete assessments & associated data walls/trackers in agreed timelines.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <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>Investigate collaborative planning through PL</p> <ul style="list-style-type: none"> - Bastow Leading Numeracy Presentation - broken down into parts for separate sessions. - Staff to implement learning from PL into their team planning. 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <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
Intervention Program	<input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$293,000.00 <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
Allocated time in PLC sessions to analyse data and plan programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit and update planning documents across the school. - Contents of a weekly planning document - Resource links - Resources used to plan - Create an agenda/schedule of time allocation to collaboratively plan each area of the curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <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
Create maths moderation tasks through T+L sessions. - task and rubrics developed. - tasks added to assessment schedule	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 1	<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
Goal 3	Improve student engagement and wellbeing in their learning			
12 Month Target 3.1	Student voice and agency from 69% to 74% Stimulated learning from 81% to 84% Sense of connectedness from 70% to 74%			
12 Month Target 3.2	Student voice and agency from 69% to 74% Stimulating learning from 75% to 80% Student motivation and support 75% to 79%			
12 Month Target 3.3	Teaching and learning module: promote student ownership of learning goals from 80% to 82% support growth and learning of whole student from 87% to 90% School climate: parent and community involvement from 61% to 64%			
12 Month Target 3.4	Reduce absence from 39% to 34%			
KIS 1 Intellectual engagement and self-awareness	Develop student capability to set goals and monitor their own learning progress			

Actions	<p>Student Conferences will be held four times a year - Term 1 - Great Start, Term 2 Student Led, Term 3 Student Led, Term 4 Reporting SLC from P - 6 Students will co-construct their goals - Literacy, Numeracy, Social Emotional with parents / teachers Student Goals will be displayed in classrooms and sent home</p>			
Outcomes	<p>Teachers will: Complete IEP for all students at Conferences. Devise BSP for students who have 3 or more majors in a term. Attend S.M.A.R.T Goal setting PL.</p> <p>Students will: Use their voice and agency to set individual literacy, numeracy and social and emotional goals and provide feedback to teachers. Display goals in the classroom. Lead conferences in Terms 2, 3.</p> <p>Leaders will: Be an active part of the SSG's / Conferences and monitor student goals and planning expectations. Implement and coach staff to set goals, Promote student voice and agency across the school.</p> <p>Parents will: Attend Conferences 4 times a year. Contribute to Individual Plans for students where applicable.</p>			
Success Indicators	<p>100% attendance at Conferences ATOSS, Parent , Staff survey indicate growth in connectedness and engagement. Staff will have completed PL. Active SLC group across the school. IEP Plan is continuous.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Conferences - four times a year	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<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
KIS 2 Health and wellbeing	Embed a whole-school approach to the development of the social and emotional wellbeing of students			
Actions	Student Rep on SWPBS Attendance program lead by A.P - Its Not Okay to be Away or similar Explicit teaching of RRRR, SWPBS and Zones. To be evident in planning documents from F - 6. Build staff capacity to teach the key concepts addressing personal development (3-6) Catching on Early program Community Circle, Plan Your Play, Line-up / transitions implemented with fidelity daily. Review and update the school's transition processes as part of the Student Engagement and Wellbeing Policy.			
Outcomes	Teachers will: conduct check-ins throughout the day. Plan Play twice daily. Develop a streamlined Transition process from P - 6. Attend the Berry Street PL Model training ad implement strategies. Attend the Tier 2 SWPBS training Explicitly teach RRRR, SWPBS and Zones and be evident in planning documents from F - 6. Implement the school transition expectations across the school Students will: check-in with teachers 3 times or more daily.			

	<p>Plan their Play before break times. Use their voice and agency to set individual social and emotional goals. Buddy with others across the school</p> <p>Leaders will: align resources to support Wellbeing needs across the school. Be an active part of the Wellbeing Team/s. Attend PL to support the MHP role. Implement and coach staff using the Wellbeing Frameworks. Promote student voice and agency across the school. Review the Engagement and Wellbeing Policy and update accordingly.</p> <p>Parents will: be an active member of the SWPBS Team. Contribute to the wellbeing goals of students on the IEPS, where applicable.</p>			
Success Indicators	<p>Attendance at Conferences at 95 - 100% Planning documents will evidence the Wellbeing Programs being explicitly taught. Staff will have completed PL. Reduction in Tier 3 / Major behaviours logged on SENTRAL. Parent rep on SWPBS Parent, Staff and ATOSS survey results exceed % in Connectedness / Engagement / Safety Buddy program implemented across the school on a fortnightly basis</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implementation of an improved attendance program 'Its not okay to be away' .	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(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
Professional learning Circle Time / Plan Your Play and Transition	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Coach and mentor staff with the implementation of the 'Catching on Early' sexuality education program	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
Update Engagement and Wellbeing policy to include transition practices across the school.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Leadership Team		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
Buddy program implemented across the school on a fortnightly basis	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$329,000.00	\$509,407.00	-\$180,407.00
Disability Inclusion Tier 2 Funding	\$160,486.00	\$160,705.00	-\$219.00
Schools Mental Health Fund and Menu	\$96,274.00	\$96,274.00	\$0.00
Total	\$585,760.00	\$766,386.00	-\$180,626.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
PMSS Leader - Modelling - Coaching - PL implementation -CoPS ETRS & ETRSS PL for all staff	\$89,413.00
Employment of Leading Teacher - Wellbeing / MHP (Liaise with ETRS staff, PL)	\$96,274.00
Employment of Allied Health - Occupational Therapist & Speech Pathologist 1.5 days a week	\$86,168.00
Employment of Education Support Staff (additional)	\$41,537.00
Berry Street Training PL	\$15,000.00
Inquiry Engagement Initiative - Hands On Learning	\$6,000.00
Employment of Wellbeing Officer	\$12,000.00

Additional Classroom Teacher	\$108,994.00
Dogs Connect Program	\$18,000.00
Intervention Program	\$293,000.00
Totals	\$766,386.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
PMSS Leader - Modelling - Coaching - PL implementation -CoPS ETRS & ETRSS PL for all staff	from: Term 1 to: Term 4	\$89,413.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Additional Classroom Teacher	from: Term 1 to: Term 4	\$108,994.00	<input checked="" type="checkbox"/> School-based staffing
Dogs Connect Program	from: Term 1 to: Term 4	\$18,000.00	<input checked="" type="checkbox"/> Other Wellbeing Dogs x 2
Intervention Program	from: Term 1 to: Term 4	\$293,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$509,407.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of Allied Health - Occupational Therapist & Speech Pathologist 1.5 days a week	from: Term 1 to: Term 4	\$86,168.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Employment of Education Support Staff (additional)	from: Term 1 to: Term 4	\$41,537.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Berry Street Training PL	from: Term 1 to: Term 1	\$15,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Inquiry Engagement Initiative - Hands On Learning	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Employment of Wellbeing Officer	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$160,705.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of Leading Teacher - Wellbeing / MHP (Liaise with ETRS staff, PL)	from: Term 1 to: Term 4	\$96,274.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health
Totals		\$96,274.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>(1.2) Identify the needs of teachers & students in the teaching & learning of writing and maths - where to next? - what Professional Learning can assist? - how will we teach writing and math going forward at ETRS? - Plan and implement learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Departmental resources EIL	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>(4) Prioritised list of Professional Learning opportunities developed for Maths. -Survey of staff - Priority areas of P.L. will be addressed in the Meeting Schedule - PL linked to Maths instructional Model - PL implemented</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Departmental resources PMSS Bastow & EIL	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team					
Berry Street Training PL	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Berry Street staff	<input checked="" type="checkbox"/> On-site
S.M.A.R.T Goal PL	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources Amy Dewar	<input checked="" type="checkbox"/> On-site
Circle Time, Plan Your Play, Transition PL	<input checked="" type="checkbox"/> All Staff	from: Term 1 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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Allocate an hour of time release for the SWPBS Coordinator	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Intervention Program	<input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of an improved attendance program 'Its not okay to be away' .	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning Circle Time / Plan Your Play and Transition	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Coach and mentor staff with the implementation of the 'Catching on Early' sexuality education program	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site